Research Article

Examining the challenges of using student-centred teaching strategies in secondary schools: A qualitative approach

Fekede Sileshi Fufa, Abera Husen Tulu and Ketebo Abdiyo Ensene

Jimma University, Ethiopia

Correspondence should be addressed to Fekede Sileshi Fufa   fekedesilo@gmail.com

The purpose of this research is to investigate the challenges that are associated with using student-centred teaching strategies in the classroom. This study focuses on history education teaching at Sebeta town government secondary schools. The aim is also to investigate the challenges that teachers encounter when applying student-centred teaching strategies in history education at Sebeta town government secondary schools. Student-centred learning is a teaching strategy that involves 21st century skills and abilities like collaborative learning, problem solving, creativity, self-directed learning, critical thinking skills, communication, digital, and technology literacy. However, the concept is poorly understood and not implement so efficiently. Different determinant factors have an impact on student-centred teaching and learning strategies. Interviews, classroom observations, and document analysis are used to collect data for this study, which is then presented, analyzed, and interpreted following the study's objectives. The outcomes of this study indicated that the implementation of a student-centred learning technique in history instruction at Sebeta town government secondary school is not appropriate. The findings also revealed that factors influencing student-centred teaching method implementation included a large number of students in a classroom, traditional classroom seating arrangements, insufficient teaching materials, lack of time allocated for history education subjects, and teachers' perceptions of the use of student-centred teaching strategies. It is recommended that concerned bodies work on improving teachers' awareness through training, fulfilling learning materials, revisiting the time allocated for each subject, continuing training for teachers on how to implement the student-centred method, and balancing the number of students in a classroom to apply the student-centred method in history education class successfully.

Keywords: Challenges, perceptions, student-centred, teaching strategies, teacher-center

1. Introduction

Many countries were attempting to give quality education to their citizens, but students were unable to acquire essential competencies, and low achievement was pervasive. To increase education quality, it is vital to understand the problems associated with the implementation of teaching methods. Even in Ethiopia, until recently, the discussion of educational quality centred only on educational inputs, with little emphasis given to the teaching-learning process (Ejigu & Tesemma, 2017). The Ethiopian Education and Training Policy of 1994 acknowledges the use of learner-centred strategies; yet, it seems that the concept is still poorly understood (Ministry of Education,1994). However, various factors have influenced the development of participatory/student-centred teaching strategies. For example, the nature of the learner, the teacher, the environment, and the curriculum content (McCollin, 1998). There is a correlation between teaching strategies, the accomplishment of teaching objectives and students' achievement (Ganyaupfu, 2023). The teaching strategy used by teachers to teach student learning in the classroom encourages students to relate their past learning experiences to new knowledge in the present through: facilitating classroom discussion, generating new ideas and enabling practical teaching to help them develop skills that will bring problem-solving skill (Abulhul, 2021). The

decline in student academic achievement necessitates study into ways that encourage the development of innovative teaching strategies to improve students' learning. Due to various problems, teachers employ only teacher-centred lecturing in their lessons rather than focusing on improving students' academic performance. According to studies conducted at different educational institutions, traditional teacher-centred teaching methods are not recommended for improving student achievement. Teacher-centred teaching strategies continue to dominate as one of the main teaching methods of teacher practice and the decline in student achievement (Abdi, 2014; Muganga & Ssenkusu, 2019). Traditional teaching methods are a fixed body of knowledge and the learner is meant to accept knowledge without questioning the instructor (Abdi, 2014).

In the context of Ethiopian secondary schools, lecture-based teaching remained the most common teaching method. Traditional teaching strategies (lecture methods) in which teachers lecture and students listen currently dominate most Ethiopian schools and implementing a student-centred teaching strategy in Ethiopian schools is still tough (Derebssa, 2006). The deep-rooted Ethiopian tradition of lecturing as well as lack of institutional support and competence of many teachers, have hindered teachers' capacity to apply the student-centred type of teaching (Derebssa, 2006). The lecture method is the most often utilized way to teach in Ethiopian schools, which depends primarily on teacher instruction and has very little learner interaction (Ayele et al., 2019).

Lecture (teacher-centred) teaching is the major teaching method used in the teaching and learning process at Ethiopian higher learning institutions (Abay & Marishane, 2023). Inexperienced teachers' lack of teaching methodological skills, high student-staff ratio, students' low involvement capacity in the teaching and learning process, and insufficient facilities made it difficult to effectively implement student-centred approaches (Abay & Marishane, 2023). The major factors influencing the effective implementation of active learning in Ethiopia were teachers' preference for the traditional/lecture method, a lack of student interest, time, a lack of instructional material, and a large class size (Tadesse & Daniel, 2016). The lecture mode of teaching has a negative effect on students' creativity, critical thinking, ability to produce new ideas, and knowledge construction (Hassen, 2015).

