



Effective Implementation of Learner - Centred Pedagogy in Public Secondary Schools in Bukoba Rural District, Tanzania

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Abstract: This study explored the effectiveness of teachers in implementing learner-centred pedagogy (LCP) within public secondary schools in Bukoba district. The study was guided by three objectives: to investigate the competences of teachers to effectively implement LCP; to explore the challenges encountered in the process, and finally the necessary support required for successful LCP in public secondary schools. A mixed research approach was applied with an embedded research design. The study applied Learner-Centred Theory of Education which was proposed by Jean Jacque Rousseau (1712–1778). The study involved 76 teachers, 96 students, 5 heads of school, 5 Ward Education Officers, 1 District Education Officer, and 4 Quality Assurance Officers. Participants were carefully selected using both stratified and purposive sampling techniques. The study collected data through questionnaires, interview guides, and observation checklists. Qualitative and quantitative data were analysed using thematic approach and SPSS version 21, respectively. The findings revealed that some teachers are less competent in LCP within the school environment. Furthermore, the research reveals the deficiencies in the current curriculum design and examination processes, language barriers, overcrowded classrooms, professional inadequacies, and resource shortages. The study recommends that the government should take proactive measures, including provision of adequate resources, comprehensive curriculum reform, and alignment of national examinations with LCP principles. Also, the study suggests increasing the duration of each instructional period under LCP to 60 minutes from 40 minutes and allocating a more substantial budget to the education sector. These measures are essential for the identified obstacles and successful implementation of LCP in secondary schools, particularly Bukoba district.

Keywords: Effective implementation, Learner- Centred pedagogy, Secondary school, Bukoba

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1.Introduction

Learner-Centred Pedagogy (LCP) refers to teaching and learning activities which seek to place the learner as the centre of the learning activities (Amakali, 2017). Learner – centred pedagogy emphasises learners to construct knowledge by themselves through their experience in their mind by interacting with their peers. Learners can construct

knowledge when they integrate the new idea with the existing experience in their minds and share those ideas with their learning peers. Semali (2022) states that LCP develops learners’ skills and knowledge rather than an abstract concept. The learner is promoted in social interaction, the student shares ideas, solves problems and engages in deferent activities in the world. This is in line with Rwegasha (2017) who states that, learner – centred

curriculum makes students to relate what is learned with their real life. Also, Rwegasha added that, Learner-centred curriculum highlights the acquisition of learners' knowledge that is built from the previous knowledge to new knowledge. The government of Tanzania in 1995 made modification on various programs and education policies to ensure students are trained through learner-centered curriculum to become self-reliant for the benefit of their lives and the entire community (MoEST, 2017).

Therefore, teachers who implement LCP should have knowledge and skills to enhance the process of teaching and learning activities effectively. This corresponds with the notion of Harris (2019) who comments that teachers must have knowledge, skills and attitude that make them effectively practice the implementation of LCP. According to Brau and Hoidn (2021), most teachers do not prefer LCP as it needs time in preparation and practice. As a result, students fail to gain knowledge and skills.

Some developed and developing countries have shown evidence on the efficiency of implementation of LCP in education context. Thus, LCP has proved to be important and with more strengths than weaknesses in the process of teaching and learning activities. However, in several countries, such as France, Philippine, Austria, Uganda, Rwanda and Tanzania, there has been evidence of ineffectiveness for teachers in implementing LCP which weakens the process of teaching and learning activities.

In the 18th century, the government of France introduced LCP that required students to be the centre of the lesson. Some teachers rejected the implementation of learner-centred pedagogy. For example, Padmanabha and Jung (2019) claim that students are tabula rasa (that students have nothing to contribute to teaching and learning activities). However, various scholars, such as Lorge (2017), posit that students are not empty sets, since they can learn and contribute something during instructions. Such scholars add that no child is born tabula rasa (empty mind), rather they are capable of learning by doing. It is teachers' pedagogical competency that makes them productive learners.

The Philippine Department of Education (DepEd) announced LCP in 2013. The policy requires providing learners with a competent educational approach which was derived from competent teachers. It emphasized giving students enough time to grasp concepts and skills, encouraging lifelong learning, and preparing graduates for post-secondary education. Furthermore, the policy aimed at weakening the old curriculum (teacher-centred) to make teachers stop dispensing the information to learners. This means reducing spoon-feeding and promoting a learner-centred approach (DepEd, 2013). In Austria, teachers also still apply spoon-feeding method of teaching before the

students' sit for their exams (Holloran, 2021). Educators need to help student teachers, teachers and students to become independent by finding suitable methods of presenting the topic which stimulates students' participation. Weissgerber (2021) adds that instructors should not start teaching by spending a lot of time giving information to learners but should balance active pedagogical strategies in teaching and learning.

In East Africa, the practices of learner-centred curricula have also been adapted. Ugandan's Ministry of Education and Sports introduced learner-centred curriculum in 2020. The curriculum focuses on enabling learners to graduate with the skills and competencies needed today. However, the implementation faces challenges of misunderstandings and limited capabilities among teachers. Few teachers were trained while others were not and are unaware of learner-centred curricula (NCDC, 2019).

