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Extensiveness of Classroom Presentation in Enhancing Active Learning among Public Secondary School Students in Moshi Municipality, Tanzania

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Abstract:
This study weighed the extensiveness of classroom presentation in enhancing active learning among public secondary school students in Moshi municipality, Tanzania. The study focused on the extent to which classroom presentations, experiments, subject projects, and case studies boost active learning among students. Out of 1499 targeted individuals from Moshi Municipality, a sample of 4 public secondary schools through which 128 students, 32 teachers, 4 heads of schools, and 1 district secondary education officer (165 respondents) were obtained using probability and non-probability techniques. Research experts in education ensured the validity of the questionnaires, interview guides, and observation guides. A pilot study was conducted in two public secondary schools, and the reliability of questionnaires was estimated using Cronbach's Alpha technique for Likert-type items whereby .834 and .821 coefficients for teachers and students' instruments was correspondingly achieved while reliability for qualitative data was established through peer debriefing and triangulation methods. Quantitative data was descriptively analyzed to frequencies, percentages, and mean with the aid of SPSS version 22, while qualitative data was scrutinized thematically and presented in tables and quotations, respectively. The study adhered to research ethical principles throughout the research process. According to the study, classroom presentations significantly boosted students' critical thinking, active engagement, and comprehension to improve active learning in public secondary schools. The study concluded that presentations are, to a high extent, useful instructional tools for grabbing students' attention visually and efficiently communicating ideas. For improved educational outcomes, the government and other education stakeholders should prioritize active learning strategies, encourage teacher development, empower students' active engagement, allot resources, and enforce policies.

Keywords*: Extensiveness, classroom presentation, active learning, interactive communication*

1. Introduction

Active learning is a critical component of effective education, as it encourages students to engage with course material on a deeper level and take a more active role in their learning process. Its purpose is to equip individuals with the necessary tools and abilities to navigate the challenges of life, engage in critical thinking, and actively contribute to society. Consequently, educators worldwide recognize the significance of performance-based assessment as a means to evaluate learners' knowledge, skills, and abilities (Adjei et al., 2023). Through direct observation of learners' performance or demonstration of specific tasks and activities, performance-based assessment aims to enhance their active participation in the learning progression (AlShamsi, 2023). This approach empowers teachers to assess learners' real-world application of knowledge and skills, fostering a more engaged and effective learning environment.

With its strong emphasis on summative evaluations like standardized examinations, the traditional educational paradigm has come under fire for its poor capacity to encourage students' active participation and in-depth learning. As a result, there has been a global shift towards performance-based assessment (PBA), which emphasizes evaluating student learning through real-world tasks and authentic demonstrations of knowledge and skills. This approach has garnered recognition and widespread adoption worldwide as an effective method for enhancing active learning among students. Educators from diverse countries and educational systems have enthusiastically embraced performance-based assessments to examine students' knowledge, skills, and abilities in manners that are more genuine, meaningful, and relevant (Evans, 2023; Hardy et al., 2023). Hence, this study aimed to investigate the connection between the comprehensiveness of classroom presentations and the level of active learning exhibited by students in public secondary schools.

Utilizing student presentations to enrich the learning process is receiving increasing attention in the United States. However, Chen-Hsieh and Lee (2023) reveal that presentations often become superficial, focusing more on performance than fostering a deep understanding of the subject matter. Students may prioritize memorization and regurgitation, neglecting critical thinking and analysis. Similarly, in China, Wang (2023) observed that class size impacts student presentations, posing challenges for teachers to provide personalized feedback and support in larger classrooms. Despite the encouragement to use presentations, doubts remain about their effectiveness in promoting active student participation. These findings call for a thoughtful approach to address these concerns and optimize the benefits of student presentations in enhancing the learning experience.

In Africa, practical sessions are emphasized in many education systems, especially in less developed nations, to help students apply theory knowledge, hone problem-solving abilities, and cultivate a scientific attitude. Studies have, however, brought to light the difficulties in putting useful strategies into practice. Studies conducted in South Africa (Nkwanyana-Sithole, 2023) and Nigeria (Olugbenga et al., 2023) has revealed that insufficient resources and restricted access to facilities obstruct the successful execution of real-world presentation, hence impeding the potential advantages of active learning. The results demonstrate the disconnect between the focus placed in educational institutions on practical learning and the actual conditions on the ground, indicating that to fully use the potential of practical learning, it is imperative to address the deficiency of suitable infrastructure and resources.