Traditional teaching methods had negative impact on subject teaching and learning (Luka, 2018). Poor methods, mostly teacher-centred teaching methods used by teachers, are one of the major factors contributing to students' poor performance (Ezurike et al., 2020). They noted also that using teacher-centred methods consistently makes students passive rather than active learners, decreases interest and does not promote insightful learning and long-term retention (Ezurike et al., 2020).

Compared to student-centred learning methodologies, lecture-based teaching has been demonstrated to be less effective in achieving the academic performance expectations of prospective students (Slavin, 2011). It has also been noted that students who learnt using the lecture technique scored very low academic achievement (Slavin, 2011). Learning happens when students actively participate in the process of learning rather than passively receiving knowledge (Elliott et al., 2000). The principle supporting student-centred learning is constructivism, which states that each learner learns by integrating new understanding from their experiences and ideas to build on their previous knowledge (Elliott et al., 2000). Social constructivism refers to situations in which groups of students can join together to exchange experiences, ideas, and understandings to achieve a learning goal or solve an issue (Fox, 2001). It is a group of active learning that comprises, student-center learning, team-based learning, group learning, and peer learning (Davidson et al., 2014).

In student-centred teaching and learning strategies, students participate in activities that allow them to learn together and from one another, under the guidance of a teacher or more experienced peer (Siefert & Sutton, 2009). Student-centred teaching and learning strategies improve the abilities to work in teams towards common goals, communicate with one another, listen to others critically, value the skills that others bring to teamwork, problem solving and creating solutions, critically review teamwork effectiveness, manage interpersonal difficulties, and develop leadership

potential (Race, 2014). In Ethiopia, scant research has been undertaken to examine the challenges of using student-centred teaching strategies in secondary schools. As a result, the researchers conducted this study to identify and determine the challenges of using student-centred teaching strategies in Ethiopian secondary schools using qualitative research method.

2. Statements of the Problem

Scholarly works have demonstrated that student-centred teaching and learning methods are more essential than teacher-centred instructional strategies in improving students' academic performance. Previous researches have also demonstrated that, when compared to student-centred learning approaches and lecture-based teaching, lecture-based teaching is less effective at improving student academic achievement. However, in Ethiopian secondary schools due to various reasons, lecture-based teaching is still the most common teaching strategy. Fewer research studies have been conducted in Ethiopia to examine the challenges of using student-centred teaching strategies in secondary schools. So, the primary objective of this study is to investigate the challenges that teachers encounter while applying student-centred teaching strategies in history education at Sebeta town government secondary schools. To find the problems that affect the implementation of a participatory learning approach, the researchers formulated the following fundamental research questions:

RQ 1) What are the challenges that teachers face when they employ a student-centred approach in the classroom?

RQ 2) What are the perspectives of teachers regarding the use of student-centred strategies in history education classes at Sebeta Secondary School?

RQ 3) Which techniques should be implemented as a solution to implement student-centred learning methods in Sebeta secondary schools?

The outcomes of the study will help teachers, curriculum experts, and other stakeholders understand the challenges that teachers face when implementing student-centred teaching practices in Ethiopian secondary schools.

3. Literature Review

The framework of this research is based on constructivist learning theory. The constructivist learning theory was advocated by John Dewey (1858–1952), Jean Piaget (1896–1980), Lev Vygotsky (1896–1934), Jerome Bruner (1915–), Maria Montessori (1870–1952), and Ernst von Glasersfeld (1917–) (Gogus, 2012). This research is, particularly based on Vygotsky's social constructivist learning theory. According to a social learning theory developed by Russian psychologist Lev Vygotsky (1896-1934), individuals are active participants in the development of their knowledge (Schreiber & Valle, 2013). This social constructivism approach places a strong emphasis on pairs and small groups (Matthew & Bradbury, 2015). Constructivist learning theory promotes active learning, effective learning, meaningful learning, constructive learning, and learning by doing (Gogus, 2012; Leeuwen & Janssen, 2019). According to this theory, students learn primarily through interactions with their classmates, teachers, and parents, whereas teachers are expected to facilitate dialogue in the classroom (Punch, 2009). Constructivism is a learning theory and learning framework that advocates student-centred learning (Ramsook, 2018). Tam (2000) identifies four essential constructivist classroom features that must be addressed when applying constructivist teaching strategies: 1) Teachers and students exchange their knowledge, 2) authority be shared by teachers and students, 3) the teacher serves as a facilitator or guide, and, 4) learning groups will be made up of diverse set of students.