In Tanzania, learner-centred approach is rooted in the idea of education for self-reliance policy which was introduced in 1967 by the late President Julius Nyerere (Sakata & Oketch, 2021). The education policy for self-reliance implies the implementation of learner-centred method that is aimed at producing self-reliant graduates (Johanson, 2015). The policy aimed at changing education regulations and programmes, to promote creativity in vision and mission of education in order to raise the standards of living (Johnson, 2022). Also, the Education Training Policy of 1995 required teachers to use learner-centred method (LCM) in teaching and learning process (MoEC, 2005).

In 2005, the government of Tanzania revised the curricula into learner-centred perspective to empower graduates to become competent with knowledge and skills academically and socially (MoEC, 2005). The government wanted students who could think critically, creatively and solve problems. Students were to be given access to practical knowledge so that after graduation, they would benefit themselves and society at large. The government also intended to raise the standards of instruction so that students could gain competency throughout the teaching and learning process, which enables them to gain practical skills for life (MoEST, 2009). The emphasis of the new curricula is on information and abilities that can be used in society and the whole world.

The Ministry of Education, Science and Technology (MoEST) tried to train teachers, both pre-service and in-service to empower them with skills and knowledge to be able to implement LCP, and to provide facilities for effective implementation of LCP (MoEST, 2017). Apart from the effort made by the government, teachers are still lagging by using rote learning approach due to limited training they receive on modern pedagogical skills. This makes students unable to acquire skills and knowledge, and

therefore fail to become self-reliant after studies. This makes students become less interested in education, hence becoming truants.

The same scenario is evidenced in Bukoba district where teachers apply teacher-centred pedagogy during instruction. Teachers consider the coverage of the topics and not the skills attained by the students. The Secular Report (TSR) of 2021, which was reported by School District Quality assurance officers (DQAOs) at X secondary school during assessment of joint examination, states, "Teachers spend much time giving a lot of information to students in the classroom without considering the present curriculum which needs reposition". This calls for the need to shift from traditional to LCP way of teaching so as to generate graduates with knowledge and abilities for their future life and society's demands. The limitations of implementation of LCP in Bukoba are evidenced by graduates who lack necessary skills and knowledge to run their day-to-day life. Such a situation poses a number of questions on the competency of teachers in the district, which hinder the success of graduates. Therefore, this study explored the competences of teachers to effectively implement LCP; the challenges encountered in the process, and finally the necessary support required for successful LCP in public secondary schools.

2. Literature Review

2.1 Learner – Centred Pedagogy

The learner – centered pedagogy was first proposed by Jean Jacques Rousseau (1712–1778) from France. He is thought to be the first educator to do so. Rousseau's theory is based on the idea that teachers should not focus on teaching the large amount of information that they want students to learn. As a first step in teaching, the teacher needs to find out what the student can do and what they want to learn. Also, teachers need to have a variety of ways to teach things that get students involved. A teacher, according to Jean Jacques, becomes a facilitator and organizer, whereas a student becomes an active participant in his or her learning (Rousseau, 1762). In modern world teaching and learning activities, LCP is the most important. The learners construct knowledge by themselves through participatory approach such as group discussion and collaborations, projects, think ink pair share among others. LCP enables the learners to engage fully in the lesson process which enables them to become competent. The implementation of LCP in schools enhances students to become self-reliant for the benefit of society. Thus, the theory believes in practical than theoretical education, because the knowledge gained from learning by doing is

permanently acquired compared to the one gained from the speech or lecture.

Learner-Centred Theory of Education develops learners' skills and knowledge that help them throughout their life and community advancement. The learners become active participants, creative and responsible in their learning. The students further relate what is learned with their real life and after completion of study they become self-reliant. Blankensta (2021) conducted a study on learner-centred pedagogy in Tanzania, which articulates that learner - centred promotes changes. This means that learners' prior knowledge and culture can change when they update mental models and processes to reflect the new information and construct their interpretation and application of the acquired skills.

LCP is portrayed as an active social activity that brings students together in interaction with one another rather than an abstract concept. LCP promotes social interaction, a child shares idea, solves problems and engages in deferent activities in the world. Furthermore, learner-centred theory of education encourages the development of multiple intelligences as advocated by Howard Gardner in 1983 which exposes students to diverse opportunities of the real world (Smith, 2002).

2.2 The Competences of Teachers in Implementing LCP

The researcher examined many scholarly works that focused on the competence and incompetence of teachers in applying learner – centred pedagogy (LCP) (Learning and Curriculum Policy) during teaching and learning activities. The primary objective of adopting LCP in schools is to cultivate graduates with a diverse range of skills and knowledge, empowering them to make meaningful contributions and play a crucial part in Tanzania's growth towards creating an industrial economy. Thus, teachers should be competent in professional knowledge, practice and engagement. Also, teachers should be well trained, encouraged and motivated to allow learner-centred methods to be practiced effectively in the classroom that make learners to discover the real-world of knowledge through teachers' guidance.

Jabu (2018) conducted research in Indonesia to investigate the capabilities of professional teachers in implementing LCP in secondary schools. The study revealed the inability of some teachers in implementing LCP in the classroom. Teachers were considered as knowledge holders or custodians and students as the recipients of the knowledge. Therefore, the study recommended that teachers should have capabilities to use skills, knowledge and creativity required in implementing learner-centred instruction.

Moreover, in India, Barman and Konwar (2017) did a mixed method research approach and convergent mixed parallel design study to explore the professional competence in social science teachers. The study findings outline that teachers use both teacher-centred and learner-centred approaches during teaching activities, but they lack competence on how to effectively integrate different strategies when facilitating the lessons.

