



Applicability of Learner-Centred Approach in Facilitating Complementary Basic Education in Morogoro Municipality, Tanzania

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Abstract

The study examined effectiveness of employing a learner-centred approach (LCA) in instructing Complementary Basic Education in Tanzania (CoBET). This study aimed to evaluate the utilization of LCA, particularly in engaging CoBET learners in the educational process. This investigation was conducted in the primary school centres of Mwere, Mchikichini, and Kihonda in the Morogoro Municipality. This study used a qualitative approach and employed a multiple - case study design. It included learners, facilitators, and Ward Education Officers as participants. Seventy respondents were selected using purposive and simple random sampling. Data collection tools included documentation, semi-structured interviews, focus group discussion interview guides, and non - participatory observations. The results showed that most facilitators were capable of using LCA, although some lacked certain skills for its application. Additionally, the study showed that facilitators provided effective support. In conclusion, it was noted that the more support provided by the facilitators, the easier the learning process among learners. Hence, it is important to prioritize a learner-centred approach when facilitating the CoBET program. This study suggests that the Government of Tanzania, in partnership with other CoBET stakeholders, should ensure that the learning process is focused on the learner rather than the teacher.

Keywords: *Learner, Learners' involvement, learner centred, Complementary Basic Education in Tanzania*

Introduction

Complementary Basic Education in Tanzania (CoBET) support children who cannot attend formal schools or have left school for different reasons. The program was initiated in Tanzania in the late 1990s to ensure effective implementation and achievement of the children's right to quality basic education. It operates in cohorts one (8- 13 years) and two (14- 18 years). Therefore, the main target population for CoBET is children ranging 8 and 18 years old (UNICEF, 2006).

The CoBET program has a schooling structure designed to meet the learners' needs. The program has classes scheduled for three and a half hours, giving the learners time to fulfil their other responsibilities. Learners gain proficiency in numeracy, literacy, and vocational skills by following a shortened three-year curriculum that integrates formal education. The curriculum for older students focuses on providing training for livelihood skills. Although the teaching method prioritizes child-friendly approaches, it aligns with the primary school curriculum (Bhalalusesa, 2010).

The program addresses the importance of learner-centred learning using participatory approaches, community participation and capacity building. The curriculum is flexible and relevant to the educational needs and interests of children out of school, linking classroom and home functions and including economic and income-generating activities (Bhalalusesa, *ibid*).

CoBET, on the contrary, was created to enhance fundamental skills, life, and survival skills and to introduce adaptable scheduling to learners. Also, it aims to rally communities and parents to support education and other fundamental rights of both educated and non-schooled children. The intention is to boost support and involvement in the program (Katunzi, 2003).

In Tanzania, the history of learner - centred teaching approach can be traced back following different innovations and reforms in non-formal education, such as the introduction of Integrated Community Based Adult Education (ICBAE), Regenerated Freirean Literacy Empowerment Community Techniques (REFLECT) and Complementary Basic Education in Tanzania (CoBET) (Mushi, 2004).

The concept of teaching method within andragogy emphasizes prioritizing the process over the content in adult education. Effective strategies include the use of case studies, role playing, simulations, and self-assessment (Dwivedi, 2018).

Rather than providing lectures or grading, instructors assume the roles of facilitators or resources.

Dwivedi (ibid) suggested that adults should acquire knowledge that reshapes their thinking, akin to mental exercises that enable instructors to deliberately manipulate and reshape core concepts until a completely new idea is formed. This involves utilizing the mind's ability to employ various thinking methods to solve a problem and anticipate or convey the results in advance.

Gilbert (2012) argues that actual learning translates into more active and meaningful exercises. Therefore, facilitators develop their learners' critical thinking, creativity, and ability to solve complex problems. It was implemented under the concept of self-directing learning, which involves the learner as an active participant and a discovery-learning approach that encourages deep learning.

Furthermore, Weimer (2013) contended that the learner-centred approach allows learners to consider how all activities and assignments in a course are interconnected, emphasizing the importance of learners' experiences. This approach challenges the conventional perception of the teacher as the sole authority on what, when, and how students learn, with didactic teaching as the primary method.