In East Africa, encouraging students to participate actively in their education is a critical issue. According to Ongwenyi et al. (2023), there is a lack of financing and resources in Kenya's public secondary schools, which limits students' capacity to participate actively and the quality and breadth of their projects. Furthermore, Mohamed (2022) notes that exam-centric culture is pervasive in Ugandan public schools and favors theoretical knowledge and rote memorization over practical application and critical thinking. This discourages teachers from allocating sufficient time and resources to subject projects that increase students' presentation engagements. This raises concerns about whether or not students are active participants in the learning process through their presentations and developing the necessary skills for real-world application.

In Tanzania, educators and politicians place great emphasis on encouraging active learning as a critical goal. Tanzania's government is committed to raising educational standards and implementing a student-centered curriculum. In 2014, the Tanzania government initiated the Education and Training Policy (ETP), which was revised in 2023 and strongly emphasized the use of a student-centred approach in teaching. The policy acknowledges the value of having students actively participate in class presentations to reflect their unique needs, interests, and talents. It supports an educational framework that motivates students to participate and engage actively (URT, 2023). Nonetheless, there are difficulties in implementing student-centered practices in Tanzanian public secondary schools, particularly when it comes to encouraging students' active participation through presentations in class.

Performance-based assessment has antecedents rooted in educational reform movements that sought to shift the focus from rote memorization to a more comprehensive evaluation of student learning (Adesina et al., 2023). Emerging as an alternative to traditional standardized testing, this approach aims to assess students' abilities to apply knowledge, think critically, solve problems, and demonstrate practical skills (Adesina et al., 2023). Performance-based assessment measures students' competencies through practical assignments, projects, experiments, case studies, presentations, and other hands-on activities, providing a more thorough and accurate evaluation of their learning (URT, 2018). Despite progress in expanding access to secondary education, issues around student engagement and assessment methods persist in many schools around the nation.

Teachers in Moshi Municipality lack effective strategies for implementing student engagement (Urio et al., 2022). Their classroom presentations are poorly designed, failing to encourage students to research topics, organize their thoughts, or deliver well-structured presentations to their peers and teachers. This method not only fails to evaluate their knowledge but also impedes the improvement of their presenting and communication abilities. Additionally, Stanley et al. (2021) found that teachers neglect to create opportunities for students to engage in interactive learning, depriving them of the chance to apply developing concepts. The absence of active student engagement contributes to the lack of active learning and critical thinking in their respective subjects. This raises concerns about the extent to which current instructional methods are truly fostering active student participation and engagement. Observations of limited student engagement in many public secondary schools highlight the need to investigate classroom practices as a means to promote active learning. Therefore, the current study examined the comprehensiveness of classroom presentation techniques used to enhance active learning among public secondary school students in Moshi municipal, Tanzania.

1.1. Statement of the Problem

Limited student participation in classroom presentations remains a growing concern among public secondary schools in Tanzania, as various stakeholders have expressed worries about the lack of student interest in actively engaging with their education (Paschal, 2023). Lack of active participation hampers the development of important skills like public speaking and critical thinking, hindering the overall learning process and reducing the diversity of perspectives shared in the classroom. Contempt the Education and Training Policy (ETP) of 2014, revised in 2023, emphasizing a student-centered approach to education and active classroom presentations, challenges such as insufficient fiscal infrastructure and funds, overcrowded classrooms, heavy teachers workloads, teachers' lack of commitment, and the complexity of managing the curriculum need to be addressed to ignite students' enthusiasm and active engagement in their learning experiences through classroom presentation, as the ETP recognizes the importance of catering to the unique needs, interests, and abilities of individual learners (Thomas et al., 2022; URT, 2023).

Existing studies, such as those conducted by Mkimbili et al. (2022), Maliva et al. (2022), and Hidayah (2023), have primarily focused on the importance and challenges of student engagement in learning activities among public secondary schools in practical work and discussion, and linking classroom emphasizing the use of visual aids and interactive learning. However, these studies have overlooked the challenges and importance of engaging students in classroom presentations by covering the context of active learning processes without considering how presentations enhance active learning among public secondary school students. Furthermore, the reviewed studies have not explained the contribution of classroom presentations to promoting active learning. To address this research gap, the current study investigated the comprehensiveness of classroom presentations in enhancing active learning among public secondary school students in Moshi Municipality.

1.2. Research Question

This study sought to answer the following question:

- To what extent does classroom presentation enhance active learning among public secondary school students in Moshi municipality?