The constructivist viewpoint underscores that students learn through interactions with peers, teachers and families, whereas teachers encourage and facilitate discussion in the classroom (Davis et al., 2017). Effective teaching and learning rely significantly on interpersonal interaction and discussion, with the primary focus on the students' understanding of the discussion (Tennyson & Volk, 2015). Learners collaborate as peers, bringing their collective experience to problem-solving (Kintsch, 2009). The discussion that comes from student-centred effort allows learners to examine

and improve their learning continuously. Constructivism needs a teacher who serves as a facilitator whose main function is to help students become active participants in their learning and make meaningful connections between prior knowledge, new knowledge, and the processes involved in their learning (Tam, 2000). On the other hand, Abdi (2014) discovered that students, who were instructed using inquiry-based learning outperformed students who were learned using traditional teaching in his experimental study on the influence of inquiry-based learning.

According to various study findings, student-centred learning has several advantages in terms of strengthening and improving student academic achievement. In their study, Johnson et al. (1994) found that learning together with more knowledgeable peers has considerable benefits on students' achievement. Kim (2005) discovered that constructivist teaching is more effective than teacher-centred education in terms of academic achievement. In his study, "the effects of a constructivist teaching approach on student academic achievement," the experimental group scored more than the control group by 33.01 points (p.14). Kuh et al. (2007) also demonstrated that student-centred learning had favourable impact on students' performance by increasing their engagement and learning outcomes.

Tran (2014) also researched the effects of student-centred learning and discovered that after about 8 weeks, students who learned through student-centred learning scored significantly higher on achievement and knowledge retention in the post-test period than students who learned through lecture-based teaching. Ganyaupfu's (2023) study on teaching methods and student academic performance found that the teacher-student interactive method was the most successful in enhancing students' achievements. Whicker et al. (1997) compared the effects of teaching strategies on grade 11 and 12 students' academic achievement. The post-test findings of the study revealed that students who learned through student-centred learning strategies outperformed students in the comparison group. According to the aforementioned studies, students who learnt using student-centred teaching and learning methodologies achieved higher academic accomplishment at all levels of education, in various subject areas, in different countries, and at all levels of education. Scholarly works revealed that the challenges teachers face when using student-centred teaching strategies are: problems identified include time allotted for history education lessons; large number of students in a class, shortage of teaching materials; and a lack of understanding of the use of student-centred teaching methodologies (Baru, 2021; Ejigu & Tesemma, 2017; Tadesse, 2020; Temesgen, 2017). The main purpose of this research is to identify the challenges that teachers confront when using student-centred teaching practices in history lessons at Sebeta secondary schools.

4. Method

This research is conducted using the constructivist paradigm view with the qualitative research approach. In this study, the researchers used a qualitative research approach to examine the challenges that teachers confront when using student-centred teaching practices in history education in Sebeta government secondary schools. Qualitative research allows the researchers to conduct in-depth research on the problem under study (Gay et al., 2011).

4.1. Research Design

When a research process is properly designed, it contributes to the maximum achievement of the study's objective. A research design is defined as a general strategy or plan for carrying out research (Kumar, 2011). According to (Kumar, 2011), a research design is a blueprint of the overall research process that the researchers prepare to answer the objectives. A research design, according to Creswell (2013), provides a framework for data collection and analysis, and the choice of such a design is dependent on the priority given to various dimensions of the study.

The qualitative research approach has different specific designs. These are Phenomenology, Ethnography, Narrative inquiry, Case study, Grounded theory and Historical research (Johnson & Christensen, 2012). The qualitative case study design is utilized to examine the challenges that

teachers confront when using student-centred teaching practices in history education in Sebeta public secondary schools.

According to Alpi and Evans (2019), a case study research design is a qualitative approach in which the investigator investigates a real-life, contemporary bounded system or multiple bound systems over time through detailed, in-depth data collection involving multiple sources of information. Case study sources include interviews, written documents, archival records, direct observations, participant observation, and artefacts (Alpi & Evans, 2019).

Six experienced history education teachers and two curriculum experts participated into the study. Table 1 presents the characteristics of the teachers.

Table 1
Characteristics of the participants

	SSST1	SSST2	BSST1	BSST2	WSST1	BGSST1	OEBCE1	OEBCE2
Gender								
Male		✓	✓	✓	✓	✓	✓	
Female	✓							✓
Age								
21-30								
31-40	✓			✓	✓	✓		✓
41-50		✓	✓				✓	
51+								
Qualification								
Diploma								
1st degree	✓	✓		✓	✓			
MA/MSc/Med			✓			✓	✓	✓
Year of experience								
1 to 5 years								
6-10 years				✓				
16-20 years	✓				✓	✓	✓	✓
Above 20 years		✓	✓					

4.2. Data Collection

The following data collection techniques were used for this study. These are interviews, document analysis, and non-participant lesson observation. The triangulation of data collection methods was seriously considered to ensure the validity and reliability of the data that were collected. Each of these data collection instruments, as well as the reasons for their selection, are discussed further below.

