

Learner-Centred Approach: Its influence on Quality of Learning in Public Secondary Schools in Hanang District

Daudi Qambaday¹, and Prosperity M. Mwila^{2*}

¹Getanuwas Secondary School, Tanzania

²St. Augustine University of Tanzania, Tanzania

*Corresponding Author

Abstract: Learner Centred Pedagogical Approaches have become a global practice in the teaching and learning process. The approaches have been credited with the potential to impart learners with different skills and prepare them to work effectively in this ever-changing world. This study investigated the role of learner centred pedagogical approaches on quality learning in public secondary schools in Hanang District. The Social Constructivism Theory by Vygotsky (1968) provided a theoretical lens to this study. The Mixed research approach and a Concurrent embedded research design were used in this study. Data was obtained from a sample of 174 participants, including students, teachers, Heads of schools, Ward Education officers, and District Education officer. Questionnaires and interview guide were used to collect primary data. Quantitative data were analysed through descriptive statistic with the help of Statistical Package for Social Science (SPSS) version 21 while Qualitative data were analysed thematically. The study revealed that learner centred approach contributes to quality learning through student's involvement in complex learning situations in the classroom and ensuring active learning in the classroom. The study also reported that learner centred approach attracts learner's interest and thus enhances good academic achievement. On the basis of the findings, it was concluded that though learner centred approach had contributed in some way to improving quality of learning it had failed to influence –effectively, the quality of learning because of some challenges. Among challenges identified includes; lack of enough knowledge on implementation of learner centred, teacher's resistance to change, overcrowded classroom, teacher's low morale, poor teaching and learning material. Therefore, the study recommended that school administrators should work tirelessly resolve these challenges-for better implementation of learner centred approach in secondary schools in the country.

Keywords: Learner; Learner Centred Pedagogical; Learning; Quality Learning; Secondary Schools, Tanzania

I. INTRODUCTION

Learner centred pedagogical approaches have become a global practice. International conventions enacted since the 1990s such as Education for All (EFA) and Millennium Development Goals (MDGs) endorsed learner centred pedagogy as a universal panacea for various educational challenges (Mundy et al., 2016). Learner centred pedagogical approaches falls under Constructivist theory which conceptualizes that knowledge can be constructed through

interaction with the environment, dialogue with others and reflection-all within culture and language. Thus, knowledge, from this perspective is created by interacting new information with the existing one and experience of learners (du Plessis and Muzaffar 2010). This is different from the traditional approach of which a teacher's task is to transmit knowledge to students, who receive it with little critical reflection on how it come to be (Vavrus et al., 2011). It is believed that the concept of Learner centred approach originated from developed countries (Schilling and Koetting, 2010). According to Marzano (2010) Learner centred approach was introduced in German by 1970s and in United Kingdom and Australia by 1990s

Learner centred pedagogy is presented in a variety of terms, such as child centred or student-centred pedagogy, inquiry-based learning, active learning, and progressive education. These terms are rooted in the learning theory of constructivism which is grounded in the work of Vygotsky and Piaget (Vuvrus, Thomas, & Bartlett, 2011). Schweisfurth (2013) points out seven minimal standards which are keen to the basic principles of learner centred pedagogy and derived from empirical evidence from learner centred implementation. These standards include the need for lessons to be engaging to students and motivating them to learn, mutual respect between teacher and learners, what is taught builds on learners' existing knowledge and skills, dialogue is used in a variety of forms not for transition, curriculum is relevant to learners' lives in a language that is acceptable to them, curriculum and pedagogy contain skills and attitudes as well as content and includes critical thinking, and assessment is meaningful and supports the learning process. This set of standards serve as adaptive framework and allow cultural and contextual adaptation. Billing (1995) contend that learner centred teaching is the teaching practice that has been called "Culturally responsive" "Culturally appropriates", "Culturally compatible" and "Culturally relevant".

Glancing at the learner centred pedagogy approach in a global sense, Turkey changed its educational policy and programmes to promote the learner centred approach in 2003. Lea, Stephan and Troy (2003) state that interest centred learning has long standing among educators in primary, secondary and higher

education. Research, policy and practice claiming to take student centred approaches continue to grow. The findings from educational research make changes in the educational system and learning teaching necessary. A process of change has been carried out in the educational programmes within the lights of the new intelligence from 2003 onwards in Turkey. Course books have also been changed as well as changes in the programmes. Learner centred educational understanding are awareness of the ways to reach knowledge, learning how to learn and depending on the development of the student have been highlighted and not putting the teacher in the centre.

The emphasis of Learner Centred Approaches in African Countries Education system has been in existence for a number of years. The United Nations Educational Scientific and Culture Organisation (UNESCO) and the International Institutes for Capacity Building in Africa (IICBA) have committed their time to enhancing the quality education in Africa assisting in capacity building and promoting Learner Centred Education (UNESCO and IICBA, 2011 as cited in Nyimbili 2016).

Learner centred pedagogy approaches have been adopted in some of African countries as means of improving quality of learning. Zambia, the country which is located in the southern part of the African continent, is using learner centred approaches in its secondary schools. In Zambia the Revised Curriculum Framework of 2013 authenticates the importance of Learner Centred Education through the adoption of the Outcome Based Education (OBE). This has clearly shown that in this framework, the teacher should as much as possible use teaching methods which encourage learners to think, reflect and do rather than reproducing which is typical of rote learning (M.o.E, 2013). Magasu (2021) asserts that Learner Centred Education seeks to link education to real life experience as it gives learners skills to assess, criticise, analyse and practically apply knowledge to address societal challenges.

Tanzania is among the countries that are struggling to shift from traditional pedagogy to learner centred pedagogy in order to improve learning quality among students and make them problem solvers rather than information absorbers (Feleshi and Mwila, 2022). In the Tanzanian context, the study carried by Vuvrus (2009) to explore students' and teachers' practices and their views of constructivist pedagogy through in-depth interview and participant observation uncovered the struggles that students and teachers had to overcome even if they know the need to implement learner centred pedagogy with particular cultural, social and environmental factors. Vuvrus (2009) proposes that Tanzania should promote a combination of traditional pedagogy and the learner centred pedagogy to form contingent constructivism. Other studies conducted have proved that learner centred pedagogy is crucial for both teachers and students to achieve educational goals.

Some researchers such as (Mushi 2005; Mtitu 2014) have indicated that culture is also a barrier to the implementation of learner centred pedagogy in Tanzania. There is traditional culture, authoritative power and autonomous behaviour among teachers which lead to inferiority complex among students. Children are expected to continually respect the elders as sources of knowledge and wisdom. This elder-child relationship develops inferiority complex and caddy behaviour among the students in the classroom today. This culminates in long-lived culturally teaching orientation that prevents students from developing democratic learning. Children were nurtured to accept everything taught by their parents or elders. Implementation of learner centred teaching in Tanzania secondary schools' Geography classrooms was constrained by historically inherited teacher-student relationship where teachers believed to have monopoly of knowledge and authority to transmit to their students who do not possess it (Komba & Mwandangi, 2015). This implies that students presented a cultural continuation of respect and inferiority to their teachers. Often when students were invited to share their conceptions and understanding of different concepts, they demonstrated a lack of enthusiasm and readiness to conceptualize and contribute their understanding on the topic under discussion.

Learner centred approach has been implemented for seventeen years now since it was introduced in Tanzanian secondary schools. The approach has been credited with the potential to impart learners with different skills and prepare them to work effectively in this ever-changing world. The new curriculum was expected to improve the quality of education and to enable students to develop competencies relevant to their life (Komba & Mwandangi, 2015). According to Munishi (2016), graduates in Tanzania lack practical communication skills, team work, investigative and analytic skills, self-motivation, drive, flexibility and time management. According to the National Examination Council in Tanzania (NECTA), Hanang District is not doing well academically in Form Four National Examination results. Based on the 2021 national examination results, 45% of candidates scored division four while 10% scored division zero. Besides, Hanang District secondary graduates failed to reflect the necessary skills they needed to support their life; they also lack self-employability skills (Simba & Okendo, 2018). As the report of Haki Elimu (2012) suggests, the quality of education can be viewed in terms of student performance in examinations. Such poor performances of students and high rates of unemployment among graduates raise questions as to the effectiveness of the implementation of learner centred approaches in Tanzanian secondary schools and what should be done to enhance it. Continuous teacher development programs could be one of the ways to improve learner centred approaches implementation and their influence on learning. Wood (2007), however, points out that despite the fact that Secondary Education Development Plan (SEDP) stipulates that Teachers Training is a priority and a necessary strategy for developing a well-educated professional and skilled teaching force, no interventions have taken place up-to date.