1.3. Significance of the Study

The findings of this study provide valuable insights to heads of schools, informing them about the effectiveness of using presentations as an instructional method. Understanding the impact of classroom presentations on active learning guides school administrators in making informed decisions regarding instructional practices, curriculum development, and resource allocation. The study's results may help heads of schools create a conducive learning environment that optimizes student engagement, promotes critical thinking, and improves overall learning outcomes. This knowledge empowers teachers to incorporate effective strategies for incorporating presentations into their classrooms, such as using visual aids, interactive discussions, and multimedia resources, leading to dynamic learning experiences that foster student participation, knowledge retention, and real-world application of concepts. Furthermore, the findings may empower students to become aware of how presentations can improve their engagement, deepen their understanding of the subject matter, and enhance their problem-solving abilities, contributing to a more interactive and student-centered learning environment.

1.4. Theoretical Framework

The founder of Active Learning Theory (ALT) is American psychologist John Dewey, and it was published in 1910. According to this theory, the learning process is dynamic, requiring the students to actively engage with the learning content and create their own knowledge. This theory is highly relevant to the study of the contribution of student performance–based assessment in enhancing active learning among public secondary schools in Moshi municipal, Tanzania, as it emphasizes the importance of students actively engaging in the learning process. It also highlights the role of relevance and meaningfulness in learning explored in the framework of performance-based assessment and its impact on active learning. ALT assumes that students learn best when actively involved in the learning process and that learning should be relevant and meaningful to the learner's experiences and interests. It also assumes that learning is a continuous process and that the learner actively constructs knowledge through hands-on experiences and reflection. Additionally, this theory assumes that learning is individualized and influenced by personal characteristics and experiences (Gerulaitis, 2023).

The Active Learning theory has several strengths that make it a valuable framework for the contribution of students' performance-based assessment in enhancing active learning among public secondary schools in Moshi municipal, Tanzania. Firstly, it emphasizes the importance of students actively engaging in the learning process, which aligns with the focus on performance-based assessment as a means of promoting active learning. Secondly, the theory highlights the role of relevance and meaningfulness in learning, explored in the context of performance-based assessment and its impact on active learning. This allows for a deeper understanding of how performance-based assessment is perceived and implemented at the student level in the Tanzanian context. Lastly, the ALT also provides information on the potential challenges and limitations of using performance-based assessment, which informs the design and implementation of performance-based assessment activities to ensure they are effective in promoting active learning (George, 2021).

While the Active Learning theory has enough strength to make it a valuable framework for this study, it also has some weaknesses. One potential limitation is that the theory may not fully account for the impact of a student's motivation and self-directed learning, which may play a significant role in their engagement with performance-based assessment and active learning. Furthermore, the theory might not adequately address the drawbacks and difficulties that performance-based assessment may present, such as peer selection and training that encourages active learning. It is important to consider these weaknesses when using this theory as a framework for this study (Doo et al., 2023).

The Active Learning theory is highly relevant to the study on the contribution of students' performance-based assessment in enhancing active learning among public secondary schools in Moshi municipal, Tanzania. This theory applied to public secondary schools in several ways. Firstly, it informs the design and implementation of performance-based assessment activities to ensure students' zone of proximal development and thus promote their learning effectively. Secondly, the theory provides insights into the potential challenges and limitations of using performance-based assessment, which helps educators and policymakers overcome these barriers and maximize the benefits of this approach. Additionally, the Active Learning theory also highlights the importance of social interactions and collaborations in learning, which are incorporated into the school environment to promote active learning among students.

2. Literature Review

This section consists of the reviewed empirical studies from different countries, including Tanzania, focused on the contributions of peer grading, group work participation, and formative feedback on promoting active learning. Sugeng and Suryani (2018) conducted a study about presentation-based learning and peer evaluation to enhance active learning and self-confidence in financial management classrooms in Indonesia. The study used an action research design involving an iterative process of self-reflective cycles: planning, acting, observing, and reflecting. 230 students participated in this research as part of regular classroom activities. Semi-structured questionnaires, classroom observations, and interviews were used as the method for data collection. The results indicated that the approach which was adopted in this research enabled students to be actively engaged in their learning process. The study by Sugeng and Suryani employed a combination of semi-structured questionnaires, classroom observations, and interviews to collect data. However, the study was conducted in Indonesia, which may limit the generalizability of the findings to other contexts, such as the public secondary schools in Moshi Municipality. Therefore, the recent study conducted in Tanzania captured the nuanced finding, specifically in public secondary schools in Moshi Municipality.