4.2.1. Interview

Before interviewing informants, the researchers described the goal of the study to the participants to acquire their consent The researchers' told participants that the study's primary aim is to collect useful data for the research titled "The challenges that teachers confront when using student-centred teaching practices in history education at Sebeta public secondary schools." After gaining consent of the participants, the researchers collected firsthand data from the respondents. An interview was one of the data collection instruments used to examine the challenges that teachers confront when using student-centred teaching strategies in Sebeta public secondary schools. As mentioned above, six experienced history education teachers and two curriculum experts participated in an interview. All interviews have been audio recorded and finally, the researchers transcribed the recorded sound data.

4.2.2. Document analysis

Document analysis is another technique that is used for this study. Document analysis has played a significant role in accurately processing primary sources. It is a technique that provides the researchers with valuable information. Document analysis is part of the data collection strategy that every researcher engages in throughout the research period (Creswell, 2012). The documents reviewed in this study such as policy documents, reports, letters, agendas, books, journals or any other document related to the study (Creswell, 2012). The researchers analyzed the history education textbook and discovered that it has 259 pages and is organized into 8 chapters. The researchers also analyzed the curriculum framework and two periods per week for history education are assigned to grades nine and ten. The content of this history lesson does not correspond to the weekly period assigned to the lesson. This means that the range is extensive and the time allotted is limited.

4.2.3. Observations

The researchers used lesson observations because they provide firsthand and 'real' facts data (Cresswell, 2012). Lesson observations were conducted by the researchers to acquire a better understanding of school facilities, student seating arrangements, the teaching-learning process; student-teacher interactions and teaching strategies. Four different grade 10 history classes were observed. The researchers observed 8th-grade tenth history education lessons. Students in the eight classes seen schools ranged from 70 to 90. Students were overcrowded in the classroom, making it impossible to organize students into groups for collaborative learning. Rounding and assisting students learning in the classroom might be difficult for teachers. Furthermore, the researchers observed the students' learning throughout the classroom observation. and determined that many students were engaged in learning in an overcrowded environment. Many of them do not have history education students' textbooks, and each wave usually has 3 to 4 students. According to the researchers, carrying out interactive teaching in such large classrooms as teachers respond to interviews is challenging. This also impacts teachers' teaching assessments. As a result, the assessments used by instructors are not continuous. The researchers observed midterm and final exams, as well as checking students' notes and providing marks.

4.3. Data Analysis

The analysis of qualitative data is an ongoing and, ideally, participatory process that results in rigorous and systematic data interpretation. The information gathered was organised into folders based on document notes, interview data, and observation data. The researchers double-checked the data acquired by document analysis, interviews, and observation before proceeding with any additional data analysis. Following the completion of data collection, the data was organized and analyzed following the research objective. The recorded interview was converted to a written form (transcribed) using participant words. Following the transcribed data, the researchers began the coding process by carefully examining the transcribed data line by line and assigning them to meaningful analytical groups depending on the objective and theme of the study. This is the process of combining similar data describing related issues and naming these segments concerning the broader category of questions presented to the participants.

Finally, the researchers' interpretation of the findings is provided in narrative style. The researchers employed narrative in the analysis and presentation of information since it is crucial in comprehending individuals' accounts (Elliot, 2008).

5. Results and Discussion

5.1. Challenges that Secondary School History Teachers Face while Employing Student-centred, Participatory Teaching Methodologies

Barriers for implementing student-centered approaches to teaching and learning that provide students with 21st century skills were identified. The primary aim of this study is to explore and

identify the challenges that history teachers confront when employing student-centred teaching history. To accomplish this objective, the researchers conducted interviews with teachers, and experts, as well as lesson observation and literature review. The researchers interviewed history teachers at Sebeta secondary schools about the challenges that they confront when implementing the participatory teaching approach. The researchers asked respondent teachers, "What are the challenges that history teachers face in Sebeta secondary schools when using the participatory approach?". Following an interview with the teachers' respondent, the researchers discovered several challenges to the implementation of a participatory teaching approach. Time allotment for the subject, the number of students in one classroom, lack of teaching materials, lack of awareness creation training, and the length and breadth of contents to be covered were significant factors in the implementation of student-centred teaching methodologies.

5.1.1. Time allotment for history subject

On the topic of time allotted for history courses, all of the teachers interviewed expressed similar views. They claim that the timetable makes it impossible for them to employ innovative teaching strategies. They indicate that the enormous contents of grade nine and ten history education were taught in only two sessions each week making it impossible to use student-centred strategies. These respondents stated that the time provided to history education made it impossible to use student-centred strategies. They were not willing to utilize student-centred teaching methodologies because they believed it would be time-consuming (Elliot, 2008). Data from interviews reveal that the amount of time allocated per session is insufficient to adopt student-centred initiatives. Each class is just 40 minutes long, making it difficult for teachers to fully employ interactive teaching practices (BSST1).