The principles and techniques used for instruction are collectively referred to as the teaching methods. These methods include learner-centred participation, demonstration, recitation, and memorization (Sharma, 2011). Before 2000, the predominant method was less participatory, but there were minor shifts where new instructional approaches positioned teachers more as facilitators and coaches, while learners were more actively engaged (Sharma, 2011). Cooperation and collaboration in teaching and learning occur when learners work together in pairs or groups to exchange knowledge and experiences.

The Concept of Learner – Learner - Centred Approach (LCA)

The concept of the Learner-centred approach (LCA) has roots in the work of various scholars, including Blumberg (2008), Dup-Bryant (2004) and Mazumura (2011). In this approach, the educational focus is on the needs of the learners rather than other participants in the educational process, such as teachers, head teachers, and deputy teachers as noted by Blumberg (2008). LCA represents a departure from traditional teaching methods, such as lecture-based instruction, by prioritizing the learners over the instructors.

LCA was created to acknowledge play as a primary method of children's learning, shifting from teacher-centred to learner-centred approaches, leading to substantial learning development. LCA is an instructional style characterized by responsiveness, collaboration, problem-centeredness, and democracy, with both learners and instructors determining the how, what, and when of learning (Dup-Bryant, 2004).

As a result, LCA emphasizes addressing the needs, capabilities, interests, and learning preferences of the learners, with the facilitator serving as a learning (Weiner, 2002). LCA incorporates hands-on activities such as panel discussions, quizzes, projects, brainstorming exercises, role-playing, debates, studying textbooks, field trips, and engaging in discovery-based learning. Additionally, LCA involves active learning, wherein learners tackle problems, create their own questions, and respond to inquiries (Muzumra, 2011).

The LCA has been implemented in Africa for many years. Equal education and learner-centred education in Africa have been promoted by the United Nations Education and Scientific Culture Organization (UNESCO) and the International Institute for Capacity Building in Africa (IICBA) (UNESCO – IICBA, 2011). Numerous African nations have been transitioning from a teacher-centred curriculum to a learner-centred curriculum to discourage rote learning. Since the early 2000s, countries like Ethiopia and Mali have implemented curricula that emphasize the use of learner-centred approaches, while Botswana, Kenya, Senegal, and other African nations are striving to incorporate skills such as analysis, creativity, critical thinking, and problem-solving in their national curricula.

Henson (2001) argued that the aim of transitioning from teacher-centred pedagogy is to enable teachers to depart from conventional memorization techniques and instead embrace alternative strategies that encourage exploration among students and assist them in honing their research skills. However, Muzumara (2011) contends that teacher-centred approaches in Zambia have been ineffective in the educational process as they tend to relegate learners to a passive role and fail to reinforce learning through practical activities.

The concept of learner-centred teaching is often seen as more of a belief system than a specific instructional method. Some scholars have raised questions regarding the precise definition of learner-centred learning and its practical implications. For example, Muzumara (ibid.) argues that in its purest form, the learner-centred approach may not encompass the specific teaching practices commonly seen in the Global South, where classroom dynamics are often teacher-centred due to

contextual and resource limitations. They propose a pedagogical approach focused on "learning," where teachers utilize strategies to facilitate student learning rather than focusing exclusively on the needs of the individual learner.”.

In 2013, Bronwyn contended that learners have diverse learning styles; therefore, teachers should employ various teaching methods to reach all learners effectively. This requires utilizing a range of teaching strategies and understanding learners' profiles to determine the most suitable method for each class. The approaches outlined in LCA provide a framework for addressing a problem consisting of distinct elements such as stages, activities, approaches, tactics, and resources. This includes examining the fundamental principles of these approaches and the regulations utilized in a structured demonstration of cooperative learning strategies, such as idea generation, issue resolution, inquiry, and partner discussions (Weimer, 2013).