In South Africa, Mavuso (2022) conducted a study about teachers' competences in supporting learners with learning difficulties. The study applied quantitative research approach and phenomenological research design. The study findings revealed that, despite education policies which require teachers to be competent in their area of study, some teachers are not able to effectively implement some of the subjects such as English in the classroom. The study further added that a competent teacher contributes to student's academic achievement and performance. For that reason, the government should make sure teachers are well trained and all necessary resources are put in place and play a big part in enhancing the learner-centred approach in schools.

In Malawi, under teaching competence theme, Zanda (2017) conducted a study about competences in modern teacher using a mixed method approach and purposive sampling technique to sample educational officials. The study revealed that teachers find difficulties in reaching the target of implementing LCP in their classes since they lack lessons' facilitations competences. Also, the findings expose that teachers prefer the use of question and answers and ignore other methods which require creativity like LCP as they perceive that they take time to prepare which limits them to timely finish the syllabi.

The study by Zanda (2017) also insists that teachers' competence should be provided through training and learning support in implementing LCP. It commented that teachers require competence in teaching and learning activities which enable students to actively participate in learning activities. In addition, the study suggested that the use of LCP have to be enhanced by the government. It should provide training to both teachers and students and monitoring an effective supervision to motivate and encourage teachers and students to adopt and continuously use the learner-centred approach in instruction.

In Tanzania, Hakim (2017) conducted a study on teachers' competence on pedagogies by correlation survey design with proportional sampling technique. The study raised the concern that teachers' competences need to be possessed first by their tutors according to the nature of the study. Also, it was said that lack of competent teachers undermines the effectiveness in implementing LCP in schools. Likewise, the findings revealed that lacking enough participation in the classrooms is caused by the

problem of limited skills in English language mastery. It was added that both teachers and students are not competent enough in English language since they struggle much and cannot express themselves properly during instruction. Moreover, it was said that the skills and knowledge that teachers have in a certain topic or subject directly influence the implementation of educational programmes such as LCP in diverse ways.

Therefore, to ensure effectiveness in learner-centred methods in secondary schools, teachers are in frequent need of in-service training on how to effectively use various methods in implementing learner-centred approach. Teachers should be trained through workshops, seminars and short courses in order to enhance the modern way of teaching. Furthermore, the medium of instruction to both teachers and students should be comprehensible. Effective training makes teachers become competent and up to date in teaching and learning activities. As a result, the students gain valid knowledge and skills which help them in their day-to-day life.

The quality teachers are of vital requirement in education sector. The government should position it as the top priority to make sure that teachers are well trained and qualified in all aspects (pedagogy and content) before introducing or implementing the new policy or programme. The universities and teachers' colleges should make sure student teachers are competent enough in pedagogies and their subject specialization. Furthermore, teaching and learning resources are to be proportionally supplied to make conducive environment for effective learning. Consequently, the government should make sure that all the required materials are available and on time.

2.3 The Challenges Encountered in Implementing Learner – Centred Pedagogy

Apart from the approval of the implementation of LCP in different countries such as Indonesia, Nageria, Ethiopia, Tanzania among others, some researchers have raised limitations that hinder the implementation of LCP in schools. Lulu and Amadente (2019) conducted a study about the factors affecting implementation of student-centred learning methods in University of Ethiopia. The study observed that in some areas in Africa, due to cultural setups females are hard to be grouped with males thus, it is difficult for teachers to make group discussions and other collaboration during instruction.

In the same line, Ovute and Alamina (2015) in Nigeria examined the pedagogical practices used in teaching science in secondary schools. The findings revealed several challenges that hinder the implementation of LCP such as

shortage of science apparatus, chemicals, physical infrastructure, laboratories, and science textbooks.

Recent research conducted by Semali (2022) examined the difficulties encountered in implementing LCP curriculum in Longido, Tanzania. The findings indicate that the teacher has challenges ineffectively implementing participatory learning owing to the substantial class sizes and language barrier often seen in public schools. This affects the efficacy of the Language of Classroom Practice (LCP). Corkin and Coleman (2018) study adds that students are unable to read books and understand on their own. They cannot discuss and participate in learning due to English language barrier.

The curriculum is the central guide for all educators as to what is essential for teaching and learning. However, curriculum design and national examination setting have been seen to be among the challenges to enhancing the effectiveness of LCP (Webster, 2019). The study done by Winormo and Muthi (2018) about competent – based in Tanzania, the results showed that, some teachers prepare students to pass national examinations by memorizing rather than understanding the content. Also, in the syllabus, the content concerning LCP does not appear in the national examination which makes teachers use teacher-centred method to teach the content that appears in the national examination.

Therefore, the government of Tanzania is counselled to make reforms in the curriculum and National examination to relate to the LCP approaches. Furthermore, teachers must be prepared for professional practices and development which engage them in participatory through LCP. Similarly, teachers should structure their lessons so as to meet the physical, social and intellectual development of their students.

2.4 The Necessary Support Required for Successful LCP

The researcher conducted a literature review of various articles to seek the kind of support teachers need on the use of LCP in public secondary schools and came out with several proposed supports. The Australian Institute for teaching and school leaderships of 2017 in Austria, deliberated three main teachers' support of LCP. The first one was professional knowledge that teachers have to struggle to understand the content of their subjects, curriculum and other teaching programmes which support the implementation of LCP. The second was professional practice that teachers should struggle to create through different teaching methods and strategies that may support them during implementing teaching programme. The third one was professional involvement, in which teachers must demonstrate and encourage students' participation and

linking between school, home and community that support them in LCP. The effectiveness in implementing LCP educational programmes have to develop the system of training and professional development that supports education staff in their effort to effectively implement their curriculum.