5.1.2. Class size

Teachers interviewed stated that the number of students in the classroom is not suitable for implementing participatory teaching strategies. Their comments are presented as follows. Teacher SSST1 noted that:

> If we intend to employ student-centred or participatory teaching strategies, the classroom is crowded with students in the class. Look in our school, ninth and tenth-grade students range from 70 to 90 in a single class. It is not preferred to employ participatory strategies in this huge class. As a result, I believe this strategy is unsuitable for huge classes.

The teacher BGSST1stated that:

> If you go and look at the classroom, you don't have to turn around. The students are the whole class. It is difficult to support this if you divide it into groups. It would be better to divide the students into classes in a standard way so that teachers can use participatory teaching methods.

Teacher WSST1 made the following comment:

> If you look at the classroom the students are full in the classroom. It is challenging to help students work and activities they do in collaboration in their group. It would be preferable to divide students into classes based on standards for the teachers to use participatory teaching approaches.

The majority of the teachers interviewed by the researchers reported that their classrooms are overcrowded and that it is difficult for them to employ student-centred teaching practices.

5.1.3.Lack of teaching materials

Teachers stated that they do not have a syllabus or a teacher guide for history teaching other than textbooks. The teacher's guide provides practical ways for teachers to use the textbook's content. However, the teachers at Sebeta town government secondary schools did not have history education teaching materials except students' textbooks. The responses of teachers are organized as follows:

> I have been teaching history education for 18 years, but I have never seen or read the syllabus of history education until all this time (SSST2). So far, I have not read the history education syllabus or seen what it contains. Because there is no history education syllabus available in secondary schools

(BSSST1). We do not have a history syllabus, and the materials that we use to teach students are students' textbooks (BSST2).

Based on reality and experience, curriculum experts have classified the obstacles that secondary school history teachers confront while using student-centred teaching approaches in the following manner:

> Numerous obstacles may arise during the implementation of the student-centred method, as students come from diverse backgrounds in terms of race, culture, social background, and religion. As a result, when teachers attempt to employ collaborative teaching practices, such backgrounds may have an impact on implementation and lead to conflict. On the other hand, obstacles to implementing student-centred teaching approaches included teachers' knowledge, class size, facilities, teaching materials, and class management (OEBCE).

The expert's viewpoints are congruent with the teachers' points of view. The challenges, in particular, teachers' lack of understanding of implementing participatory teaching strategies, large number of students in one class, and lack of teaching resources, are the same as what was stated by the teachers and the history curriculum expert.

All of the teachers interviewed stated that they did not have a history syllabus and had never utilized it. Teachers do not see contents, structures, recommended teaching aids, and methodologies in the history education syllabus and teachers' guide. The lack of teaching materials is a big challenge in the implementation of student-centred teaching. What the literature says about teaching materials and their importance in teaching and learning is compared to what teachers say. The researchers examined several sources to determine how beneficial the syllabus is for teachers. According to the literature, the availability of teaching resources during the teaching-learning process has a significant impact on student learning. (Right, 2018) defines teaching materials as the materials that teachers use to provide teaching. He also emphasized that teaching materials can help students learn and achieve more.

Glewwe et al. (2011) emphasized the importance of learning and teaching materials (syllabi, textbooks, and other auxiliary materials) in promoting student learning. He also emphasized how effective syllabus design begins with an extensive understanding of identifying what students should learn, organizing teaching strategies, determining how to assess student learning, and organizing activities, assignments, and materials to aid student learning.

5.2. Teachers' Perception towards Student-centred Teaching Strategies

History academics believe student-centred teaching methods are beneficial for student learning, but they believe that student-centred teaching strategies require more time, are ineffective for covering a wide range of contents, and are not good for teaching large class sizes. Teachers and experts interviewed revealed that the Oromia Education Bureau and the Ministry of Education have never given training awareness-raising on the implementation of participatory teaching methodologies. Concerning the scope of history teaching, the researchers interviewed teachers, and their comments are organized as follows. Teacher WSST1's comments are as follows:

> The history education curriculum is enormous and difficult to address within the constraints of time. When we compare the amount of content to the amount of time allotted for history education, the amount of content is vast. We never concluded the contents due to the breadth of the history education textbook, even while adopting teacher-centred teaching strategies. The last one or two chapters go by without any teaching and students learning. Teachers employ lecture rather than participation strategies to cover as much as feasible. Curriculum developers and textbook writers, in my opinion, should prioritize important/national history above entire history.