Bronwyn (2013) contended that activities in learner-centred teaching and learning should emphasize inquiry-based learning to facilitate effective problem solving and critical thinking. It is important to incorporate cooperative learning to encourage group work irrespective of learners' abilities. In addition, emphasis should be placed on information processing and strategies to enable students to comprehend and memorize key concepts. Techniques aligned with the learner-centred teaching approach include brainstorming, buzz/small group activities, role-play, field trips, and project-based methods

Practices of Learner-Centred Approach

Learner - centred approach methods were introduced in Tanzania and elsewhere in the 2000s to prepare learners for a world that is becoming more and more globalized and to make them employable for a range of jobs (Schweisfurth, 2013). Additionally, the introduction of the LCA sought to produce competent, inventive, and creative learners by making the curriculum learner-friendly, in terms of both content and methodology.

LCA in Tanzania has its roots in the period immediately following Tanganyika's independence, when the colonial educational system had to be re-evaluated and adjusted to better suit the requirements and educational environments of the vast majority of Africans. According to Mushi (2012), the goal is to give every child access to education and possibilities. This type of education originated in the colonial educational system, which was founded on racial inequality and defined by greater emphasis on theory than on practice.

Owing to the difficulties associated with post-education following independence, Nyerere, the first president of Tanganyika, developed an alternative education philosophy. This worldview was intrinsically connected to the Arusha Declaration of the 1967 Doctrine of Socialism and Independence. The Arusha Declaration of 1967 served as a backdrop for writing education on the self-reliance policy. Therefore, socialism serves as the foundation for its implementation (Temu & Waane, 2012).

A 2004 report by the ministry responsible for education in Tanzania noted that teaching and learning in schools had remained traditional for a long time and that most facilitators had not been exposed to modern teaching and learning methods. This has led to efforts to transform education from a traditional system to one that is facilitator-centred and learner-centred (Kawishe, 2016). Vavrus (2009) disclosed Tanzania's use of teaching, distinguished by a facilitator-centred and didactic methodology.

According to Kawishe (ibid.) The government has introduced new strategies to support and institutionalize learner-centred pedagogy in response to teachers' resistance to using conventional teaching methods. For example, Vavrus et al. (2011) noted that a set of updated secondary school curricula was created in 2005, and included references to the usage and promotion of learner-centred pedagogy. Primary and secondary school instructors face the challenge of developing a complex set of information and abilities in their pupils to prepare them for the twenty-first century, thanks to the transformation of school curricula.

Tanzanian policies have been linked to a learner-centred approach. First, Education for Self-Reliance of 1967 required curriculum modification on the part of facilitators and learners to connect learning to real-world experiences. Second, the Education and Training Policy of 1995 established a vision of education that empowers learners to acquire self-assurance, an inquiring mind, and the skills required to enhance their quality of life, thereby promoting ethical behaviour, international cooperation, peace, and justice. (Mt. Tanzania/Tanzania Education Network [TEN/MET 2009]). Therefore, these two educational policies are associated with facilitators involving learners in their teaching and learning processes using learner-centred approaches. Thus, the practice of LCA is meant to transform the long-lived, theoretically based education and facilitators–learners' relationship to enhance their critical, creative, and independent thinking in knowledge construction and life in general.

In their scholarly study of the compatibility between teaching methods and competence-based curriculum in Tanzania secondary schools, Tilya and Mafumiko (2010) found out that learner - centred approach is associated with real-life situation and individualized and indigenous knowledge. They provided that learner - centred education should promote social skills that value hard work, creativity, professionalism, skills participating in democracy and decision-making, and the capacity to generate new ideas and solve problems.

A study on the compatibility of teaching methods and competence-based curricula in secondary schools in Tanzania revealed that there are a number of obstacles that teachers and learners must overcome to use learner-centred curricula and competence-based curricula Tilya and Mafumiko (ibid). These obstacles include the cost of teaching and learning resources, shortage of qualified teachers to teach the curriculum, high percentage of pre-service teachers who are ill-prepared, and absence of a well-established in-service program. In addition, if learner-centred learning is adopted, there are concerns about losing control of the classroom, or some students worry that they will not be able to take charge of their own education, as well as a lack of a supportive teaching and learning environment.