Hung (2020) conducted a study about flipping the classroom for English language learners to foster active learning in Nigeria. Adopting a quasi-experimental design, three different formats for flip teaching were developed in this study. The results indicate that the structured and semi-structured flip lessons were more effective instructional designs than the non-flip lessons. Both the organized and semi-structured flip classes, to differing degrees, assisted the students in improving their learning outcomes, cultivating positive attitudes toward their learning, and investing more time and energy in the process of learning. This study examined learning outcomes, attitudes toward learning experiences, and effort devoted to the learning process in the context of flip teaching. However, the study was conducted in Nigeria, which limits the generalizability of the findings to other contexts, such as the public secondary schools in Moshi Municipality. Therefore, the recent study conducted in Tanzania captured the nuanced findings, specifically in public secondary schools in Moshi Municipality.

Novita (2018) conducted a study about improving active learning through students' PowerPoint presentations on report text speaking skills. They used a section survey design, with a questionnaire as a data collection tool. The result of the study showed that there was an improvement in active learning in the teaching and learning process of class 9A; 100% was active in group work, 100% was active in consulting their difficulties with the teacher, 79.2% was active in finding resources of report text material, 87.5% was active in asking questions, and 90% was active in answering questions. On the other hand, this study explicitly explores a little on the factors that may influence the effectiveness of classroom presentations in promoting active learning. The current study was conducted in Moshi Municipality to investigate factors such as instructional strategies, teacher-student interactions, classroom environment, and student motivation to determine how these factors may impact the extent to which classroom presentations enhance active learning outcomes.

Dagnew (2023) conducted a study about the implementation of classroom presentations in Promoting Active Learning Strategies: The Case of Secondary Schools in Ethiopia. The descriptive survey design was employed. A total of 109 teachers participated in the study through a systematic sampling technique. The study was supplemented using a mixed-methods approach that comprised questionnaires, interviews, and observation checklists in addition to other qualitative and quantitative data-gathering tools. However, the study explored the strategies of classroom presentation in Nigeria, which limit the generalizability of findings in Moshi municipality, which faces different challenges in terms of infrastructure, resources, and technology compared to the Ethiopian context. This study dug more into how the availability or lack of resources affects the implementation and outcomes of classroom presentations in promoting active learning among secondary school students in Moshi.

Moshi et al. (2022) conducted a study on the impact of interactive presentations on student engagement and learning in secondary school history classes. The study used a cross-sectional survey design with a mailed questionnaire for students and teachers and an interview guide for heads of schools. The students, teachers, and heads of schools were surveyed randomly to participate in the study. The study involved 144 students, 12 teachers, and 4 heads of schools. The findings showed significant increases in student participation and understanding of historical concepts. While the study demonstrated significant increases, it slightly compares the impact of interactive presentations with traditional teaching methods. A comparative analysis helps determine whether interactive presentations are superior to or complement traditional approaches in promoting active learning.

In summary, Sugeng and Suryani (2018) looked at using presentation-based learning and peer evaluation to promote active learning and self-confidence in financial management courses. Hung (2020) examined flipped classroom approaches to foster active learning for English language learners. Novita (2018) investigated using student PowerPoint presentations on report text to improve active learning and speaking skills. Dagnew (2023) studied the implementation of classroom presentations as a way to promote active learning strategies. Moshi et al. (2022) explored the impact of interactive presentations on student engagement and learning in secondary school history classes. The common thread across these studies appears to focus on leveraging presentation-based and active learning techniques to enhance various educational outcomes, such as student engagement, learning, confidence, and skills development. The researcher explored approaches to make learning more interactive and student-focused across diverse subject areas and educational settings. However, most reviewed studies relied exclusively on qualitative or quantitative research designs, and none employed the mixed-methods approach used in the current study. Furthermore, the previous studies did not capture the relationship between classroom presentation practices and in connection to active student learning in public secondary schools. Consequently, the present study investigated the comprehensiveness of classroom presentations in enhancing active learning among public secondary school students in Moshi municipal, Tanzania.