BSST1 also provided his response, "What concerns us is that the amount of history content does not correspond to the duration of time provided for history education." Furthermore, according to SSST1, "the contents of history education textbooks are difficult for us to cover within the academic year. Every week, only two periods were assigned to history education. However, history education encompassed more than 259 pages". All of the teachers interviewed stated that the history lesson's contents were broad and difficult to handle. Also,

teachers agree that student-centred learning methods are more beneficial than traditional teaching methods in improving students' academic performance. Teachers were aware that collaborative learning was more effective in improving student performance, but they were hesitant to use it due to the aforementioned issues.

5.3. An Approach for Implementation of Student-centred Learning

The respondents responded to the issue of what techniques should be implemented to apply strategies of active learning in history education teaching. Problems identified include time allotted for history education lessons, the large number of students in a class, a lack of teaching materials, and a lack of understanding of the use of student-centred teaching methodologies. As a result, strategies should be implemented as solutions to implement active learning methods in history teaching in Sebeta secondary schools were; considering time allocated for history education lessons or the content to be covered to coincide with the assigned time, standardization of the number of students in a class, and providing continuous training to teachers and students in the use of student-centred learning.

This study agrees with the findings of the research work of (Baru, 2021; Ejigu & Tesemma, 2017; Tadesse, 2020; Temesgen, 2017). In his study of factors affecting the implementation of active learning Baru (2021) found that the implementation of active learning methods was influenced by large class sizes, lack of resources, lack of commitment of teachers, misunderstanding as if student-centred teaching is only grouping the students and providing tasks to be achieved which require large room for seating arrangement ineffective pedagogical centre. Furthermore, Tadesse (2020) stated the common obstacles to the implementation student-centred approach in teaching are; lack of time and resources to implement, the rigidity of the timetable, teachers' attitudes, lack of instructional materials and administrative support, problems with the seating arrangement, large classes and the huge amount of content to be covered. Finally, he suggested that giving training and support may improve teachers' attitudes and teaching methods.

Ejigu and Tesemma (2017) also found the main challenges of implementation of student-centred teaching strategies are, low attitude towards student-centred learning, inadequate instructional resources, shortage of time allocated to each teaching period and lack of motivation on teachers. They recommended that to enhance the implementation of the Student-centered approach the responsible bodies and organizations should work on awareness creation, fulfil learning materials, improve teachers working conditions and again revisit the time allocated for each period. Temesgen (2017) also examined factors affecting the implementation of the student-centred method and found that a large number of students in a class, and traditional classroom seating arrangements were the main causes.

6. Conclusion

Following interviews with history education teachers and history education experts from the Oromia education bureau, lesson observations, and document analysis, the researchers observed challenges to the use of student-centered teaching methodologies. Student-centred teaching approaches educate students on how to incorporate 21st century skills into their learning and how to improve their learning by activating their creativity, imagination, cooperation, critical thinking, and problem-solving skills. However, some barriers to using 21st-century teaching practices have been identified. These include: the time allotment for history education is one of the problems mentioned (Ejigu & Tesemma, 2017; Tadesse, 2020). History education teachers stated that time allotment for history education is not enough for the implementation of student-centred teaching methodologies. Teachers noted that the vast topics of history instruction, as well as the time allotted; two sessions (80 minutes) per week, make it difficult to employ student-centred teaching methodologies.

Another obstacle to implementing innovative teaching methods was the large number of students in one class. One major issue identified by teachers in the implementation of innovative teaching strategies is the number of students in the classroom (Temesgen, 2017). All interviewees

agreed that having a large number of students in the classroom was a challenge when using student-centred strategies. The observed classrooms were overcrowded, making it is impossible to divide students into groups and manage students' discussions. Studies conducted on the challenges associated with student-centred instructional strategies described a large number of students in the classrooms as inappropriate for the implementation of teacher-centred teaching strategies (Baru, 2021). Another challenge found in the implementation of student-centred learning is lack of inclusive teaching materials (Ejigu & Tesemma, 2017). The teachers interviewed in the study location did not have a teaching guide to effectively direct their lessons. The size of contents to be covered is also a major impediment to the application of interactive teaching methodologies in history education. The findings from the interviews conducted and the literature analyzed also show that–lack of awareness training for teachers on the implementation of participatory teaching methods is one of the challenges in the implementation of participatory teaching methods.

7. Recommendations

Following the findings, researchers made the following recommendations: national and regional education experts should closely monitor the provision of history teaching materials to schools and teachers. Lack of learning materials significantly impedes the implementation of student-centred teaching strategies be mitigated. Teachers emphasize that the issue of students' number in one classroom should also be in accordance with the policy of Ministry of Education. The researchers recommend that all stakeholders work to standardize the number of students in the classroom as well as how to implement successful teaching and learning practices. It has also been recommended that; history teachers should be trained in the use of innovative teaching approaches. Institutions of teachers' training colleges and universities should provide comprehensive training to students and teachers on the concept and practice of student-centred teaching practice. Many teachers are concerned that the time provided for each period is insufficient for implementing student-centred teaching in the classroom. As a result, curriculum experts must properly design the breadth of history education content. To ensure that students learn successfully, the relevant authorities should rigorously monitor the state of the teaching and learning processes in general, and history education in particular.