In addition, Teachers Resource Centres were established to provide easy access to in-service training, mentoring and peer support, they are not effectively utilized. Lack of professional development programs means that teachers are not updated with new practices in the field including changes in instructional practices. Without clear understanding of both the concepts of learner centred approach as well as the best ways to implement it in the class rooms, it is unlikely that the contribution of learner centred approaches to quality learning in Tanzanian secondary schools in general and public schools in particular could be optimized.

In Hanang District, Simba and Okendo (2018), contend that students in secondary school have positive attitudes and perceptions to learner centred approaches. They are interested in and they believe that learner centred approaches meet their learning achievements. This finding of Simba and Okendo contradicts with that of (Mushi, 2005; Mtitu, 2014). Simba and Okendo further confirmed that teachers of secondary schools in Hanang District are not using or are poorly implementing the learner centred approaches in classroom teaching as they claimed that some of learner centred methodologies such as field trips, video clips, projects are difficult to implement. Chirimi (2016) pointed out that there is a huge problem of workloads that faces teaching of science subjects such as Mathematics, Physics, Chemistry and Biology in Hanang District. The study revealed that poor teaching and learning effectiveness are among the factors that contribute to poor academic performance.

Despite the fact that Learner – Centred Pedagogical approaches have been in operation in Tanzanian Schools since 2005, performance in national examinations have continued to be poor. The National Examination Council in Tanzania (NECTA) form four national examinations for 2021, confirm this as 45% of candidates scored division four while 10% scored division zero. Many secondary school graduates in the district also do not reflect possession of self-employability skills as many are jobless. Additionally, there are concerns amongst stakeholders and researchers, for example (Kizkapan & Bektas, 2017; Komba & Mwandangi, 2015; Kitta, & Tilya, 2010) that learner centred pedagogies are not producing desired results in schools and there is a need to continue investigating the implementation of Learner Centred pedagogies through research to find out where the problem is in order to improve. Such revelations prompt the question of how implementation of learner-centred approaches might influence the quality of learning in public secondary schools in the district. Apart from the study of Simba and Okendo (2018), not much is known about the ways in which pedagogical approaches influence the quality of learning in public secondary schools in Hanang district. It is in this regard that this study investigated the influence of learner centred approaches on quality learning by looking at the roles the approaches play as well as the challenges that would limit effective implementation of learner centred approaches in public secondary schools in Hanang District.

II. SUMMARY OF LITERATURE REVIEW

Learner centred pedagogy approaches has been studied broadly by different researchers such Darsih (2018) in Kuningan district in Indonesia, Akhter et al. (2019), Asoodeh and Zarepour (2012) Iran, Faridi et al. (2016) in Dhakar city in Banladesh and Mutilifa and Kapenda (2017) in Ohangwana in Namibia. Some of the studys applied one approach like Mposo (2018) in Malawi, and Akhter et al. (2019) in Dhakar City in Bangladesh.

According to Anderson and Krathwohl, (2011), Learner centred pedagogy approach culminates into higher order thinking and critical engagement with the world around the students. It promotes skills deemed necessary for success in complex global society. Higher order skills, such as the ability to analyse, evaluate and creates knowledge enable students to examine and process the world of information which is available in the modern era. It also promotes active learning ‘‘an active engaging of critical inquiry among students as they complete classroom activities that cause disequilibrium but that the teacher as facilitator helps them to resolve it by applying theoretical concept from lesson in the classroom to real life experience (Thornton and McEntee, 1995). Therefore, Learner centred pedagogy approaches influence quality of learning.

Accordingly, Darsih (2018), reported that learner centred approach stimulates learners’ participation during learning process; it is appropriate in classroom learning as it reduces teachers load on students. Darsih argues that this approach gives power of controlling learning activities, it provides learners autonomy and responsibility and aids in the development of critical thinking as For Asoodeh and Zarepour, (2012), Learner centred approach provides an opportunity for social acceptance and improves the mental ability of the learners. Learner centred approach promotes critical thinking in students and increases self-commitment in academic matters and social activities in general. In addition, Cain (2020) reported that learner-centred teaching strategies increase student engagement, improve academic achievements and encourage positive social change.

Moreover, Mutilifa and Kapenda (2017)’s documented that the application of different learner centred activities attracts learners’ interest in learning and understanding. They argue that teaching and learning through practical attracts students’ interest and promotes students understanding. The studys’ idea is good, effective and efficient in learning. Similarly, Ochieng (2020) on a study in Kenya on the application of Learner Centred Teaching Methods in the teaching of physics in secondary schools in Migori County revealed that experiments, collaborative learning and multimedia were predominantly used to enhance performance in physics. The findings also revealed the significance of learner centred approach on improving learning quality; collaborative learning facilitated students’ interactions among themselves. Mkimbili (2018)’ study also showed that the experiments performed in science classrooms were recipe-based task,

focused on students' memorization of scientific facts to prepare students for examinations. In the study, the study noted that there is, possibilities of inquiry-based science teaching which were interesting as involving students in questions that link science and students' local context. In line with this, critical thinking skills were mostly observed in the sessions where students were given opportunities to design their investigations by using locally available resources, and teachers used students' daily life in teaching and the use of familiar language was applied in answering open ended questions. According to Kamugisha (2019), learner centred approaches highly motivated students in working and presenting group work; they managed to discuss in groups cooperatively.

A synthesis of literature review shows that some studies were conducted in developed countries like Indonesia, India, Bangladesh, Iran and some were conducted in developing countries such as Nyambili et al (2018) in Zambia, Mutilifa and Kpenda (2017) in Namibia and Ndethui et, al., (2019) Kenya. At national level, there were studies done in Tanzania such as Kamugisha (2019), Mkimbili (2018), Mombo (2018), Siperto (2018), Mgyabus and Mkulu (2022), Kawishe (2016), Rwezaura (2016) and Hussein (2019). The literature gap founds from the literature reviewed are Geographical gap, knowledge gap, methodological gap, contextual gap and time gap. The studies were conducted in different context or settings which is different from that of Hanang district. Apart from that, there are few studies conducted in Hanang district about learner centred pedagogical approaches on quality of learning. Thus, the rationality for this study.

III. METHODOLOGY

In this study both quantitative and qualitative research approaches were used. The study had chosen mixed methods approach purposely to overcome the weakness of one research approach (qualitative or quantitative). Creswell and Plano Clark (2007) confirm that involving the use of both approaches in tandem so that the overall strength of the study is greater than either quantitative or qualitative research. The Mixed research approach and a Concurrent embedded research design were used in this study. Choosing concurrent embedded designs in this study gave room for the study to explore the research topic widely. The study collected quantitative and qualitative data at once. Quantitative data was collected through questionnaires which were administered to students and teachers. Qualitative data was obtained from interview guides for obtaining deeper insight and understanding of different opinions and views of the research respondents. In this study, the interview involved heads of school, wards educational officer and District Educational Officer. Quantitative data and qualitative data were integrated at the phase of data analysis, where implications were drawn to answer the research questions during the interpretations and discussions of findings.

Data was obtained from a sample of 174 participants, including students, teachers, Heads of schools, Ward

Education officers, and District Education officer. Questionnaires and interview guide were used to collect primary data. Quantitative data were analysed through descriptive statistic with the help of Statistical Package for Social Science (SPSS) version 21 while Qualitative data were analysed thematically. Validity evidence of research instruments was determined by triangulation, content validation and member checking while reliability of the reliability of the questionnaires for students and teachers was determined by the use of the split half method whereby the reliability coefficients were reported to be 0.86 and 0.79 respectively. The study ensured the trustworthiness of the interview guides for head teachers, DSEOs and WEOs through methodical triangulation, credibility, transferability, dependability or consistency and conformability. The study also used member checking methods where the analyzed information was sent to the respondents (interviewee) to check if it resembled with the information provided during the interview. The study adhered to all the ethical issue including informed consent by the participants, anonymity, confidentiality and privacy of the participants.