3. Methodology

The study utilized a convergent design under a mixed method approach where data from different sources are compared and contrasted to strengthen the findings. The study targeted a total population of 1,499 individuals from Moshi Municipality, including 1,232 form four students, 249 teachers, 17 heads of schools, and 1 District Secondary Education Officer (DSEO). The study sampled 4 public secondary schools out of 17 total target public secondary schools, 4 heads of school, 128 form four students who have experience and exposure of around three years in the school, 32 teachers, and 1 DSEO, making a total number of 165 respondents, which is 13% of the total population. Purposive sampling for heads of schools, simple random sampling for obtained schools, and stratified sampling were used to sample teachers and students. To ensure the validity of the research instruments, the researcher employed both face and content validity. Questionnaires for students and teachers and interview guides for heads of schools were used to collect data. Two public secondary schools in Moshi Municipality that weren't part of the main study carried out a pilot test. The researcher used the Cronbach Alpha technique to evaluate the Likert scale items and found the reliability of .834 and .821 coefficients for teachers' and students' questionnaires, respectively. Using the statistical program Statistical Package for Social Science (SPSS) version 26, descriptive analysis entailed grouping the data into frequencies, percentages, and the mean. The researcher followed the thematic analysis of qualitative data (Creswell & Plano, 2018) and presented it in direct quotations. Ethical considerations were accurately followed throughout the study, encompassing crucial aspects such as confidentiality and respondent anonymity.

4. Findings

This study investigated the effectiveness of classroom presentation to enhance active learning among public secondary school students in Moshi Municipality. The rate of percentage described as ≤ 20=extremely minority; 2-49 = minority; 50-59 = moderate; 60-69 = majority; 7-89 = very high majority; 90-99 = extremely majority; 100=overwhelming majority (Taherdoost, 2019). The responses of students and teachers regarding how much classroom presentation enhances active learning among public secondary school students in Moshi Municipality are presented in table 1. A five-level Likert scale was utilized for data analysis, with 1 representing Very Low Extent (VLE), 2 = Low Extent (LE), 3=Moderate (M), 4=High Extent (HE), 5=Very High Extent (VHE), F=frequencies, P=Percentages. The frequency and percentage distribution of responses were categorized as follows: ≤ 20=extremely minority; 21-49=minority; 50-59=moderate; 60-69=majority; 70-89= very high majority; 90-99=extremely majority; 100=overwhelming majority (Taherdoost, 2019). A mean score greater than 3 indicated that Classroom Experiments Enhance Active Learning among Public Secondary School Students, while a mean score lower than 3 suggested otherwise. A mean score of exactly 3 implied classroom experiments has either or not enhanced active learning among public secondary school students (Chyung & Hutchinson, 2023).

	Statements		VSE		SE		ME		LE		VLE		Mean
			f	%	f	%	f	%	f	%	f	%	
i.	Presentations engage students by visually conveying information.	Teachers	0	0.0	1	3.1	10	31.3	2	6.3	19	59.4	4.2
		Students	0	0.0	6	4.7	26	20.3	33	25.8	63	49.2	4.2
ii.	Active learning is fostered through interactive presentations	Teachers	0	0.0	0	0.0	6	18.8	12	37.5	14	43.8	4.2
		Students	0	0.0	0	0.0	9	7.0	47	36.7	72	56.3	4.4
iii.	Presentations promote student engagement and participation.	Teachers	0	0.0	3	9.4	9	28.1	2	6.3	18	56.3	4.0
		Students	0	0.0	0	0.0	4	3.1	50	39.1	74	57.8	4.5
iv.	Visual aids in presentations facilitate understanding and retention.	Teachers	0	0.0	0	0.0	8	25.0	4	12.5	20	62.5	4.3
		Students	0	0.0	9	7.0	16	12.5	31	24.2	72	56.3	4.3
v.	Students learn actively through discussions prompted by presentations	Teachers	0	0.0	0	0.0	11	34.4	8	25.0	13	40.6	4.0
		Students	0	0.0	0	0.0	14	10.9	43	33.6	71	55.5	4.4
vi.	Presentations encourage critical thinking and analysis among students	Teachers	3	18.8	3	18.8	5	31.3	5	31.3	0	0.0	4.0
		Students	0	0.0	0	0.0	9	7.0	38	29.7	81	63.3	4.5
vii.	Active learning is stimulated as students apply concepts from presentations	Teachers	0	0.0	1	3.1	9	28.1	10	31.3	12	37.5	4.0
		Students	0	0.0	11	8.6	27	21.1	33	25.8	57	44.5	4.6
viii.	Presentations provide opportunities for students to ask questions and seek clarification	Teachers	0	0.0	3	9.4	12	37.5	8	25.0	9	28.1	3.7
		Students	0	0.0	0	0.0	0	0.0	31	24.2	97	75.8	4.7
ix.	Visual representations in presentations aid in the comprehension of complex topics	Teachers	0	0.0	2	6.3	13	40.6	2	6.3	15	46.9	3.9
		Students	0	0.0	0	0.0	18	14.1	53	41.4	57	44.5	4.3
x.	Students actively learn through hands-on activities following presentations	Teachers	0	0.0	0	0.0	7	21.9	6	18.8	19	59.4	4.3
		Students	0	0.0	3	2.3	30	23.4	36	28.1	59	46.1	4.1
	General mean score	Teachers											4.1
		Students											4.4