Author contributions: All authors are agreed with the results and conclusions.

Declaration of interest: No conflict of interest is declared by the authors.

References

Abay, M., & Marishane, N. (2023). Challenges facing the leadership of Ethiopian higher learning institutions in assuring quality education. *Journal of Educational and Social Research, 13*(2), 223-236. https://doi.org/10.36941/jesr-2023-0046

Abdi, A. (2014). The Effect of Inquiry-based Learning Method on Students' Academic Achievement in Science Course. *Universal Journal of Educational Research, 2*(1), 37-41. https://doi.org/10.13189/ujer.2014.020104

Abulhul, Z. (2021). Teaching strategies for enhancing student's learning. *Journal of Practical Studies in Education, 2*(3), 1-4. https://doi.org/10.46809/jpse.v2i3.22

Alpi, K. M., & Evans, J. J. (2019). Distinguishing case study as a research method from case reports as a publication type. *Journal of the Medical Library Association, 107*(1), 1–5. https://doi.org/10.5195/jmla.2019.615

Ayele *et al.* (2019). Teachers' classroom teaching practices in Amhara Region and Addis Ababa City, Ethiopia. *Africa Education Review, 16*(1), 1-21. https://doi.org/10.1080/18146627.2017.1361332

Baru, A. (2021). Factors affecting the implementation of active learning methods in bale zonesecondary schools: exploring perceptions, knowledge and experiences of students, teachers and school leadership. *Humanities and Social Sciences, 11*(1), 35-46. https://doi.org/10.7176/RHSS/11-1-05

Creswell, J. W. (2012). *First step in research.* Van Schaik.

Creswell, J. W. (2013). *Qualitative inquiry and research design: choosing among five approaches*. Thousand Oaks.

Davidson, N., Major, C. H. & Michaelsen, L. K. (2014). Small-group learning in higher education–cooperative, collaborative, problem-based, and team-based learning: an introduction by the guest editors. *Journal on Excellence in College Teaching*, *25*(3,4), 1-6.

Davis, M. L., Witcraft, S. M., Baird, S. O., & Smits, J. A. (2017). Learning Principles in CBT. In S. G. Hofmann & G. J. G. Asmundson (Eds.), *The science of cognitive behavioral therapy* (pp. 51–76). Elsevier Academic Press. https://doi.org/10.1016/B978-0-12-803457-6.00003-9

Derebssa, S. (2006). The tension between traditional and modern teaching-learning approaches in Ethiopian primary schools. *Journal of International Cooperation in Education*, *9*(1), 123 -140.

Ejigu, O. & Tesemma, A. (2017). Factors affecting the implementation of student-centered learning methods. *Journal of humanities and cultures studies R&D*, *2*(1), 1-10.

Elliot, M. (2008). *Approaches to narrative research: national centre for research methods review paper*. The University of East London.

Elliott, S. N., Kratochwill, T.R., Littlefield Cook, J. & Travers, J. (2000). *Educational psychology: Effective teaching, effective learning*. McGraw-Hill College.

Ezurike, C. P., Ayo, V., & Adewunmi, F. (2020). Influence of teacher-centred and student-centered teaching methods on the academic achievement of post-basic students in biology in Delta State, Nigeria. *Teacher Education and Curriculum Studies*, *5*(3), 120-124. https://doi.org/10.11648/j.tecs.20200503.21

Fox, R. (2001). Constructivism examined. *Oxford Review of Education, 27*(1), 23-35.

Ganyaupfu, M. E. (2023). Teaching methods and students' academic performance. *International Journal of Humanities and Social Science Invention*, *2*(9), 29-35.

Gay, L. R, Miles, G. E. & Airasian, P. (2011). *Educational research: competencies for analysis and applications*. Pearson.

Glewwe, P. W., Hanushek, E. A., Humpage, S. D. & Ravina, R. (2011). *School resources and educational outcomes in developing countries: a review of the literature from 1990 to 2010*. National Bureau of Economic Research.

Gogus, A. (2012). Constructivist learning. In N. M. Seel (Ed.), *Encyclopedia of the sciences of learning* (pp. 783-786). Springer. https://doi.org/10.1007/978-1-4419-1428-6_142

Hassen, M. A. (2015). *Strategies in the teaching of Geography in higher education preparatory secondary schools of Ethiopia* [Unpublished doctoral dissertation]. Wollo University, Dessie, Ethiopia.