IV. RESULTS AND DISCUSSION

The results and discussion of the findings are presented thematically, that is, according to the research objectives that guided this study.

4.1 Roles of learner centred approach on quality learning

In investigating the influence of learner centred pedagogical approaches on quality of learning in public secondary schools in Hanang district, Tanzania, the study posed two specific objectives. The first objective was to examine the roles of learner centred approach on quality learning in public secondary schools in Hanang district.

In the achievement of this research objective the study asked teachers to mention the role learner centred approach plays in ensuring quality learning process and the findings are presented in table 1. Finally in the teacher's questionnaire, the study had Likert scale items to show the level of agreement between the students and teachers on the roles learner centred approach plays in ensuring quality learning process and the findings are presented in Table 2 and 3- respectively.

Table 1. Teachers Response on the Role Learner Centred Approach Plays in Ensuring Effective teaching and Learning Process

No	Statement	Frequency	Percentage
1	Ensure active learning	21	28.4
2	Student involved in complex learning	17	23.0
3	Attract learner interest	13	17.6
4	Enhance good performance	12	16.2
5	Make learning meaningful	11	14.9
	Total	74	100.0

Source: Field Data, (2022).

Table 1 shows the teachers response on the roles learner centred pedagogy approaches plays in quality learning process in school. The findings show that 23 percent of the teachers equal to 17 respondents reported that learner centred approach involve students in complex learning. Also, the findings show that 28.4 percent of respondents equal to 21 respondents mentioned that learner centred approach ensure active learning to the learner. Moreover, 17.6 percent of the respondents equal to 13 respondents reported that learner centred approach attracts learners’ interest. Furthermore, 16.2 percent of the respondents mentioned that learner centred

approach enhance good academic performance to the students. Additionally, the findings show that 14.9 percent of the respondents equal to 11 respondents stated that learner centred approach make learning meaningful. All the roles are important in enhancing learner centred pedagogy and the expectation was that many teachers would choose each one of them. These low percentages show quite clearly that the teachers are not aware that these roles are important in realizing Learner Centred pedagogy and consequently quality learning.

Table 2. Students Response on the Roles of Learner Centred Approach on Quality Learning

No	Statement	Response									
		SA		A		N		D		SD	
		F	P	F	P	F	P	F	P	F	P
1.	Learner centred enable students to involve in complex learning	41	45.1	30	33.1	4	4.4	7	7.7	9	9.9
2.	Learner centred pedagogy approach stimulates learners’ participation during learning process.	42	46.2	31	34.1	5	5.5	6	6.6	7	7.7
3.	Learner centred pedagogy approach create ability to analyses and evaluate to the learner	31	34.1	35	38.5	0	0	12	13.2	13	14.3
4.	Learner centred approach improvements of learners’ understanding	40	44.0	27	29.7	5	5.5	12	13.2	7	7.7
5.	Learner centred approach promotes learners’ academic performance.	28	30.8	35	38.5	0	0	15	16.5	13	14.3
6.	Learner centred approach promotes learners’ corporations, interaction and make learning interesting	44	48.4	31	34.1	2	2.2	6	6.6	8	8.8

Source; Field Data, (2022).

Key: SA-Strongly Agree; A-Agree; N-Neutral; D-Disagree; SD-Strongly Disagree; F-Frequency; P-Percentage

Table 2 shows the findings on the role of learner centred approach on the learning process as provided by students. The findings show that 78.2 percent of the students agreed that learner centred approaches enable students to involve in complex learning and 17.6 percent of the students disagreed to the statement. Despite the agreement 4.4 percent of the respondents were neutral to the statement that learner centred enable students to involve in complex learning. Also, the findings show that 80.3 percent of the students agreed that learner centred approaches stimulates learners’ participation during learning process. However, 14.3 percent of the respondents disagreed to the statement. In spite of the agreement 5.5 percent of the respondents were neutral to a statement that learner centred pedagogy approaches stimulates learners’ participation during learning process.

Moreover, the findings show that 72.6 percent of the students agreed to the statement that learner centred pedagogy approach create ability to analyse and evaluate the learner. Though 27.5 percent of the respondents disagreed with the statement, none were neutral to the statement. Furthermore,

the findings show that 73.7 percent of the respondents agreed to the statement that learner centred pedagogy approach contributes improvements of learners’ understanding and 20.9 percent of the respondents disagreed with the statement. Despite the agreement 5.5 percent of the respondents were neutral to the statement.

Additionally, the findings show that 69.3 percent of the students agreed that learner centred pedagogy approach promotes learners’ academic performance. Although, 30.8 percent of the students disagreed with the statement, none of the respondents were neutral to the statement that learner centred pedagogy approach promotes learners’ academic performance. Additionally, 82.5 percent of the students agreed that learner centred pedagogy approach promotes learners’ corporations, interaction and make learning interesting. However, 15.4 percent of the respondents disagreed with the statement. Despite the agreement 2.2 percent of the respondents were neutral to the statement that learner centred pedagogy approach promotes learners’ corporations, interaction and makes learning interesting.

Table 3. Teachers Response on the Roles of Learner Centred Approach on Quality Learning

No	Statement	Response									
		SA		A		N		D		SD	
		F	P	F	P	F	P	F	P	F	P
1.	Learner centred enable students to involve in complex learning	34	45.9	21	28.4	10	13.5	5	6.8	4	5.4
2.	Learner centred pedagogy approach stimulates learners' participation during learning process	41	55.4	24	32.4	3	4.1	4	5.4	2	2.7
3.	Learner centred pedagogy approach create ability to analyse and evaluate to the learner	38	51.4	29	39.2	0	0	4	5.4	3	4.1
4.	Learner centred approach improvements of learners' understanding	30	40.5	32	43.2	2	2.7	9	12.2	1	1.4
5.	Learner centred approach promotes learners' academic performance	26	35.1	31	41.9	6	8.1	4	5.4	7	9.5
6.	Learner centred approach promotes learners' corporations, interaction and make learning interesting	45	60.8	22	29.7	0	0	5	6.8	2	2.7
7.	Learner centred approach promotes learners' motivations in learning	35	47.3	27	36.5	4	5.4	5	6.8	3	4.1

Source; Field Data, (2022).

Key: SA-Strongly Agree; A-Agree; N-Neutral; D-Disagree; SD-Strongly Disagree; F-Frequency; P-Percentage

Table 3 display the teachers' response on the roles of learner centred pedagogy on quality learning. The finding shows that, 74.3 percent of the teachers agreed that learner centred pedagogy approach enables students to involve in complex learning and 12.2 percent of the respondents disagreed to the statement. Despite the agreement 13.5 percent of the respondents were neutral to the statement that learner centred pedagogy approach enable students to involve in complex learning. Additionally, the finding shows, 87.8 percent of the teachers agreed that learner centred pedagogy approach stimulates learners' participation during learning process and only 8.1 percent of the teachers disagreed to the statement. However, 4.1 percent of the respondents were neutral to the statement that learner centred pedagogy approach stimulates learners' participation during learning process.

Moreover, the finding shows that, 90.6 percent of the respondents agreed that learner centred pedagogy approach create ability to analyse and evaluate to the learner and none of the respondents were neutral to the statements. However, 9.5 percent of the teachers disagreed to the statement that learner centred pedagogy approach create ability to analyse and evaluate the learner. Likewise, 83.7 percent of the teachers agreed to the statement that learner centred pedagogy approach contributes improvements of learners' understanding and 13.6 percent of teachers disagreed with the statement. However, 2.7 percent of the respondents were neutral to the statement that learner centred pedagogy approach contributes improvements of learners' understanding.

Furthermore, the finding shows that, 77 percent of the teachers agreed to the statement that learner centred approach promotes learners' academic performance and 8.1 percent of the teachers were neutral to the statement. However, 14.9 percent of the respondents disagreed with the statement. The findings show that 90.5 percent of the respondents agreed to the statement that learner centred approach promotes learners'

corporations, interaction and make learning interesting and 9.5 percent of the respondents disagreed with the statement, however none of the respondents were neutral to the statement that learner centred approach promotes learners' corporations, interaction and make learning interesting. Additionally, 83.8 percent of the respondents agreed to the statement that learner centred pedagogy approach promotes learners' motivations in learning. Though, 10.9 percent of the respondents disagreed with the statement. Despite the agreement 5.4 percent of the respondents were neutral to the statement that learner centred pedagogy approach promotes learners' motivations in learning.