Furthermore, Collins (2021) did research on a new curriculum about learner-centred method in Uganda. The study discovered that a number of teachers in Uganda need training since they receive inadequate professional development which leave them with little or incorrect understanding of LCP. The study done by Dias and Victor (2017) on assessing the use of facilities in secondary schools in Botswana discovered that provision of resources such as teachers, appropriate teaching and learning materials and information technology equipment, should respond to the needs of the specific school to make better LCP to all public secondary schools. Webster (2019) also demanded the education sector to balance a student-to-teacher ratio which is one instructor to 40 students so as to be able to teach them effectively during teaching and learning process. Thus, improving the learning environment with facilities allow teachers to select the teaching method that enables the learner to be active with knowledge and skills to meet the national development targets and goals.

Another evidence from Tanzania is that of Rwegasha (2017) about teachers' understanding on LCP. The study observed that the ministry of education should enhance the learning environment, provide teaching and learning tools and provide teachers with workshops, salaries and housing which support them in implementing LCP. Also, the National Examination Council of Tanzania (NECTA) and Tanzania Institute of Education (TIE) were advised to cooperate and work efficiently to assist the application of LCP and modify curriculum in order to link them to the learner-centred pedagogy. The author suggested curriculum developers in TIE and policymakers from MoEST to come up with policy that reinforces the implementation of LCP in all public secondary schools in the country.

Furthermore, it was assumed that collaborative working among educational organs will lay solid ground for teachers' competence and practice of LCP. This will also develop correlation between the content delivered in classrooms, textbooks and the national examinations. Consequently, teachers require refresher courses (in-service training) that include all teachers since on-the-job seminars and workshops are insufficient for LCP knowledge updates. MoEST should train teachers on the reposition of new teaching. Similarly, the ministry should ensure availability of training to teachers in practicing LCP, and access of materials for the actual use of LCP strategy during instruction. Lastly, policy makers should

enforce laws to ensure LCP is well implemented in the classrooms.

3. Methodology

This study employed a mixed method approach, both qualitative and quantitative techniques were used (Creswell, 2014). An embedded research design was adapted, the data were collected and analyzed to an embedded qualitative approach. Questionnaires were administered and analyzed through descriptive statistics with the aid of SPSS version 21 under quantitative approach, whereby interviews and observation check lists were administered and analyzed using thematic analysis under qualitative approach. According to (Creswell 2014, 2012) the embedded research design combines data collection and data analysis of both qualitative and quantitative research design; however, one approach dominates the other. The samples size used were 187 participants which was determined by using Yamane formula of 1967. It consisted of 1 District Education Officer, 4 school district quality assurance officers, 5 ward education officers, 5 school heads, 76 teachers and 96 students. The study used stratified sampling to sample teachers and students while, purposive sampling was used to sample ward educational officers, district educational officers, school district quality assurance officers and heads of schools. The researcher validated the research

instruments by using content validity and the test-retest approach to assess the dependability.

4. Results and Discussion

4.1.1 Teachers’ Competence in Effective Implementation of Learner – Centred Pedagogy

The study sought to find out the competences teachers have in effective implementation of LCP among Bukoba Public secondary schools. In the achievement of this research objective the study asked teachers and students to fill out the questionnaires. Likewise, the school district quality assurance officers (SDQAOs), district education officer (DEO), ward education officers (WEO), heads of schools were interviewed and an observation check list was applied in order to assist in answering research questions in the study.

The research question aimed at the teachers to explain the competences they possess in order to help them in implementing LCP during teaching and learning process. The findings revealed that the competent teacher ought to master the subject matter, ability to prepare conducive learning environment, ability to use varieties of participatory techniques, having the pedagogical content knowledge and contextual knowledge as indicated in Figure 1.