Johnson, B. & Christensen, L. (2012). *Educational research, qualitative, quantitative and mixed approach*. Sage.

Johnson, D. W., Johnson, R. T. & Holubec, E. J. (1994). *Cooperative learning in the classroom*. Association for Supervision and Curriculum.

Kim, S. (2005). The effects of a constructivist teaching approach on student academic achievement, self-concept, and learning strategies. *Asia Pacific Education Review*, *6*(1), 7-19.

Kintsch, W. (2009). Learning and constructivism. In S. Tobias & T. M. Duffy (Eds.), *Constructivist instruction: Success or failure?* (pp. 223–241). Routledge.

Kuh, G. D., Kinzie, J., Buckley, J., Bridges, B., & Hayek, J. C. (2007). Piecing together the student success puzzle: Research, propositions, and recommendations. *ASHE Higher Education Report, 32*(5), 1-182.

Kumar, R. (2011). *Research methodology: a step-by-step guide for beginners*. Sage.

Leeuwen, A., & Janssen, J. (2019). A systematic review of teacher guidance during collaborative learning in primary and secondary education. *Educational Research Review*, *27*, 71-89. https://doi.org/10.1016/j.edurev.2019.02.001

Luka, M. J. B. (2018). *Impact of teaching methods on the attitude of secondary school students toward the learning of history in Malawi: a case study of some schools in Shire Highland Education Division (SHED)* [Unpublished doctoral dissertation]. Mzuzu University, Mzuzu, Malavi.

Matthew, J. & Bradbury, T. (2015). Contributions of social learning theory to the promotion of healthy relationships: Asset or liability? *Journal of Family Theory and Review,7*(1), 13-27. https://doi.org/10.1111/jftr.12057

McCollin, E. D. (1998). *Faculty and student perceptions of teaching styles: Do teaching styles differ for traditional and nontraditional students?* The University of Southern Mississippi.

Ministry of Education. (1994). *Ethiopian education and training policy*. Author.

Muganga, L., & Ssenkusu, P. (2019). Teacher-centered vs. student-centered: an examination of student teachers' perceptions of pedagogical practices at Uganda's Makerere University. *Cultural and Pedagogical Inquiry*, *11*(2),16-40.

Punch, K. F. (2009). *Introduction to research method in education*. Ashford Colour Press.

Race, P. (2014). *Making learning happen: A guide for post-compulsory education*. Sage.

Ramsook, L. (2018). Cooperative learning as a constructivist strategy in tertiary education. *International Journal of Education and Research*, *6*(12), 149-160.

Right J. (2018). *The Importance of Learning Materials in Teaching*. Retrieved June 13, 2023 from https://www.theclassroom.com/way-5289430-components-effective-teaching.html

Schreiber, L. M., & Valle, B. E. (2013). Social constructivist teaching strategies in the small group classroom. *Small Group Research*, *44*(4), 395–411. https://doi.org/10.1177/1046496413488422

Seifert, K., & Sutton, R. (2009). *Educational psychology.* Orange Grove.

Slavin, R. E. (2011). Instruction based on cooperative learning. In R.E. Mayer & P.A. Alexander (Eds). *The nature of learning: using research to inspire practice* (pp. 388-404). OECD.

Tadesse A. & Daniel T. (2016). An Assessment of the practice and its determinant factors ofactive learning methodologies by teachers of teacher education colleges of Begemidir and Gondar: North and South Gondar zones of Ethiopia. *British Journal of Education*, *4*(1), 32-50.

Tadesse, L. (2020). Problems affecting the practice of student-centred approach in teaching social studies. *Journal of Pedagogical Sociology and Psychology,* *2*(2), 69-79. https://doi.org/10.33902/JPSP.202026294

Tam, M. (2000). Constructivism, instructional design, and technology: implications for transforming distance learning. *Educational Technology and Society, 3*(2), 50-60.

Temesgen, S. (2017). Factors affecting the implementation of student-centred method in mathematics classes: the case of otona secondary school grade 10, Wolayta Zone, SNNPR Region. *International Educational Scientific Research Journal, 3*(8), Article 14.

Tennyson, R. D., & Volk, A. (2015). Learning theories and educational paradigms. In J. D. Wright (Ed.), *International Encyclopedia of the Social & Behavioral Sciences*, 699-711. https://doi.org/10.1016/B978-0-08-097086-8.92036-1

Tran, N. A. (2014). The role of mentoring in the success of women leaders of color in higher education. *Mentoring and Tutoring, 22*(4), 302-315. https://doi.org/10.1080/13611267.2014.945740

Whicker, K.M., Bol, L., & Nunnery, J. A. (1997). Cooperative learning in the secondary mathematics classroom. *Journal of Educational Research, 91*, 42-48. https://doi.org/10.1080/00220679709597519