In investigating the influence of learner centred pedagogical approaches on quality of learning in public secondary schools in Hanang District, Tanzania, the study collected both quantitative and qualitative information. The quantitative information was presented in frequency, percentage and tables. However, the qualitative data collected was presented in a quotation and narration form. From the data collected the study extracted different themes. These are" students' involvement in complex, learning, ensure active learning to the learner, learner centred approach attract learner interest, learner centred approach enhance good performance to the students as well as learner centred approach make learning meaningful as explained below;

Students Involvement in Complex Learning

Based on the quantitative and qualitative findings it's revealed that learner centred pedagogy approach enables the student to get involved in the complex learning. This was proved from the findings in Table 1 were, 23 percent of respondents equal to 17 respondents reported that learner centred pedagogy approach involve students in complex learning. Also, in Table 2, 78.2 percent of the respondents agreed that learner centred pedagogy approach enable students to involve in complex

learning. Moreover, the findings supported from the quantitative findings in Table 3 where 74.3 percent of the respondents agreed that learner centred pedagogy approach enable students to involve in complex learning. Therefore, learner centred pedagogy approach plays the role of ensuring effective involvement of learner in the complex learning, solving problems that makes student think critically. The findings corresponding with the information provided with Darsih (2018), that in learner centred pedagogy approach teachers are not conveyors of the information and students are not recipient of knowledge which means students are integrated in learning which ensures their involvement in complex learning during the lesson.

The findings are supported with the qualitative information obtained by the interviewee in school “B” when the interviewee was asked on the role of learner centred approach in quality learner. The interviewee explained that in school the use of learner centred approach gives room to students to involve themselves in any difficult learning. Thus, learner centred pedagogy approach enables the students to involve themselves in teaching and learning process during the teaching of difficult concepts (Interview HSS_B, 2022). Also, the findings concur with the findings of Ochieng (2020) who found out that learner centred approach facilitates students’ interaction in the process of teaching and learning. The finding of this study relate to the Conceptual framework of this study which posits that if elements under the independent variable are well taken care of, they will automatically influence the desired quality- the dependent variable.

The findings also concur with the information provided by the interviewee in ward “C”. When asked about the role of Lerner centred approach in enhancing the quality learning. The interviewee said:

In my ward teachers use the learner centred approach as a means to implement competence-based curriculum, though they face different challenges which hinder their effectiveness in the implementation. The learner centred approach plays the role of ensuring the learners integrate themselves in any difficult learning situation which ensures that the learner centred approach leads to quality learning in my ward secondary schools (Interview WEO_C, 2022).

According to the conceptual framework, quality of learning is an interplay between different elements such as learners’ academic performance, learning motivation, meaningful learning, critical thinking, learners’ understanding and learners’ willingness. The implication of these findings shows quite clearly that teachers in Hanang District involve learners in difficult learning using Learner Centred pedagogies. This ensures quality learning and particularly in science subjects.

Ensure Active Learning to the Learner

In the first objective the study determined that learner centred approach play a role in ensuring active learning to the learner. This finding revealed from the quantitative information

obtained from the findings in Table 1 were, 28.4 percent of respondents equal to 21 respondents mentioned that learner centred approach ensure active learning to the learner. Also, the findings are supported with the quantitative information obtained from table 2 where 80.3 percent of the respondents agreed that learner centred pedagogy approach stimulates learners’ participation during learning process. Moreover, the finding is supported with the quantitative information from Table 3 where 87.8 percent of the respondents agreed that learner centred pedagogy approach stimulates learners’ participation during learning process. The findings concur with the information provided by Darsih (2018), that learner centred approach makes learners active and not passive in the acquisition of knowledge.

The findings are supported with the information provided during the interview with an interviewee in school “A”. When the interviewee was asked on the role of learner centred pedagogy approach on the quality learning, the interviewee said:

In my school teachers use the learner centred approach in the process of teaching and learning to some extent. This is due to the challenge they face in the use of learner centred approach in the process of teaching. Through the use of learner centred approaches it’s observed that the approach ensures active learning to the learner. The learners are active in the process of learning if their teacher uses the learner centred approach in the process of teaching. The learner becomes active and critical thinker in the process of teaching and learning (Interview HSS_A, 2022).

From the above quotation it means that the use of learner centred approach in the process of learning ensures the learner becomes active and thinks critically in the whole process of learning. The finding is in line with that of Cain (2020) that Learner centred strategies increases students’ engagement, active participation in learning process.

Moreover, the findings are supported by the information provided during the interview with the interviewee in ward “D”. When the interviewee was asked on the role of learner centred approach in the process of learning, the interviewee explained that in school the use of learner centred pedagogy approach make the learner to become active in the process of learning. The learner becomes active in sense that they are given time to give their views on the study and they are given an opportunity to think logically and give their recommendation. All the practices show it’s the role of the learner centred pedagogy approach on the quality learning (Interview WEO_D, 2022). The findings of this study match with Social Constructivism theory which encourages learners’ active participation during learning process. This is supported by Popkess and McDaniel (2011) who in their study confirmed that active learning methods promote student engagement among college students and has positive effects on students’ outcomes that includes problem solving. Therefore, learner centred approach ensures active learning to

the learner as it give the learner an opportunity to give their views and think critically on the subject matter.

Learner Centred Approach Attract Learner Interest

The study determined that learner centred approach play the role in attracting the learner's interest. This is supported by the quantitative findings in Table 1 where 17.6 percent of the respondents equal to 13 respondents reported that learner centred pedagogy approach attracts learner interest. Also, the findings are supported by the quantitative information in Table 2 where 82.5 percent of the respondents agreed that learner centred pedagogy approach promotes learners' corporations, interaction and makes learning interesting. The finding agrees with those of Darsih (2018), who found out in his study that learner centred approaches stimulates learners' participation during learning process, and this ensures that their attention is attracted to the lesson.

The finding is supported with the qualitative information provided during the interview with the interviewee in school "D". The interview was asked on the role of learner centred approach on the quality learning. The interviewee said;

Teachers are required to use learner cantered approaches in the process of implementing competence-based curriculum in their schools. Though in my school teachers use learner centred approach to some extent as they face various challenges in the process of using those approaches. But the approach plays an important role of attracting the interest of the learners to the lesson. Once the teacher captures the interest of the learners to the lesson, there is an assurance that they will do well in their subjects. Learner centred approach removes boredom from learners and makes them more attentive during lessons. It makes teaching and learning enjoyable to learners (Interview HSSD, 2022).

From the quotation it is clear that learner centred approach motivates the learner as it gives and inspires the learners to expose their views and arguments during the lesson rather than being quiet and dull in the class. With this approach learner are expected to show their interest and become interested in the learning process.

The findings from the quotation corresponds with the quantitative information provided in Table 3 where 90.5 percent of the respondents agreed to the statement that learner centred approach promotes learners' corporations, interaction and make learning interesting. Furthermore, the findings are supported with the quantitative information in Table 3 where 83.8 percent of the respondents agreed to the statement that learner centred pedagogy approach promotes learners' motivations in learning. The findings are also in line with those of Mutilifa and Kapenda (2017) who in his study found that learner centred approach attracts the learners' interest in the process of teaching and learning process. Therefore, this study determined that learner centred pedagogy plays an important role in making learners more attracted to the lesson in the process of teaching and learning.

Additionally, the findings are reinforced by the information provided during the interview with the interviewee in ward "A". The interviewee was asked to explain the role of learner centred pedagogy in the quality learning. The interviewee explained that in school the use of learner centred pedagogy approach attracts the learner to the lesson and makes them motivated to learn. Thus, learner centred approach has a role to inspire the learner to learn based on their interest and avoids students' learning frustrations. (Interview WEOA, 2022). The findings concur with those of Kamugisha (2019) which revealed that learner centred approach enables students to be highly motivated during group work. They participate actively by asking questions during and making their own contributions. Therefore, learner centred approach attracts learners' interest and motivate them to participate actively in the classroom.