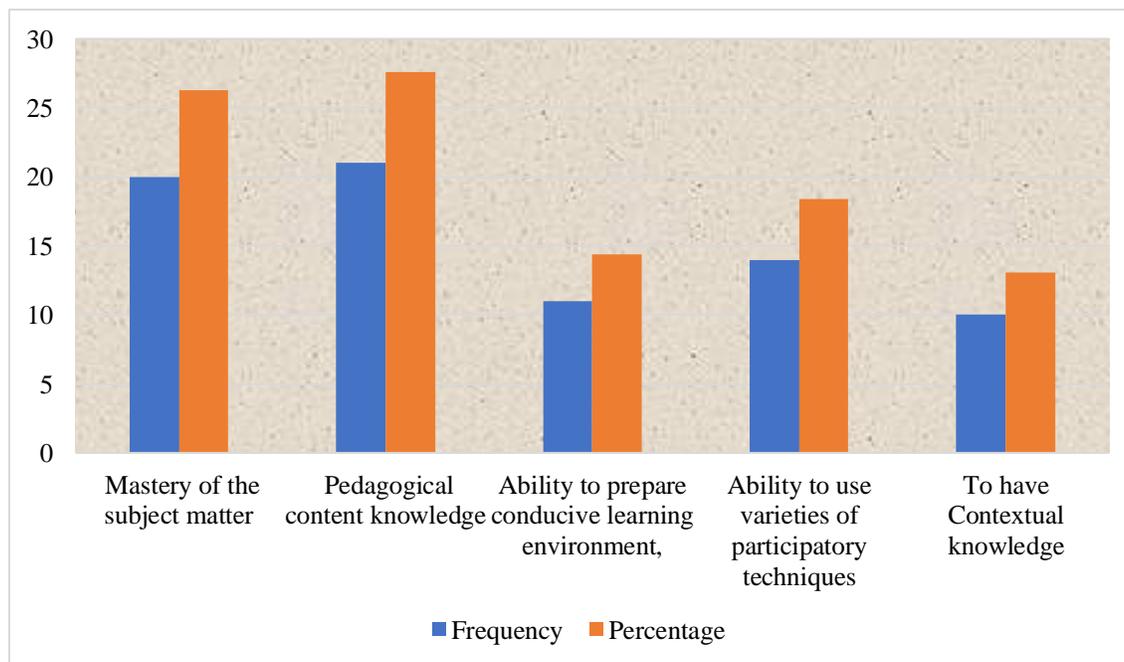


Figure 1: Teachers’ Responses on the competences they possess in order to implement LCP in secondary schools

Figure 1 shows competences teachers possess for implementation of LCP during teaching and learning process. The results concur with Learner-Centred Theory of Education by Rousseau (1712-1778) that a good teacher should have ability to use a variety of participatory techniques and to guide students to participate in learning activities. The explanation through questionnaire, observation and interviews was explained as follow:

Mastery of the subject matter

As indicated in Figure 1 respondents at 20(26.3%) out of 76 who filled in the questionnaire commented that, they know very well the content of the subject they teach that is why they possess the competences required in teaching. As Harris (2019) comments that, teachers must have abilities that make them to practice effectively teaching and learning activities. This point was also raised by interviewee such as WEO and SDQAO who argued that some teachers have good understanding of the subjects they teach and can deliver the content to learners. This also, was observed by researcher in classes, during instruction that, some teachers seemed to have ability and were skilful to present well the topic which indicates that, they master the content and are able to teach.

Pedagogical content knowledge

As shown in Figure 1 the study revealed that 21(27.6%) out of 76 teachers confessed to have pedagogical knowledge and understand on how to use it during instruction. This was also evidenced by the researcher during classroom observation when visiting the selected public secondary schools which concurs with the results by the head of schools who exposed that:

Some teachers can use some participatory teaching techniques, such as questions and answers and group discussion during instruction even if they are insufficient to implement LCP effectively. Also, some teachers are able to plan teaching activities by exposing students to the content (head of schools, July 2023).

According to the quotation above, teachers should make sure that, they apply different teaching techniques during instructional such as demonstration, experimentation, role play, dramatization and game based so as to make more effective the implementation of LCP in the classrooms. This is in the line with the study of Semali (2022) who says that the best teacher requires variation of techniques during instruction so as to make better the process of teaching.

Ability to prepare conducive learning environment

Again, the study in Figure 1 discovered that 11(14.4%) out of 76 teachers are able to prepare conducive environment. In filling questionnaires, some teachers said that they encourage students to ask questions, to participate in learning and to solve the problem together so as to facilitate the learning. During observation, the researcher realized that in most of visited public secondary schools some teachers tried to create conducive environment during teaching and learning activities though some classes were overcrowded. Also, the head of school X explained that some teachers provide learners with the freedom of instruction, safety and respect when learning new skills though there are some areas which are to be improved. As Webster, (2019) argues that improvement in education is highly needed. Students are not attracted to attend classes at school with poor teaching and learning environment.

Ability to apply participatory techniques

Figure 1 shows that respondents at 14/ (18.4%) out of 76 indicated that some teachers are able to apply participatory teaching techniques because during teaching and learning process they use questions and answers as well as group discussion. The researcher during class observation realized that some teachers throughout instruction preferred to use two teaching techniques (group discussion, questions and answers). Based on this view, WEO during interview explained that:

In schools some teachers prefer to use questions and answers since it is easy for them to manage the students according to the nature of our students and teaching and learning environment. Also, it helps the students to develop their knowledge more effectively and many students can participate (WEO, July 2023).

The quotation above implies that some teachers during teaching and learning process use some participatory teaching techniques which encourage interactive and engaging. Harris (2019) insists that participatory teaching techniques enable the learners to engage fully in the lesson process which enable them to become competent.

Contextual knowledge

Moreover, Figure 1 indicates that (10/ 13.1%) out of 76 teachers who participated in the study understand, know the atmosphere of the school and the society around. The findings revealed that some teachers have contextual knowledge that is why teachers guide students to relate the lesson or what is learnt with their real life. Blackenstein (2021) submits that learners' prior knowledge and society around can update mental and process to reflect the new

information to student. This concurs with learner-centred theory of education by Rousseau (1712-1778) that the new knowledge is constructed on prior knowledge. Thus, teachers should have contextual knowledge to make students to build the new knowledge from the prior knowledge.

4.1.2 The Competences Teachers have

The interviews with SDQAOs, DEO, WEO and the heads of schools aimed to assess the ability and disability of teachers in implementing LCP in the classroom. The study reveal that some teachers do not fit because they were not qualified in implementing LCP efficiently. It was also said that, not only to be competent in content and pedagogy, but also to be qualified in all levels of education. The District Education Officer (DEO) mentioned that some teachers had inadequate competence in both methods and techniques in implementing LCP during teaching and learning process. He further added that, teachers had low skills to link the syllabus and LCP or day to day life which needs high creativity of teachers and time management skills. SDQAOs said that:

Most teachers use rote learning which requires students to memorize the information and then give it back to teachers during examinations. Few teachers who are competent and willing to implement LCP fail to do it due to less conducive school and classroom environments. This situation causes the students to learn subjects theoretically than practically (SDQAOs, July 2023).