In the Kibaha district, Mukaruka (2011) conducted study on primary school teachers' opinions about learner-centred teaching strategies. According to the study, learner-centred teaching strategies were not widely used in Kibaha primary schools. These techniques emerged from the teachers' views that they should teach learners, students' inclination to copy notes rather than debate problems in groups, and teachers' insistence on never assigning group projects. According to the study, the government should cooperate to guarantee a sufficient supply of instructional materials, enhance every element of the learning environment, offer service-learning courses on learner- centred method.

According to Mukaruka (2011), the Faculty of Education at the University of Dar es Salaam conducted research on teaching methodologies in five regions: Mbeya, Iringa, Morogoro, Tanga, and Dodoma. This study examined teaching and learning processes in the classroom to ascertain what was happening there. The results showed that there was a more dominant style of instruction in which teachers talked all the time and controlled how students interacted with one another. In addition, large class sizes often result in a lack of teacher-resource interaction patterns, leaving pupils to copy notes directly from the chalkboard. In addition, there were large classes and classrooms with open doors and windows, inadequate desks relative to the number of students, and inadequate use of the available learning

resources. The curriculum has changed, but facilitator-centred teaching approaches still prevail in improving learners' achievement.

Kitta and Tilya (2010) investigated the status of learner-centred learning and assessment in the context of competence-based curricula in some Tanzanian secondary schools. The study described learner-centred teaching, justification for using learner-centred techniques in the classroom, implementation status, and challenges in the context of the transition toward a competence-based curriculum. The findings indicated that the assessment techniques needed to be changed to better meet the needs of the learners using appropriate methods, and the teachers needed to gain the necessary knowledge and skills to implement learner-centred approaches in this new paradigm.

However, the literature review revealed that several factors, including low facilitator knowledge of LCA, poor facilitator-learner interactions, lack of adequate facilities and teaching materials, a lack of readiness to carry out continuous assessment, class size, and a lack of orientation toward appropriate teaching methods, all had an impact on the implementation of LCA. Furthermore, Kitta and Tilya (2010) showed that in secondary schools in the Tanzanian setting, studies have concentrated on the formal education system. Due to the lack of assessment of the applicability of LCA in the non-formal education system in the reviewed research and works of literature, this study fills a knowledge gap by examining the applicability of LCA in teaching CoBET classes in the Morogoro Region.

Methods

Mwere, Mchikichini, and Kihonda Primary Schools in the Morogoro Municipality of the Morogoro Region served as the study sites. The three centres were chosen for the case study because they are the earliest in the Morogoro region to employ (LCA) in the teaching and learning process, and they are among the pioneers of the CoBET program. The qualitative approach and case study design functioned as a compass for generating in-depth research findings.

According to Gray (2014), the use of multiple case embedding can lessen the issues faced by holistic case studies by allowing the use of multiple units of analysis. This allows for increased sensitivity and the early identification of deviations from the study's direction and research questions. The purpose of using a multiple-case study design was used to generate strong findings. Second, the researcher evaluated facilitators' participation in the LCA using qualitative data.

As case studies allow for flexibility in data collection, adjustments were made during the data collection process by determining what worked best and using additional data sources. This approach was necessary because the study required detailed data to understand how facilitators apply LCA, and how they can facilitate the CoBET learning process.

Using multiple cases, the researcher investigated how facilitators used LCA by gathering information through non - participant observations, interviews, group discussions, and documentation. (Fig. 1).