Learner Centred Approach Enhance Good Academic Performance to the Students

The study revealed that learner centred pedagogical approach plays the role of enhancing good academic performance to the students. This is supported by the quantitative findings in Table 1 where 16.2 percent of the respondents mentioned that learner centred approach enhances good performance to the students. Also, the findings are supported by the quantitative information provided in Table 2 where 69.3 percent of the respondents agreed that learner centred pedagogy approach promotes learners' academic performance. Moreover, 77 percent of the respondents agreed to the statement that learner centred pedagogy approach promotes learners' academic performance. The findings are in line with those of Ochieng (2020), who in his study found that learner centred approach enable students to collaborate amongst themselves in the process of learning and this enhances students' academic performance. Therefore, learner centred approach plays the role of enhancing good performance to the students.

Moreover, the findings are supported with the information provided with the interviewee in the district. When the interviewee was asked on the role of learner centred approach on the quality of learning, the interviewee said:

The use of learner centred approach in school in the process of teaching and learning ensures effective implementation of competence-based curriculum. The effective implementation of competence-based curriculum will enable the students to improve in their performance socially and academically. The learner centred approach has a role to enhance good performance to the students as the student will have enough knowledge and skills on the subject matter (Interview DSEO, 2022).

This finding concurs with Asoodeh and Zarepour (2012) that Learner centred approach help academic achievement and social skills, it gives social acceptance and improve the mental ability of the learners.

This implies that the performance of the students depends on the way they have been taught. The use of learner centred

pedagogy ensures better performance of the learners as they are able to explain things based on their understanding and not on memorization of contents and concepts.

Moreover, the findings are supported with the explanation provided by the interviewee in ward “B”. The interviewee explained that the use of learner centred approach in the process of teaching and learning enables the learner to understand the subject matter better. The effective understanding of the subject matter enables students to perform well since they answer questions based on their knowledge and not otherwise. Also, the knowledge acquired enables the learner to solve things they encounter in their environment (Interview WEO_B, 2022).

Moreover, the findings of the study relate with social Constructivism theory as advocated by Dologlu et al, (2009) who argues that students taught by constructivist approach scores higher than those taught by traditional method. This is what has been revealed by the conceptual framework of this study which predicts that the application of Learner centred approach is expected to influence students’ academic performance. Consequently, the use of learner centred approach in the process of learning enables the students to perform well in their examination and their life. Students would use the knowledge acquired through learner centred pedagogy approach to answer the examination well and solve different problems within the society.

Learner Centred Approach Makes Learning Meaningful

The finding revealed that learner centred pedagogy approach makes the learning process meaningful. This is revealed from the quantitative information provided in Table 1 where 14.9 percent of the respondents equal to 11 respondents stated that learner centred approach makes learning meaningful. Also, the quantitative information from the Table 2 where 72.6 percent of the respondents agreed to the statement that learner centred pedagogy approach create ability to analyses and evaluate learning process. Moreover, the findings are supported by findings in Table 3 where 87.8 percent of the respondents agreed that learner centred pedagogy approach stimulates learners’ participation during learning process. Furthermore, the quantitative information shows that 83.8 percent of the respondents agreed to the statement that learner centred approach promotes learners’ motivations in learning. The findings correspond, with the information provided by Ochieng (2020) who in his study revealed that learner centred approach ensures meaningful learning through improving learning quality. Therefore, learner centred approach ensures that the process of learning becomes relevant.

The findings are supported by the information provided during the interview with the interviewee in school “C”. The interviewee explained that the use of learner centred pedagogy approach gives room to students to evaluate themselves. Through this self-evaluating exercise, students are expected to know and identify their weaknesses and thus work on them. Learner centred pedagogy approach makes learning meaningful as it gives room for students to make evaluation

and judgment on their progress. It also makes students to utilize the knowledge and skills in the future life. (Interview HSS_C, 2022).

Moreover, the findings are reinforced with the information provided by the interviewee in school “B”. The interviewee when asked on the role of learner centred pedagogy approach on the quality learning, he explained that learner centred approach makes learning meaningful through giving chance to the students to evaluate their own learning during instruction. The meaningful learning happens as the students acquire knowledge and effective understanding of the subject matter. The knowledge acquired enables the students to solve different issues raised in their environment (Interview HSS_B, 2022). The findings are corresponding with the information provided by Mkimbili (2018) who in her study found that learner centred pedagogy approach enable students integrate their thinking and understanding and make learning meaningful. Learner centred pedagogy approach enables students link learning with practical activities that relates to their local context and can be applied in real life.

The findings are consistent with the Social Constructivism Theory which was propounded by Vygotsky 1968. The theory emphasized that knowledge generated from the learner themselves through interaction with their peer and teachers is more useful to learning. Similarly, Karpagam and Ananthasayanam (2011) explained in their study that the applications of Social Constructivism theory in teaching and learning environment fosters self-reliance and resourcefulness, health, wellness, and peace centred as well as the facilitation of acquiring knowledge that will influence the students’ behaviour and attitudes. In this perspective, learner centred pedagogy approach play a role of imparting knowledge to the learner which is important to them in the real life. Furthermore, Social Constructivism put emphasis on how the learner interacts with people, materials and immaterial environment to gain understanding and gather experience that is needed to live successful and functional lives.

In summary from the findings by this objective, Learner Centred approach to teaching and learning has the following roles: to ensure students involvement in complex learning, ensure active learning to the learner, attract learner interest, enhance good performance to the students as well as learner centred approach make learning meaningful.

4.2 Challenges in Implementation of Learner Centred Approach on Quality Learning

This objective sought to determine the challenges faced in the implementation of Learner Centred Approach and how it influences quality learning in public secondary schools in Hanang district. The study first asked the respondents if learner cantered approach influenced quality learning process and the findings are presented in Table 4. Also, the study asked the students on the challenges teachers encounter in ensuring effective learner centred approach on the influence of quality learning process and the findings are presented in

Table 5. Moreover, the study asked teachers to mention the challenge they face in ensuring effective learner centred approach on the influence of quality learning process and the findings are presented in Table 5. Furthermore, the study asked the students and teachers to respond on the challenges teachers encounter in ensuring effective use of learner centred approach and their influence on quality learning process through the use Likert scale statements and the findings are presented in Table 6 and 7 respectively. Additionally, the study asked the students and teachers on the strategic way to overcome the challenge in implementing learner centred approach in school and the findings are presented in Table 4.

Table 4: Students Response on whether Learner Cantered Approaches Influences Quality Learning Processor not

No		Students		Teachers	
		Frequency	Percentage	Frequency	Percentage
1	Yes	51	56	42	56.8
2	No	40	44	32	43.2
	Total	91	100	74	100

Source; Field Data, (2022)

Table 4 present the finding on how learner centred approaches influence quality learning process. The findings show that, 56 percent of students equal to 51 students agreed that learner cantered approach influence quality learning process. Also, 44 percent which is 40 students disagreed. Moreover, the finding shows that 56.8 percent of teachers equal to 42 teachers agreed that learner cantered approach influence quality learning process while 43.2 percent which is 32 disagreed. Therefore, from the findings majority of the respondents agreed that learner centred approach influence quality learning process. This implies that both students and teachers understand the roles learner centred approach play in student learning.

Table 5: Students and Teachers Responses on the Challenges faced in the Implementation of Learner Centred Approach on Quality of Learning

No		Students		Teachers	
		Frequency	Percentage	Frequency	Percentage
1	Lack of enough knowledge on learner centered	26	28.6	19	25.7
2	Teachers' rigidness to change	20	22.0	18	24.3

3.	Overcrowded class	20	22.0	17	23.0
4.	Teachers' low morale	14	15.4	10	13.5
5.	Poor teaching and learning material	11	12.1	10	13.5
	Total	91	100.0	74	100.0

Source; Field Data, (2022)

Table 5 displays the findings on the student's and teacher's response on the challenge faced in the implementation of learner centred pedagogy approach on quality of learning. The finding shows that 28.6 percent of the respondents equal to 26 respondents mentioned that lack of enough learning material it's a challenge in the implementation of learner centred approach. Also, the findings show that 22.0 percent of the respondents equal to 20 respondents reported that the unwillingness to adapt to changing situation is a challenge for the teachers in implementing learner centred pedagogy. Moreover, 22 percent of the respondents equal to 20 respondents reported that overcrowded classroom it's a challenge for the teachers in implementing learner centred pedagogy approach. Furthermore, 27.5 percent of the respondents mentioned that poor infrastructure is a challenge for the teachers in implementing learner centred pedagogy approach.