Table 1: Teachers and Students' Responses on Classroom Presentation to Enhance Active Learning among Public Secondary School Students in Moshi Municipal (students=32 and teachers=128)
Source: Field Data, (2023)
Key: VSE= Very Small Extent, SE= Small Extent, ME= Moderate Extent, LE= Large Extent, VLE= Very Large Extent

The data in table 1 show that a majority of students (80.5%) and teachers (75.0%) indicated that active learning is fostered through interactive presentations to a high extent and very high extent. The minority of students (24.2%) and teachers (12.5%) indicated a moderate extent. A minority of students (7.0%) indicated a very small extent, with a mean score of teachers 4.2 and 4.4 for students. The information seems to indicate that both teachers and students realize interactive presentations are an effective teaching strategy that encourages students to actively engage in their learning. Interactive presentations are seen to be a useful tool for motivating students to take an active role in their education. The information is consistent with the views of the heads of schools, who shared their thoughts through face-to-face interviews. The head of school "3", through an interview, was asked to share his perspectives on the use of interactive presentations to enhance active learning and said:

> *Interactive presentations provide students with opportunities to interact with the content in meaningful ways, which leads to deeper understanding and retention. When students are actively engaged in the learning process, they become more motivated to explore topics further and take ownership of their learning journey (HoS 3, personal communication, 14th April 2024).*

Also, the Head of school "4" gave the view:

> *Fostering a dynamic learning environment where students are not just passive observers but active participants in their own learning. Interactive presentations offer a powerful tool for achieving this goal. Imagine a classroom where students simply sit there, listening to a teacher drone on through a presentation of facts and figures. This may lead to disengagement, difficulty retaining information, and, ultimately, a less fulfilling learning experience. However, when presentations are interactive, students become active participants, and the learning experience becomes more meaningful and engaging (HoS 4, personal communication, 13th April 2024).*

The information from the heads of the schools underscores the value of interactive presentations in fostering active learning environments. Both leaders emphasized that interactive presentations engage students more deeply with the material, enhancing understanding and retention. One head of school highlighted that this active engagement motivates students to explore topics independently and take ownership of their learning, while another contrasts interactive and passive learning environments, noting that the former transforms students from passive listeners into active participants, leading to a more meaningful and engaging educational experience. These findings coincide with those by Doolittle et al. (2023), who affirmed that active learning is a student-centered approach to knowledge construction focused on interactive activities and strategies that foster higher-order thinking.

The data in table 1 show that a majority of students (85.9%) and a moderate majority of teachers (53.1%) indicated that students actively learn through hands-on activities following presentations to a high extent and very high extent. A moderate percentage of students (14.1%) and a larger percentage of teachers (40.6%) indicated a moderate extent. A minority percentage of teachers (6.3%) indicated a very small extent, with a mean score of 4.3 for teachers and 4.1 for students. The evidence suggests that, in general, students see hands-on activities that follow presentations as extremely helpful in encouraging active learning and that this effect is felt more strongly by students than by teachers. The findings concur with the views given by the head of schools "1," who said:

> *We've found that interactive presentations align exceptionally well with the learning preferences and needs of our students. Through incorporating hands-on activities, group discussions, problem-solving exercises, and opportunities for students to actively contribute, we're able to tap into their natural curiosity and desire to be engaged participants in the learning process (HoS 1, personal communication, 10th April 2024).*

The district secondary education officer also shared:

> *Hands-on activities can take various forms depending on the subject matter and learning objectives. For example, in science classes, students might conduct experiments or participate in lab activities to reinforce concepts discussed during the presentation. In mathematics, students might work on problem-solving exercises or engage in group projects that require them to apply mathematical principles to real-world scenarios. The key is to provide opportunities for students to actively engage with the material in a meaningful way (DSEO, personal communication, 10th April 2024).*

The information from the head of the school and DSEO implies that the school has taken a very intentional and student-centered approach to designing its instructional methods. They have sought to align their teaching practices with the distinct learning requirements and inclinations of their student population, ultimately creating a more engaging and impactful learning experience. The findings are consistent with the study conducted by Hung (2020), which emphasized the effectiveness of active learning strategies, which involve students in doing things and thinking about what they are doing. Interactive presentations, which often include elements like real-time quizzes and discussions, align with this framework by engaging students actively during the learning process. Students value the interactive nature of these activities, which enhances their engagement and understanding of course material. Similarly, educators recognize the benefits of incorporating hands-on experiences into their teaching practices, although they may face challenges in implementation.