Multiple Case embedded

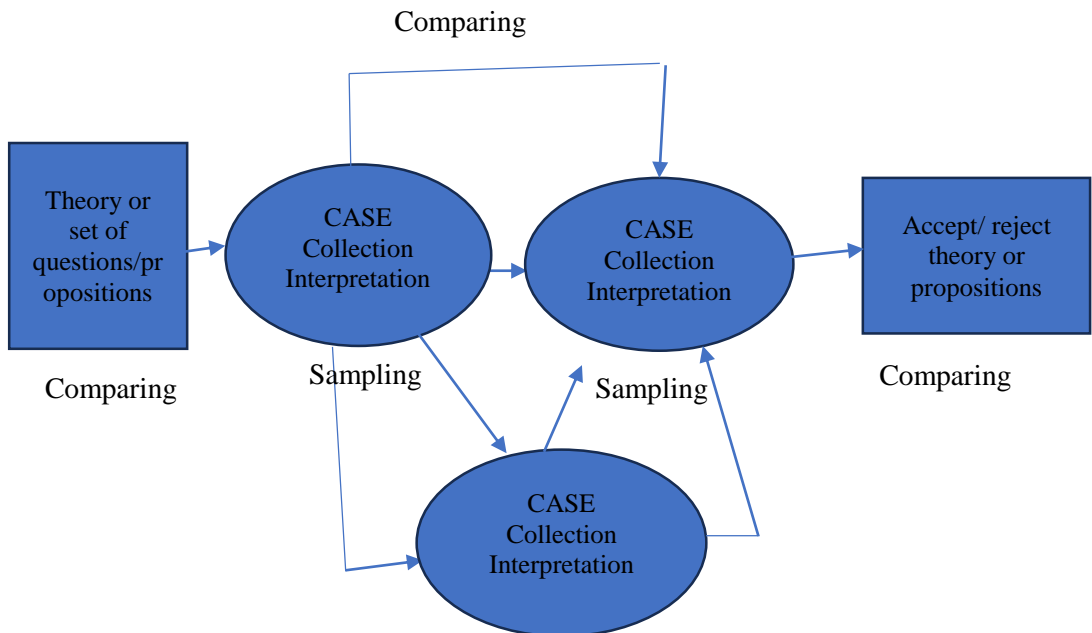


Figure 1: The Replication through use of multiple cases

Source: Adopted from Gray (2014)

The study sample consisted of 70 individuals and each participant had access to the qualitative method. The researcher employed Bhandari's (2023) multistage sampling technique, which draws a sample from the population by using progressively smaller groups (units) at each stage to collect accurate data. Purposive and simple random sampling techniques were used to acquire data. A smaller qualitative sample of ten learners - five from each centre, two from cohort I, and three from cohort II, as well as six facilitators, two from each centre facilitating both cohorts, two Ward Education Officers, and three heads of CoBET

centres from each centre—were selected using the purposive sampling technique. By contrast, a random sampling technique was employed to obtain 50 learners.

The study employed non-participant observation, interviews, group discussions, and documentation to collect data from the participants. Before collecting the actual data, the researcher carried out a pilot study in two CoBET centres from Morogoro Municipality to ensure the dependability of the research tools.

While most of the study datasets were assessed using qualitative techniques, some were analysed using numerical approaches. Qualitative data were manually transcribed from the answers to the study questions. In several instances, researchers examined the participants' responses to precise wording. Descriptive statistics were used to analyse the data. Following the presentation of the responses, frequencies and percentages were used to compare results. Careful analysis of the data enhanced the conclusions of the qualitative investigation. Three stages of quantitative data analysis were conducted: categorization of the data, examination of descriptive statistics, and drawing conclusions from statistical techniques.

Results and Discussion

This study aimed to examine how facilitators utilize LCA in teaching and learning processes in the CoBET program. The research observed real learning in the classroom and the use of LCA in teaching and learning for CoBET learners during two non-participatory observations of Cohort I and Cohort II at two CoBET Centres. Observations were conducted during a 40-minute class session to study the application of LCA using various teaching and learning techniques. Table 1 displays the findings on the use of (LCA) in teaching and learning methods in the CoBET program, presented as percentages.

Table 1: Observation on Application of LCA Through Teaching and Learning Methods if applied or not applied in Facilitating CoBET programme in Percentage (N=06)

SN	Teaching methods	Application			
		Applied		Not Applied	
		Freq	%	Freq	%
i	Lecture method	02	33.3	04	67.7
ii	Discussion method	04	66.7	02	33.3
iii	Role Playing method	04	67.7	02	33.3
iv	Problem-Solving	04	67.7	04	33.3
v	Discovery learning	05	83.3	01	16.7
vi	Practice and assignment	04	67.7	02	33.3
vii	Brainstorming	03	50	03	50

Source: Field data, 2023

Key: Applied = Number of facilitators who apply a particular teaching and learning method