Also, the findings in Table 5 shows the teachers response on the challenges they face in the implementation of learner centred pedagogy approach. The findings show that 25.7 percent of the respondents equal to 19 respondents mentioned the lack of enough knowledge on learner centred it's a challenge for the teachers in the implementation of learner centred pedagogy approach. Also, the findings show that 24.3 percent of the respondents equal to 18 respondents stated that teacher's rigidness to change is a challenge for the teachers in the implementation of learner centred approach. Moreover, 23 percent of respondents equal to 17 respondents mentioned the overcrowded classroom it's a challenge for the teachers in the implementation of Lerner centred pedagogy approach. Additionally, the findings show that 13.5 percent of the respondents equal to 10 respondents reported that teacher's low morale is a challenge for the teachers in the implementation of learner centred pedagogy approach. As well as 13.5 percent of the respondents equal to 10 respondents reported that poor teaching and learning material is a challenge for the teachers to implement learner centred pedagogy approach.

Table 6: Students Response on the Challenges in the Implementation of Learner Centred Pedagogy Approach

No	Statement	Response									
		SA		A		N		D		SD	
		F	P	F	P	F	P	F	P	F	P
1.	Students' unwillingness it's a challenge in the implementation of learner centered approach	38	41.8	30	33.0	8	8.8	6	6.6	9	9.9
2.	Overcrowded class it's a challenge for the teacher to implement learner centred approach	34	37.4	38	41.8	0	0	14	15.4	5	5.5
3.	Teacher low morale it's a challenge in the implementation of learner centred approach	34	37.4	30	33.0	10	11.0	8	8.8	9	9.9
4.	Lack of enough material it's a challenge in the implementation of learner centred approach	60	65.9	21	23.1	3	3.3	5	5.5	2	2.2
5.	Poor infrastructure it's a challenge in the implementation of learner centred approach	44	48.4	30	33.0	3	3.3	9	9.9	5	5.5

Source; Field Data, (2022).

Key: SA-Strongly Agree; A-Agree; N-Neutral; D-Disagree; SD-Strongly Disagree; F-Frequency; P-Percentage

Table 6 shows the students response on the challenge facing teachers in the implementation of learner centred approach. The findings show that 74.8 percent of the students agreed that student's unwillingness it's a challenge in the implementation of learner centred pedagogy approach. However, 16.5 percent of the students disagreed with the statement. Despite the agreement 8.8 percent of the students were neutral to a statement that student's unwillingness is a challenge in the implementation of learner centered approach. Also, the findings show that 79.2 percent of the students agreed that overcrowded class is a challenge for the teachers to implement learner centred approach, though 20.9 percent of the students disagreed to the statement. Despite the agreement none of the students were neutral to the statement.

Moreover, 70.4 percent of the respondents agreed to the statement that teachers' low morale is a challenge in the implementation of learner centred pedagogy approach,

although 18.7 percent of the respondents disagreed to the statement. Despite the agreement 11 percent of the respondents were neutral to the statement that teacher low morale is a challenge in the implementation of learner centred pedagogy approach. Likewise, the findings show that 89 percent of the respondents agreed that lack of enough material is a challenge in the implementation of learner centred pedagogy approach, although 7.7 percent of the respondents disagreed to the statement. Despite the agreement 3.3 percent of the respondents were neutral to the statement. Furthermore, 81.4 percent of the respondents agreed that poor infrastructure it's a challenge in the implementation of learner centred pedagogy approach, though 15.4 percent of the respondents disagreed to the statement. Regardless of the agreement 3.3 percent of the respondents were neutral to the statement that poor infrastructure it's a challenge in the implementation of learner centred approach.

Table 7: Teachers Response on the Challenges faced in Implementation of Learner Centred Pedagogy Approach

No	Statement	Response									
		SA		A		N		D		SD	
		F	P	F	P	F	P	F	P	F	P
1.	Teachers face challenge on how to implement effective learner centred based on the syllabus	24	32.4	26	35.1	10	13.5	8	10.8	6	8.1
2.	Students' unwillingness it's a challenge in the implementation of learner centered approach	34	45.9	25	33.8	10	13.5	2	2.7	3	4.1
3.	Teachers' rigidity to cope with changes in pedagogical teaching and learning practice it's a challenge	28	37.8	31	41.9	0	0	10	13.5	5	6.8
4.	Overcrowded class it's a challenge for the teacher to implement learner centred approach	18	24.3	36	48.6	10	13.5	5	6.8	5	6.8
5.	Teacher low morale it's a challenge in the implementation of learner centred approach	25	33.8	29	39.2	6	8.1	9	12.2	5	6.8
6.	Lack of enough material it's a challenge in the implementation of learner centred approach	48	64.9	17	23.0	5	6.8	4	5.4	0	0
7.	Lack of in-service training among teachers it's a challenge in the implementation of learner centred approach	39	52.7	22	29.7	0	0	9	12.2	4	5.4

Source; Field Data, (2022).

Key: SA-Strongly Agree; A-Agree; N-Neutral; D-Disagree; SD-Strongly Disagree; F-Frequency; P-Percentage

Table 7 shows teachers' response through Likert scale on the level of agreement to the challenge they face in the implementation of learner centred pedagogy approach. The finding shows that, 67.5 percent of the respondents agreed that teachers faced challenge on how to implement effective learner centred based on the syllabus, though 18.9 percent of the respondents disagreed to the statement. Despite the agreement 13.5 percent of the respondents were neutral to the statement that teachers face challenge on how to implement effective learner centred based on the syllabus. Also, the findings show that 79.7 percent of the respondents agreed that students' unwillingness is a challenge in the implementation of learner centered approach. Though, 6.8 percent of the respondents disagreed to the statement, however, 13.5 percent of the respondents were neutral to the statement that student's unwillingness is a challenge in the implementation of learner centered pedagogy approach.

Moreover, 79.7 percent of the respondents agreed that teachers' rigidity to cope with changes in pedagogical teaching and learning practice is a challenge, though 20.3 percent of the respondents disagreed with the statement. However, none of the respondents were neutral to the statement that teachers' rigidity to cope with changes in pedagogical teaching and learning practice is a challenge in the implementation of learner centred approach in school. Likewise, 72.9 percent of the respondents agreed that overcrowded class it's a challenge for the teachers to implement learner centred approach, though 13.5 percent of the respondents were neutral to the statement. However, 13.6 percent of the respondents disagreed to the statement.

Furthermore, 73 percent of the respondents agreed that teacher low morale is a challenge in the implementation of learner centred pedagogy approach. However, 19 percent of the respondents disagreed to the statement. Despite the agreement 8.1 percent of the respondents were neutral to the statement that teacher low morale it's a challenge in the implementation of learner centred pedagogy approach. Also, 87.9 percent of the respondents agreed that lack of enough material it's a challenge in the implementation of learner centred pedagogy approach, although 5.4 percent of the respondents disagreed with the statement. However, 6.8 percent of the respondents were neutral to the statement that the lack of enough material it's a challenge in the implementation of learner centred pedagogy approach. Furthermore, 82.4 percent of the respondents agreed that lack of in-service training among teachers is a challenge in the implementation of learner centred pedagogy approach, although 17.6 percent of the respondents disagreed to the statement. Despite the agreement none of the respondents were neutral to the statement that the lack of in-service training among teachers is a challenge in the implementation of learner centred approach.

Table 8: Students and Teachers Response on the Strategies to Overcome the Challenge in Implementing Learner Centred Approach

No		Students		Teachers	
		Frequency	Percentage	Frequency	Percentage
1	Availability of teaching and learning material	24	26.4	17	23.0
2	Availability of motivation program	26	28.6	27	36.5
3	Availability of in-service training	20	22.0	15	20.3
4	Availability of enough classroom	21	23.1	15	20.3
	Total	91	100.0	74	100.0

Source: Field Data, (2022).