The data in table 1 show that a majority of students (71.9%) and a moderate majority of teachers (53.1%) indicated that presentations promote student engagement and participation to large extent and to a large extent. A moderate percentage of students (21.1%) and teachers (28.1%) indicated a moderate extent. A small percentage of students (7.0%) and a larger percentage of teachers (18.8%) indicated a very small extent, with a mean score of 4.0 for teachers and 4.5 for students. According to the results, both teachers and students appear to have agreed that using presentations as an educational strategy can help to increase student participation and engagement. This shared positive perception means that the school has successfully implemented and leveraged this method to create a more engaging and

participatory learning environment for its students. These findings are in line with the information provided by the head of school "4" during a face-to-face interview, who claimed:

> *Our teachers employ a variety of strategies to make presentations more engaging for students. They often incorporate multimedia elements like videos, interactive slideshows, and real-life examples to capture students' interest and make the material more relatable. Additionally, many teachers encourage active participation by using techniques like think-pair-share, group discussions, and hands-on activities to reinforce key concepts and encourage collaboration among students (HoS 4, personal communication, 13th April 2024).*

The information from the head of the school implies that teachers are proactive in enhancing student engagement during presentations by utilizing a variety of strategies that cater to diverse learning preferences and encourage active participation. This approach not only increases the relevance and engagement of presentations but also empowers students to become active participants in their learning. These findings concur with those of the study by Sugeng and Suryani (2018), which revealed that students reported higher levels of engagement during presentations than in traditional lecture formats. Presentations were perceived as interactive platforms that encouraged active participation and facilitated a deeper understanding of course material. Presentations serve as interactive platforms that encourage students to actively engage with course material, ask questions, and contribute to discussions. By creating a dynamic and stimulating learning environment, presentations empower students to take ownership of their learning and develop critical thinking skills.

The data in table 1 show that a majority of students (72.7%) and a smaller majority of teachers (43.8%) indicated that visual aids in presentations facilitate understanding and retention to a high extent and very high extent. A moderate percentage of students (33.6%) and teachers (25.0%) indicated a moderate extent. A small percentage of students (14.0%) and a larger percentage of teachers (34.4%) indicated a very small extent. Table 1 demonstrates that a very high majority of students (83.6%) and a majority of teachers (53.2%) reported that visual representations in presentations aid in the comprehension of complex topics to a high extent and a very high extent. A moderate percentage of students (23.4%) and teachers (21.9%) indicated a moderate extent. A small percentage of students (2.3%) and no teachers (0.0%) indicated a very small extent, with a mean score of 4.3 of teachers and 4.3 of the students. The study implies that both students and teachers generally recognize the value of using visual aids and visual representations in presentations to enhance student understanding and retention of topic material. However, there appears to be a discrepancy in the extent to which students and teachers perceive the effectiveness of these visual learning tools. These findings are in line with the information provided by the head of school "2" during a face-to-face interview, who claimed:

> *Our teachers are trained to carefully select and design visual aids that are relevant to the topic and aligned with the learning objectives. They also strive to make their presentations interactive by encouraging students to actively engage with the visuals, ask questions, and make connections to the material. Additionally, many teachers use a combination of visual and verbal cues to reinforce key concepts and help students retain information more effectively (HoS 2, personal communication, 10th April 2024).*

Also, the Head of school “1” commented:

> *Presentations offer a valuable tool for achieving this. Imagine a classroom where students are simply passive recipients of information. They might listen politely, but true engagement and understanding can be difficult to achieve. However, when presentations are used effectively, they can become springboards for active learning and participation (HoS 1, personal communication, 10th April 2024).*

The information from the heads of various schools highlights a consensus on the importance of interactive presentations in enhancing student engagement and learning. They collectively emphasize that well-designed visual aids and interactive elements in presentations can make learning more meaningful and effective. By encouraging students to actively engage with the material, ask questions, and connect concepts, these interactive methods transform students from passive recipients into active participants, thus reinforcing understanding and retention of information. The shared perspectives underscore the belief that interactive presentations are crucial tools for fostering an engaging and dynamic learning environment. The research's findings concur with those of Kümmel and Kimmerle (2020), who said that presentation, emphasizing chances or obligations, can impact student engagement, with a regulatory fit for promotion focus on emotions and behavior and prevention focus on cognitive processes.