Not applied = Number of facilitators who did not apply the teaching method

Percentage (%) = Number of those who did and did not apply the method

Frequencies = The occurrences of facilitators who did and did not apply the teaching method

N=6 – Total number of facilitators involved in the study

The results in Table 1 demonstrate the various instructional approaches used in CoBET classes at three CoBET centres in Morogoro Municipality. The application of LCA varies among facilitators. For example, two facilitators employed the lecture method, accounting for 33.3% of the total, indicating that LCA was not utilized in this portion. Conversely, 67.7% of the participants utilized the role-playing method, problem-solving was employed by the same percentage, and only 83.3% utilized discovery-solving methods. Additionally, practical assignment methods were applied by only 67.7% of participants. This demonstrates the practicality of using LCA for the CoBET. Additionally, only 50% of the participants used the brainstorming method, which is concerning. The constructivist approach suggests that teaching and learning in CoBET centres should be discovery-oriented, with learners building knowledge for themselves based on their prior knowledge. This approach supports the applicability of LCA in these centres.

Facilitators' Support in Applying LCA' in Teaching and Learning of CoBET learners

The qualitative results showed that learners were given the necessary support from facilitators. Additional results indicate that the majority of learners who were interviewed mentioned receiving assistance from their facilitators in the classroom, as demonstrated by one participant in the focus group who stated the following:

Facilitators guide us to practice writing and do assignments from the textbooks including responding to the question asked". Also, facilitators guide learners on how to develop writing skills as written in the textbook for example to cohort I in writing subject letters `a, b, c, d, ``a, e, i, o, u`

The quote above indicates how support can aid learners in their learning journey through LCA. However, learners also mentioned that facilitators assisted them in improving their reading skills, as evidenced by some learners.

Furthermore, learners received support by having their activities, homework, and assignments evaluated and graded. Wijetunga (2011) proposed that the success of evaluating LCA and giving feedback hinges on one's learning style. The study found that during a classroom observation, facilitators were only assisting learners based on the syllabus. It is necessary to introduce alternative teaching methods, encourage learners to choose the activities and topics in which they are interested, and teach them how to learn effectively.

Additionally, it was observed through non-participatory means that one of the facilitators at the CoBET centre assigned tasks to the learners for discussion. Nevertheless, the assignments given were insufficient for learners to grow and develop their skills and effectively handle the challenges in their everyday lives. One task was to write letters for learners in Cohort I in the writing class, whereas in Cohort II, the facilitator assigned a task for learners to discuss methods of conserving soil erosion in a general knowledge class. These activities were deemed appropriate for learners' surroundings; however, further conversations among learners and the implementation of other interactive teaching techniques were necessary to enhance their understanding.

The findings from the analysis of how learners were supported in a CoBET class showed that a facilitator was arranged for learners to work together in groups to complete different tasks. Nevertheless, a large number of students were assigned to each group, which could pose challenges in providing support through LCA. For instance, in cohort I, the facilitator formed lesson groups with 9 to 12 members. In

addition, the number of participants exceeded the recommended minimum of six to ten, depending on the needs of the researcher.

Moreover, the participants were not evenly distributed among the groups, even though they were working on a similar class assignment, which made it impossible to provide the necessary support for learners. It was noted that the facilitator performed poorly in setting up groups to apply LCA to teaching CoBET classes. In light of that, it was also noted that the Q&A format dominated the lesson. Mukaruka (2011) demonstrated that facilitators continue to employ lectures and Q&A sessions, in addition to holding the necessary expertise. Therefore, it was deemed necessary to investigate instructors' attitudes toward LCA.

The results of the observation of learner-centred teaching methods at all three CoBET centres demonstrated that the lecturing style used by CoBET facilitators limited the use of other teaching and learning methods, including problem-solving, role-playing, and discovery learning. This was because there were insufficient resources available for teaching and learning, including textbooks, ICT resources, audio and visual materials, and teaching and learning aids. For example, a facilitator interviewed stated that learners' support for the applicability of LCA was hampered by a lack of teaching and learning resources,

We have few textbooks, so this makes it difficult for all learners to participate fully in reading a book in class. With a large number of learners sharing a book, it is a disturbance in the class and sometimes other learners dominate the book as one book shared by 13 learners.