Table 8 shows the findings on the students and teachers' response on the strategies to overcome the challenge in implementing learner centred pedagogy approach. The findings show that 26.4 percent of the students and 23 percent of the teachers reported that the availability of teaching and learning material is one of the strategies to ensure effective implementation of learner centred pedagogy approach in school. Also, the findings show that 28.6 percent of the students and 36.5 percent of teachers reported that availability of motivation program in school will ensure the effective implementation of learner centred approach in school.

Moreover, the findings show that 22 percent of students and 20.3 percent of teachers indicated that availability of in service training its one among the strategy in ensuring the effective implementation of learner centred in school. Furthermore, the findings show that 23.1 percent of students and 20.3 percent of teachers reported that availability of enough classroom is one of the strategies toward the challenge facing teachers in the implementation of learner centred pedagogy approach.

In assessing the challenges faced in implementation of learner centred approach on quality of learning in public secondary schools in Hanang District, the study collected both qualitative and quantitative information. The quantitative information collected is presented in frequency, percentages and tables. The qualitative data collected is presented in a quotation form and narration form here under. From the qualitative data, the following themes emerged: lack of enough knowledge on implementation of learner centred approaches, teacher's resistance to change, overcrowded classroom, teacher's low morale, poor teaching and learning material.

Lack of Enough Knowledge on Implementation of Learner Centred

The findings from qualitative data are supported by findings from quantitative information in Table 5 where 28.6 percent of the respondents equal to 26 respondents mentioned that the

lack of enough teachers' knowledge as a challenge in the implementation of learner centred pedagogy approach. Also, in Table 5 shows that 25.7 percent of the respondents equal to 19 respondents mentioned that lack of enough knowledge on learner centred approach is a challenge for the teachers in the implementation of learner centred pedagogy approach. The findings concur with the information provided by Faridi et al. (2016), who in their study found that most of the educators did not understand learning indicators in their syllabus. They had a tendency of unspecified indicators which is difficult to assess.

These findings correspond to the information provided by the interviewee in school "C". The interviewee explained that most of the teachers faced challenges in the implementation of the learner centred pedagogy approach. The challenges occurred due to poor knowledge and skills in the implementation of learner centred pedagogy approach. Teachers face challenges in the implementation of the learner centred pedagogy approach as they are not aware of how to implement the learner centred approach in school. Teachers were not aware of the techniques to use in ensuring the implementation of learner centred approach in school (Interview HSS_C, 2022).

The findings are in line with the information in Table 6 where 67.5 percent of the respondents agreed that teachers face challenges on how to implement effective learner centred approach based on the syllabus. Moreover, the findings supported with the quantitative information in Table 4.13 where 82.4 percent of the respondents agreed that lack of in-service training among teachers is a challenge in the implementation of learner centred pedagogy approach. Also, the findings concur with the findings of Kawishe (2016) who in his study found out that teachers face challenges in the implementation of the learner centred pedagogy approach in school due to the lack of in-service training on the way to implement learner centred pedagogy approach. Inadequate in-service training on how to implement learner Centred pedagogue is a big challenge.

The findings are supported with the information provided with the interviewee in school "D". The interviewee explained that most of the teachers in school fail to implement effective the learner centred approach due to inadequate knowledge and skills on the way to implement the approach. Teachers fail to implement the learner centred pedagogy approach due to the lack of training on how to implement the competence-based curriculum (Interview HSS_D, 2022). The finding match with study of Mgyabus and Mkulu (2022) revealed that inadequate knowledge in implementation of Learner centred approach is a challenge.

This finding does not relate to Social Constructivism theory perspective because Social Constructivism consider the as a teacher as facilitator of learning. Lack of teacher's knowledge may affect teaching and learning because teachers may not understand his or her roles of being a facilitator of learning and not as a source of knowledge. Therefore, learner centred

approach failed to be implemented effectively in school due to the lack of enough knowledge and skills among the teachers. Teachers have inadequate skills on the technique to implement learner centred approach.

Teacher's Resistance to Change

The study revealed that teacher's resistance to change is a challenge in the implementation of learner centred pedagogy approach in school. This is in line with quantitative information in Table 5 where 24.3 percent of the respondents equal to 18 respondents stated that teacher's rigidity to change is a challenge in the implementation of learner centred pedagogy approach. Moreover, the finding is supported with the information in Table 6 where 73 percent of the respondents agreed that teacher low morale is a challenge in the implementation of learner centred pedagogy approach. The findings corresponding with the information provided with Nyimbili et al. (2018) which states that most of the teachers fail to adopt the change of pedagogical teaching and learning practice. The rigidity to change among teachers is a challenge in the implementation of learner centred approach in school.

The findings are supported by the information provided during the interviewee in ward "A". The interviewee when asked on the challenge facing teachers in the implementation of learner centred pedagogy approach. The interviewee said:

The government of Tanzania initiated the implementation of competence-based curriculum in school. Among the strategy adopted in the implementation of competence-based curriculum is to ensure effective implementation of the learner centred pedagogy approach in school. It became a challenge for the effective implementation of the learner centred pedagogy approach in school due to the resistance of some teachers. Some teachers oppose the adoption of learner centred pedagogy approach in school due to the ignorance in the implementation of the competence-based curriculum (Interview WEO_A, 2022).

From the above quotation it implies that public secondary school teachers fail to implement effective the learner centred pedagogy approach due to the resistance of some teachers to the adoption of the competence-based curriculum.

Also, the finding is supported by the information provided during the interview with the interviewee in school "B". The interviewee when asked on the challenge facing teachers in the implementation of learner centred pedagogy approach in school, he explained that most of the teachers have negative attitude in the implementation of competence-based curriculum. Among the strategies in the implementation of the competence-based curriculum is learner centred approach and if the teachers have the negative attitude towards it, this impacts negatively to the implementation of learner centred pedagogy approach (Interview HSS_B, 2022).

These findings do not match with Social Constructivism theory because theory emphasizes on the creations of knowledge through learners' collaboration with other learners,

teachers and peers. Therefore, the implementation of the learner centred pedagogy approach in school is faced with the challenge of the negative attitude and perception of teachers to the implementation of learner centred pedagogy approach in schools.

Overcrowded Classroom

The study revealed that overcrowded classroom is a challenge in the implementation of the learner centred pedagogy approach. This is revealed from Table 5 where 22 percent of the respondents equal to 20 respondents indicated that overcrowded classroom is a challenge for the teachers in the implementing learner centred pedagogy. Similarly in Table 6 where 27.5 percent of the respondents mentioned that poor infrastructure is a challenge for the teachers in implementing learner centred approach. Also, in Table 5 where 23 percent of respondents equal to 17 respondents mentioned that overcrowded classrooms is a challenge for the teachers in the implementation of learner centred pedagogy approach. The findings concur with the information provided with Nyimbili et al. (2018) who in their study found out that the implementation of learner centred pedagogy approach in school was affected with the higher rate of enrolments of students in schools due to Free Primary and Secondary school education. The higher enrolment led to the overcrowded class where it becomes difficult for the teachers to implement the approach.

Also, the findings are supported with the information provided during the interview with the interviewee within the district. When the interviewee was asked on the challenge facing teachers in the implementation of learner centred approach in school, the interviewee explained:

The government adopted the implementation of competence-based curriculum in school. One of the strategies to ensure effective implementation of the competence-based curriculum is the adoption of learner centred pedagogy approach in school. The implementation of this approach is a challenge due to the overcrowded classroom. Though the government has tried to ensure the availability of enough classroom in school still the available classroom does not match with the number of students available. Hence large number of student's enrolled impact the implementation of the learner centred pedagogy approach in school (Interview DSEO, 2022).

From the quotation given by the interviewee it implies that large number of students in classroom is a challenge in the implementation of the learner centred approach which ensure quality learning in school. Moreover, the findings are supported with the quantitative information in Table 4. 12 where 79.2 percent of the respondents agreed that overcrowded class is a challenge for the teacher to implement learner centred approach. Moreover, the findings are supported with the quantitative information in Table 6 where 81.4 percent of the respondents agreed that poor infrastructure is a challenge in the implementation of learner centred

approach. Furthermore, the findings are supported with the information in Table 6 where 72.9 percent of the respondents agreed that overcrowded class is a challenge for the teacher to implement learner centred pedagogy approach. The findings are also, supported with the findings of Mwangi (2014) who in his study found that teachers face challenge of large class size in the effective implementation of the learner centred pedagogy approach. The higher enrolments of sometimes up to a teacher pupil ratio of 1:85 make it impossible for the teacher to implement Learner Centred pedagogy.