The data in table 1 show that a large majority of students (85.9%) and a moderate majority of teachers (65.6%) indicated that presentations provide opportunities for students to ask questions and seek clarification to a high extent and very high extent. A moderate percentage of students (23.4%) and teachers (21.9%) indicated a moderate extent. A small percentage of students (2.3%) and no teachers (0.0%) indicated a very small extent, with a mean score of 3.7 for teachers and 4.7 for students. All things considered, the evidence suggests that educators and students alike strongly believe that presentations are a great way to provide students with a chance to clarify and pose concerns. The widespread acceptance of this aspect of interactive presentations, as demonstrated by the large and moderate majority of students and teachers, suggests that the school has successfully implemented this instructional method to create an environment that encourages and supports student questioning and the pursuit of clarification. These findings reflect what was proposed by the study of Dagnew (2023), which revealed that students reported feeling more comfortable asking questions and seeking clarification during presentations than in traditional lecture formats, highlighting the interactive nature of presentations. They viewed presentations as conducive environments for seeking clarification, deepening their understanding of course material and actively participating in question-and-answer sessions during presentations, indicating that presentations effectively provided opportunities for seeking clarification.

Generally, data in table 1 show that the mean score of all ten items was 4.4, which implies that Classroom Presentation Enhanced Active Learning among Public Secondary School Students to a high extent. The study found that both students and teachers strongly believe that presentations are generally well-received as a method for engaging students visually, with a majority of students and a majority of teachers indicating that presentations effectively convey information visually. Visual representations in presentations were perceived as valuable tools for enhancing student understanding and retention of topic material, aligning with the findings of previous research. Furthermore, interactive presentations were viewed by students and teachers as a valuable instructional approach that supports active engagement and learning among students, with both groups recognizing the effectiveness of interactive presentations in stimulating active learning. The perspectives shared by the heads of schools further reinforced the importance of interactive presentations in promoting deeper understanding, increasing student motivation, and fostering a sense of ownership of learning among students. Additionally, discussions prompted by presentations were perceived as highly effective in promoting active engagement with course material by students and teachers, facilitating deeper exploration and understanding of key concepts. Finally, hands-on activities following presentations were highly effective in promoting active learning among students, with a stronger perception of effectiveness among students than teachers. The intentional and student-centered approach taken by the school in designing instructional methods was highlighted by both the head of the school and the district secondary education officer, emphasizing the alignment of teaching practices with the unique learning needs and preferences of the student population.

5. Summary of the Finding

The study found that both students and teachers strongly believe in the effectiveness of presentation methods for engaging students visually, with the majority indicating that presentations help convey information. Visual representations in presentations were seen as valuable tools for enhancing student understanding and retention. Teachers and students viewed interactive presentations as effective in stimulating active learning, while discussions prompted by presentations were perceived as highly effective in promoting active engagement with course material. Hands-on activities following presentations were also highly effective in promoting active learning, especially from the student perspective. The school's intentional, student-centered approach to instructional design, aligning teaching practices with student needs and preferences, was highlighted by school leadership.

6. Conclusion

The study concludes that presentations are highly effective instructional tools for engaging students visually and conveying information effectively, as perceived by both students and teachers. Visual representations are valuable instructional aids for enhancing student understanding and retention of subject material. Additionally, interactive presentations are viewed as beneficial approaches that support active engagement and learning among students, fostering deeper understanding, increasing motivation, and promoting a sense of ownership of learning.

7. Recommendation

The study recommended that students should actively engage with presentations by participating in discussions, asking questions, and seeking clarification when needed. Teachers should design presentations that cater to diverse learning styles, incorporate interactive elements, and provide opportunities for students to apply concepts learned. Heads of schools should support teachers by making weekly follow-ups of the presentations and endeavoring to improve effective presentation strategies by providing resources, promoting professional development, and fostering a culture of collaboration. Education officers should offer guidance and support to schools in implementing evidence-based practices, conduct evaluations to identify areas for improvement and advocate for policies that prioritize active learning in classroom presentations. By collectively prioritizing comprehensive presentation approaches, the government and other education stakeholders should create an environment conducive to active learning and student engagement in public secondary schools.

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