The above quotations imply that current teachers rely on guiding students to memorise the learned content, that targeting on competition of academic and examination performance and completion of the syllabus. However, such teachers are faced with poor infrastructure and environment to practice LCP during teaching and learning process. The results also, disagree with Learner-Centred Theory of Education (LCTE) that a teacher should become an organizer whereas a student becomes an active participant in his or her learning (Rousseau, 1762). The result again agrees with what Weissgerber (2021) and UNICEF report (2017) stipulating that, some teachers are unable to practice LCP in their classes, hence they use rote learning and spoon feeding. Such teachers rely on competitions and advertisement of their school for high performance without considering the competence of their students.

During observation, the researcher discovered LCP to be not good because it was difficult for the teachers to manage the class due to the large number of students in such overcrowded class since students were making too much noise during discussion. It was difficult for the

teacher to pass around the groups to guide students during discussion due to the small class compared to the number of students. Webster (2019) comments that the education sector should balance a student-to-teacher ratio to be able to teach them effectively during teaching and learning process.

4.1.3 Participation in Learning by doing during Instruction

The students were required to explain how they participate in learning by doing in their classroom. The study exposed that, students participate through question and answers, class discussion, self-study, and personal work. Apart from that, another student from secondary school “F” explained that, in real sense in my class I do not participate in learning by doing. Most of my teachers teach by repeating questions and solving past examinations. Students are assigned tasks to solve a lot of past papers so that they perform better in the coming examinations. Teachers do not include practical and project assignments because they see it as a waste of time. Winormo and Muthi (2018) said some teachers prepare students to pass national examinations by memorizing rather than understanding the content.

The findings expose that some teachers apply LCP during instruction even if it is limited to oral questions and group discussions. The limitation is due to lack of LCP techniques. Most teachers do not apply different methods of LCP in the classroom because they are not aware of them and assume that they are time consuming. The findings concur with Shatumbu’s (2019) findings that, the implementation of LCP in the classroom needs more knowledge, skills, time, resources and creativity of teachers. Nevertheless, it has been evidenced that it is difficult for most teachers to balance the needs of the student, curriculum and the interest of the students. The findings position that the way teachers teach in education is very important since it provides what students need. It allows learners to create and imagine, and which aspects are important in the learner-centred education. The government should give teachers priority by providing in-service training, supply fund and other resources needed in order to enhance teaching and learning process.

4.2. The Challenges Encountered in Implementing Learner – Centred Pedagogy

To assess the challenges faced by teachers in implementing LCP the respondents (heads of schools, District Education Officer and School District Quality Assurance Officers were interviewed, while teachers and students filled in the questionnaires. The study found the following challenges to

hinder the implementation of LCP. Among of the frequency challenges were summarised in Table 1

Table 1 Challenges facing teachers in implementing LCP

Response	Frequency (f)	Percentage (%)
Professional incompetent	60	32.01
English language barrier	25	13.3
Overcrowded classroom	23	12.2
Curriculum design	20	10.6
Examination settings	10	5.3
Inadequate resources	49	26.2
Total	187	100

Source: Field data July 2023

Professional incompetence

Table 1 reveals professional incompetent (f=60/32.01%) as among the common challenges faced by teachers in Pedagogical knowledge. Some teachers were said to have professional incompetency as the DEO revealed it during interview that; Professional incompetency of teachers is a major issue that faces education system in Tanzania. Some teachers lack ability and are not skilful enough to practice LCP in the classroom. This is corresponding with Barman and Konwar (2017) who said that teachers lack competence on how to effectively integrate different strategies when facilitating the lessons.

This implies that, teachers should be evaluated through pre-service and in-service training to ensure that they acquired modern skills and are knowledgeable evaluators of teaching effective. Teachers require continuous professional development training to update their understanding and practices. These findings are in line with previous study by Moph's (2018) who said several incompetent teachers across African countries are working in schools which cause students not to become competent as their teachers.

Inadequate resources

Furthermore, the study showed inadequate resources (f = 49/26.2%) as the common challenge in education system. Teachers and students via questionnaire exposed that, inadequate physical resources like; shortage of teachers, classrooms, libraries and laboratories face them during implementing LCP. WEO during interview verified that, we thank our government that at least it has tried to recruit teachers, add some of the facilities such as classrooms, textbooks and desks. However, the need is still high compared to a number of students enrolled every year.

The government should ensure availability of all necessary resources to public schools since the need is still high. In a similar way Ryoo (2017) argued that lack of teaching

facilities has negative impact on implementation of the curriculum. This implies that meaningful teaching and learning cannot take place in a school which encounters shortage of essential physical resources that facilitate LCP curriculum.

English language barrier

English language as a medium of instruction was posed to be among challenges (f=25/ 13.3%) facing teachers in implementing LCP. Both teachers and students were said to have some linguistics incompetence. The mastery of English as a foreign language is problematic to many students and teachers, hence leading to poor mastery of the subject matter. It seems that, LCP cannot be implemented if the students and teachers are not aware with English medium of instructions. The same notion was also raised previously by Webster (2021) who said that, language and education are inseparable concepts because education is disseminated via language, therefore language and education depend on each other.