Furthermore, the findings are supported by the information provided by the interviewee during the interview in ward "D". The interviewee explained that teachers face challenges in the implementation of learner centred approach in school due to the large number of students in a class. Teachers fail to implement all activities of learner centred pedagogy due to a very large number of students per class that makes it impossible to have teaching methods like group work. (Interview WEO_D, 2022).

Finding are not supported by Social Constructivism theory as the theory puts emphasis on learners interactions and an environment that is collaborative and enriched with cooperative learning strategies to develop individual critical thinking and validation of beliefs and premises. Such overcrowded classes do not support proper interactions and cooperative learning between learners themselves and teachers. Therefore, the presence of a large number of students in the class is a challenge for the teachers in the implementation of the learner centred pedagogy approach in secondary schools in Hanang District.

Teacher's Low Morale

The study revealed that teacher's low morale is a challenge in the implementation of learner centred pedagogy approach in school. This is proved from the quantitative information in Table 5 where 13.5 percent of the respondents equal to 10 respondents reported that teacher's low morale is a challenge for the teachers in the implementation of learner centred approach. The findings concur with the findings of Mwangi (2014) who in his study in Kenya revealed that the implementation of learner centred pedagogy approach in school is a challenge for the teachers due to the low morale among them. Unmotivated teachers cannot implement Learner Centred Approach in their teaching as they neither have the willingness and the intellectual capacity to do so. Also, the findings are supported by the information provided during the interview with the interviewee in ward "C". The interviewee explained that some teachers face challenges in the implementation of the learner centred approach in their teaching due to the lack of motivation. Teachers were not motivated in school thus their morale become low. Low morale among the teachers is hinders them from implementing learner centred approach in teaching effectively (Interview WEO_C, 2022).

The findings are supported by the quantitative information in Table 4.12 where 70.4 percent of the respondents agreed to

the statement that teacher low morale is a challenge in the implementation of learner centred pedagogy approach. Also, the findings are supported by the quantitative information in Table 7 where 79.7 percent of the respondents agreed that teachers' rigidity to cope with changes in pedagogical teaching and learning practice is a challenge.

This finding are not in agreement with the Social Constructivism theory as the theory's emphasis is on the teacher's assistance to learner. The theory emphasizes on teacher and student cooperation to help learners during teaching and learning. For deliverance of effective support of student's learning high teacher's morale is vital. Therefore, the implementation of the learner centred approach is affected by some unmotivated teachers in Hanang District, Secondary schools. The situation makes teachers fail to implement the learner centred approach well as they will not be able to think critically and innovate the strategies to implement the approach.

Poor Students Willingness to participate in Learner Centred Teaching Activities.

The study revealed that unwillingness of the student's to carry out the activities of Learner Centred teaching is a challenge that makes it impossible for teachers to implement the approach in the classroom. This is supported by the findings in Table 5 where 22.0 percent of the respondents equal to 20 respondents reported that the unwillingness of the students is a challenge for the teachers to implementing learner centred approach. The findings concur with the information provided with Hussein (2019) that teachers face challenge in the implementation of learner centred approach due to the lack of cooperation from the learners. This lack of cooperation from learners has been found by other scholars to be a challenge in implementing Learner Centred approach in schools. This study has therefore confirmed what other scholars found out.

Also, the findings are supported by the qualitative information provided by the interviewee in school "A". The interviewee when asked on the challenge teacher's face in the implementation of the learner centred approach in school, he explained that school teachers tried to implement competence-based curriculum through implementing learner centred pedagogy approach in school but the implementation of learner centred approach in school become a challenge because some of the students were unwilling to involve themselves in the learning process. Some of learners especially those who have higher understanding do not cooperate with slow learners. Therefore, it was difficult for the teachers to implement learner centred approach (Interview HSS_A, 2022).

The findings are supported by the quantitative information in Table 6 where, 74.8 percent of the respondents agreed that student's unwillingness to participate actively in Learner Centred Approach activities in the classroom was a challenge in the implementation of learner cantered approach. Also, the findings are supported by the information where 79.7 percent of the respondents agreed that students' unwillingness is a

challenge in the implementation of learner cantered pedagogy approach (Table 7). Therefore, teachers face challenge in the implementation of the learner centred approach in school due to the unwilling situation to the students. Most of the students are used to being spoon feed by their teachers and therefore they are not willing to discuss with their friends and come with new ideas. This is a challenge for teachers who wish to use Learner Centred approaches in the classroom.

Poor Teaching and Learning Material

The study determined that poor teaching and learning materials available in school is a challenge in the implementation of the learner centred pedagogy approach in school. This proved from the quantitative information where 13.5 percent of the respondents equal to 10 respondents reported that poor teaching and learning materials in the classrooms is a challenge for the teachers to implement learner centred pedagogy approach (Table 5). The findings correspond to the information provided by Kawishe (2016) who in his study on the practice of Learner Centred Approaches in another District in Tanzania found that the challenges of instructional resources and facilities is a hindrance to the implementation of learner centred approach in the schools.

Also, the findings are supported by the information provided during the interview by the interviewee in school "C". When the interviewee was asked to indicate the challenges facing teachers in the implementation of the learner centred approach in schools, the interviewee explained that, the implementation of learner centred pedagogy approach depends on the available teaching and learning material in school. The lack of enough or the availability of poor teaching and learning material in school is a challenge for the teachers in the implementation of the learner centred approach in schools. This is a challenge as the teacher will not be able to have sufficient necessary teaching and learning aids effectively. My school suffers from shortage learning resources, and this has led to the ineffective implementation of the learner centred pedagogy approach in school (Interview HSS_C, 2022).

The findings are supported by the information in Table 4.12 where 89 percent of the respondents agreed that lack of enough teaching and learning materials is a challenge in the implementation of learner centred approach. Moreover, in Table 7, 87.9 percent of the respondents agreed that lack of enough material is a challenge in the implementation of learner centred approach. Therefore, the availability of learning and teaching material in school is a factor influencing the implementation of the learner centred approach in school.

The findings are in line with the Social Constructivism Theory which was propounded by Vygotsky 1968. The theory states that the process of knowledge generation is within an individual through interaction with their peer, their teachers and the experience of the learner within their environment. The challenge identified is observed as an obstacle in the process of knowledge generation to the learner since teachers fails to use the learner centred approach since the environment

lacks the necessary teaching and learning resources. This does not concur with Social Constructivism theory, which emphasizes learners' interactions with peoples, and immaterial environment to gain understanding and gather experience that is needed to live successful and functional life. This means that teaching and learning materials are important in the implementation of learner centred approach.

Generally, the implementation of learner centred pedagogy approach in school become ineffective due to the challenges teachers face in the implementation of the learner centred pedagogy approach. Among the challenges identified includes; lack of enough knowledge on implementation of learner centred, teacher's resistance to change, overcrowded classroom, teacher's low morale, poor teaching and learning material.

V. CONCLUSION

On the basis of the findings of this study, it was concluded that though learner -centred approach had contributed in some way to improving quality learning it had failed to influence – effectively, the desired quality learning. The implementation of learner centred pedagogy approach in schools become ineffective due to the challenges teachers face in the implementation of the learner centred pedagogy approach. Among the challenges identified includes; lack of enough knowledge on implementation of learner centred, teacher's resistance to change, overcrowded classroom, teacher's low morale, poor teaching and learning material. Nevertheless, learner centred pedagogy approach is vital in ensuring the quality of learning; it plays many roles such as ensuring students involvement in complex learning, ensure active learning to the learner, attracting learner interest, enhancing good academic performance to the students as well as making the learning process to be meaningful.

VI. RECOMMENDATION

The study recommended that the local government should ensure availability of enough teaching and learning material which will facilitate the effective implementation of the learner centred pedagogy approach in schools. Additionally, the study recommends that school administrators should work tirelessly resolve these challenges- for better implementation of learner centred approach in secondary schools in the country.

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