However, the study also showed that facilitators did not use learner-centred techniques such as debate, jigsaw puzzles, role-plays, guest speakers, case studies, and storytelling, which did not assist learners in applying LCA. According to Mattheou (2010), African educators excessively rely on banking techniques.

Therefore, learners must be given the opportunity to internalize their learning experience with the subject matter content for their ability to construct new knowledge from their experiences to effectively support the applicability of the learner-centred approach in facilitating CoBET classes, as advocated by constructivist scholars such as Levy Vigotksy and John Dewey. Meanwhile, instructors should work on interactive teaching techniques and urge learners and parents to locate interactive learning resources that could complement life cycle assessment.

This study aimed to evaluate the degree to which facilitators used LCA to support CoBET participants during the learning process. Notwithstanding the facilitators' claims that they were involving learners, the interview results revealed that the learners had not previously participated in the LCA. Furthermore, they were unable to use LCA techniques such as problem solving, role-playing, and discovery learning. The results of Matsau's (2007) study on the application of LCA demonstrate how important it is for learners to have prior experience to help them generate and develop new knowledge. The study's findings demonstrated that facilitators used spoken inquiries to elicit prior knowledge from learners.

Additionally, the findings demonstrated that most facilitators lacked proficiency in applying LCA to learners. In addition, the interview results revealed that some facilitators disliked using LCA and encountered difficulties in its use. These results are also in line with those of Mattheou (2010), who contended that teachers feel overwhelmed by fast-paced reform and lack tools to handle the shift. As a result, training is crucial to equip teachers with the knowledge and skills necessary to apply LCA as well as more teaching and learning resources and facilitation techniques.

The outcomes of the support provided by facilitators to learners using LCA show that these services may be crucial for enhancing LCA-based learning. Based on the analysis, the study found that there were two reasons why learners and facilitators did not receive adequate or effective learning support: (1) facilitators were not competent or highly confident in their ability to apply LCA and (2) facilitators lacked competency. Mukaruka (2011) contended that teachers are knowledgeable about pedagogy, learning theory, curriculum planning and development, time management, organization, quality assessment, and team skills, which could be the result of a lack of in-service training. Given that teaching has never been a professionally fulfilling job, continuous training is required. Second, there are insufficient educational resources to bolster LCA's applicability of LCA in CoBET centres. The results showed that facilitators used formal learning systems and neighbouring schools' teaching and learning resources. Facilitators disclosed that they frequently borrowed textbooks and made photocopies of them. To employ teaching and learning resources in their lessons, they also borrowed teaching aids such as maps and globes. According to Mosha (2015), the use of a range of teaching resources helps to sustain learners' interest in learning. Teaching resources, such as teaching aids, supporting lesson planning, and facilitating learning.

Conclusion

Broadly speaking, based on research findings, it can be said that the greater the application of LCA in CoBET learners' teaching and learning, the more they advance their achievements in those areas. Moreover, the more LCA that is used, the simpler the learning process and the easier it is to apply the current concept of LCA. The results of this study demonstrated the importance of quality teaching and learning resources when developing LCA applications for CoBET learners. This is because CoBET learners and their facilitators are more likely to implement LCA if they have access to the teaching and learning resources. Additionally, the results showed that learner-centred techniques, including brainstorming, role-playing, discussions, experiments, jigsaw puzzles, and gallery visits, can be applied more effectively when facilitators can practice LCA through their experiences and prior knowledge. The relevance of teaching and learning resources was highlighted by UNESCO (2000), who noted that providing resources is a useful strategy for enhancing outcomes. As a result, teaching and learning processes may be dominated by the resources available in the classroom.

Finally, study found that the students were only exposed to conventional methods such as lectures, which goes against constructivism theory, which holds that learners are at the centre of learning.

Recommendations

The study recommends that the Tanzanian government should work with other partners in the CoBET initiative to educate all facilitators on the significance of utilizing LCA.

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