Overcrowded classrooms

Majority of public secondary schools are overcrowded (f=23/12.2%) the study showed, above the proposed ratio of 1 teacher per 40 students is not considered. The application of LCP methods in such classes is too difficult, and the follow up of individual learner is impossible due to limited time scheduled for each class session. This was evidenced by the comments of one SDQAOs during interview. This concur with the idea of Rwegasha (2017) who said that, learning environment in majority public secondary schools is complicated and hard to master. This calls for the government to make efforts on constructing enough classrooms and ensure that the total number of students in the classroom are forty and even total building replacement are sometimes necessary.

Curriculum design and examination setting

The study found that there is a need for curriculum re-design and re-formation to cope with the modern science and technology. It was also found that curriculum reform is not participatory as it skips some of the key implementors like teachers. During interview and filling questionnaire the respondents commented that, curriculum design (f=20/10.6%) and examination setting (f= 10/5.3%) is discouraging teachers to apply pedagogy in the classes. Semali (2022) said in the syllabus the connection between subjects, suggested teaching aids related to pedagogy is not documented in curriculum as problem solving. Also, the

setting of national examination is not set as learner – centred method which make students to think critically.

4.3 The Necessary Support Required for Successful LCP in Public Secondary Schools

The findings suggested the different ways which can support teachers to enhance LCP in secondary schools. Among the frequently suggested ways or support that teachers need in implementing LCP were named to be: curriculum reform, provision of modern resources teaching aids, provision of adequate workshops and seminars, assessment modification and time allocation for period as summarised in Figure 2

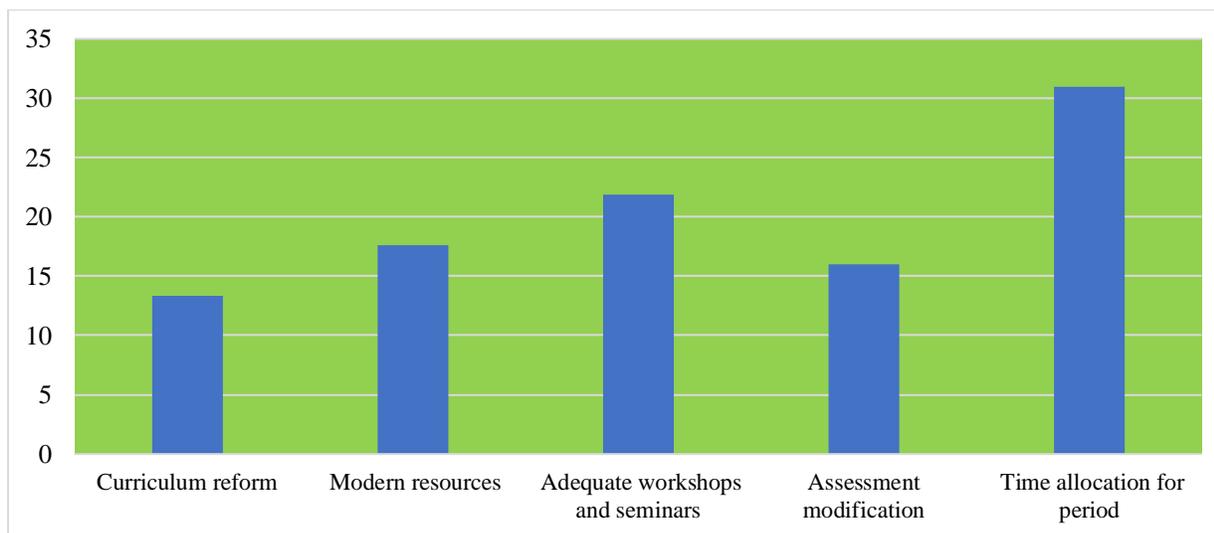


Figure 2 Frequently suggested ways teachers need in implementing LCP

Source: Field data July 2023

Curriculum reform

Figure 2 shows interview and filling questionnaire respondents (f 25/13.3%) that, today's Tanzanian curriculum needs total reform so as to respond and reflect the 21st century demands of science and technology advancement. It is only through well planned curriculum that LCP will be effectively implemented in secondary schools. The DEO for example, argued that participatory and collaborative inputs from all stakeholders is necessary in making proper curriculum reform. These findings concur with Zanda's (2017) who comments about the nature of curriculum in secondary schools that, the current curriculum used in secondary schools is still requiring teachers to be active agents and the students to be passive agents. Thus, for LCP to be functional in schools' curriculum there must be progressive and transformational that presents students as the focal points in the class and encourage instruction and project-based education.

Provision of adequate resources

For any educational program to be successful, resources are key actors to efficiency. The government was requested to make sure that it puts in place all necessary resources that facilitate smooth learning. Schools should have enough classrooms with enough books, desks and instructional resources that accommodate the ration of 1:40, school library and laboratories need to be put in place for enhanced practical. During interview, the head of school from secondary school "E" while commenting on the kind of support that teachers need in implementing LCP effectively in school, he had this to say, we are requesting the government to supply all necessary resources to all schools. Moph (2018) said there are no modern competent based education resources such as installation of E – learning system and web net installation, power points among others in public secondary schools. The findings insist the government to seriously provide the needed instructional materials. This can be materialised by ensuring more classes

are built, more qualified teachers are recruited, more books are bought and put in place so as to improve the learning environment.

Adequate Workshops and Seminars

Professional development or in-service training programs through workshops and seminars were advocated as relevant means of supporting teachers' implementation of LCP. It was suggested by majority respondents (f 41/21.9%) that, frequent professional seminars and workshops should be arranged and taken to ensure that students and teachers are always up to date with the application of modern LCP approaches, methods and strategies to teaching and learning. During interview WEO said that, Lack of seminars, and workshops on how to practice the implementation of learner-centred pedagogy hinder the pedagogical of twenty first century. Most teachers are too comfortable with the traditional centred method of teaching, they don't see the important of reposition since they are not mindful about LCP. So, the government need to unlock their minds to upgrade training and exposure. Learner -centred methods came up with new leanings like a teacher to act as facilitator, organizer and guide with digital tools and application of new methods during teaching and learning process.

This reveals that the government have delivered limited seminars or workshops to teachers since LCP was introduced in secondary schools, which could make teachers to be competent in teaching and learning activities. Moph (2018) supports these findings by articulating that inadequate knowledge and skill are evidenced through teachers who lack critical knowledge and ability to practice modern way of teaching (LCP). Therefore, the government have to make sure that teachers should be trained or equipped with learner – centred pedagogy techniques. Similarly, during the interview done by School District Quality Assurance Officers (SDQAOs), the results exposed that:

“The training of teachers and SDQAOs is still problem in education system. We had not attended enough seminars or workshops when education sector introduced LCP to schools. In ensuring quality in the teaching and learning process, as key actors we were supposed to be aware and competent LCP to manage and enhance quality in implementing learner-centred pedagogy during teaching or supervising” (SDQAOs, July 2023).

This implies that even school inspectorate departments were found to be lacking knowledge and ability for assessing and evaluating educational practices to ensuring quality is concerned. Thus, seminars and workshops on learner-centred curriculum should be provided to both teachers and

SDQAOs because are the ones who teach and make better implementation of LCP in public secondary schools in Tanzania.

Assessments modification

Assessment target was proposed by (f 30/16%) participants to shift from an examination oriented to practice and performance target. The major goal of modern assessment was suggested to be on looking whether a learner is able to do something tangible in his or her real environment. When interviewed one head of school suggested the following to be among the support to enhance teachers' implementation of LCP in public secondary schools:

“The assessment should be modified to relate with learner-centred pedagogy. The tests and national examination are still traditional in nature. The students are still assessed with true and false questions, matching items or multiple-choice during examination. These assessments are easy to grade but only encourage memorizing data and isolate application. Modern assessment should focus on different skills and knowledge which make learners contribute and play a significant role in the development of Tanzania in achieving an industrial economy” (head of school C, July 2023).

The emphasises should be made to and by the government to change the nature of assessment. The setting of national examinations is not direct corresponding to LCP. Only a few subjects like chemistry, physics and biology try to set practical questions which relate with day-to-day situation. The other subjects' assessment seems to be theoretical and hard to make the relationship with LCP.

Time allocation per period

Respondents (f 58/31%) were in argument that 40 minutes is too short if we want to ensure LCP facilitations. Questionnaire responses from teachers on the question about the support teachers need in implementing LCP in public secondary schools revealed that teachers disagree with the time allocated for each period. One WEO exposed that:

“Time allocated per each period for 40 minutes in implementing LCP is not enough, at least 1 hour that is 60 minutes could be suitable. Therefore, the curriculum designers have to add time because LCP requires more time” (WEO, July 2023).

Therefore, insufficient time in implementing LCP hinder the process of teaching. Thus, curriculum designers should look

for the proper way of adding the time during instruction. This shows that, inadequate time during instruction make teachers to practice rote learning so as to complete the syllabus. The findings agree with Semali's (2022) study which said rote learning does not allow for a deeper understanding of a subject which discourage the use of social skills

5. Recommendations and Conclusion

5.1 Conclusion

The paper has three findings which concluded that; First, some teachers are not skilled and creative in preparing the lesson plans related to role play, game based, dramatization and demonstration which increase the competence of students. Second, it was found out that teachers and students face the issue of curriculum incompetency due to the fact that, curriculum design and examination setting do not meet the modern curriculum (LCP). Third, the findings revealed that the requirements in the education sector is still highly needed. The findings proposed measures among others include teachers and officials training about the implementation of LCP, recruit enough human resources (teachers and officials) and modern teaching and learning resources should be provided on time, modification of curriculum to relate with LCP as well as national examination assessments.

5.2 Recommendations

Based on the study findings and conclusion, the following recommendations were made for actions. The Ministry of Education, Science and Technology (MoEST) should make sure that, all teachers, School District Quality Assurance Officers, District Education Officer, Ward Education Officers, attend seminars, workshops and other programs when changes are made in the curriculum (learner-centred pedagogy) in order to cope with the LCP transformation. Teachers should stop to practice rote learning in the classrooms as well as spoon feeding. Teachers should use participatory teaching techniques in their daily classrooms so as to make students learn by doing, after completion of their study become creative and self-reliant for their life-long impact. School curriculum design should be modified to student-centred pedagogy which focus on an individual learner's needs, their unique learning styles and engages them in the learning by doing technique. Also, the students should be involved in planning, implementation and assessment of the challenges such that after completion of their study become self-reliant skills.

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