

IMPLEMENTATION OF LEARNER-CENTRED APPROACH IN ORDINARY LEVEL SECONDARY  
SCHOOLS IN TANZANIA

**A CASE OF MBINGA DISTRICT COUNCIL**

**By**

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**Dissertation Submitted to Faculty of Social Sciences for Partial Fulfilment of the  
Requirements for the Award of Master Degree of Arts in Education (MAED) of  
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## CERTIFICATION

We, the undersigned certify that we have read and hereby recommend for acceptance by Mzumbe University, a dissertation entitled **Implementation of Learner Centred Approach in Ordinary level Secondary Schools in Tanzania: A Case of Mbinga District Council**, in the partial fulfilment of the requirements for award of Degree of Master of Arts in Education of Mzumbe University.

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I, **Daliko Cosmas Mhule**, declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other University for similar or any degree award.

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## **DEDICATION**

This work is a dedication to my lovely wife Bonifasia Wolfgang Ndunguru and my children Kefa, Daniel and Beatrice for their tolerance in the course of this study.

## **LIST OF ABBREVIATIONS AND ACRONYMS**

BEST	Basic Education Statistics
CBE	Competence Based Education
CSEE	Certificate of Secondary Education Examination
ESDP	Education Sector Development Program
ESR	Education for Self Reliant
IN SET	In-service Training
KCSEE	Kenya Certificate of Secondary Education Examination
LCA	Learner Centred Approach
LCE	Learner Centred Education
NECTA	National Examinations Council of Tanzania
OECD	Organization for Economic Co-operation and Development
PISA	Programme for International Student Assessment
SPSS	Statistical Package for Social Sciences
T/L Aids	Teaching and Learning Aids
TCA	Teacher Centred Approach
TDv	Tanzania Development Vision

UNESCO	United Nations Education Science and Cultural Organisation
URT	United Republic of Tanzania
ZPD	Zone of Proximal Development

### **ABSTRACT**

This study aimed to explore the implementation of Learner-Centred Approach (LCA) in ordinary level secondary schools in Tanzania. The specific objectives were: to find out the teachers' understanding on LCA, to explore how teachers practice LCA, to determine facilities for the implementation of LCA and to assess the administrative support for effective implementation of LCA.

Constructivism theory and holistic case study design were employed in the study where qualitative approach dominated the study but supplemented by quantitative approach. Therefore both qualitative and quantitative data were gathered. The 80 respondents for the study were purposeful and voluntarily sampled from four ordinary level secondary schools in Mbinga District Council comprising 4 school heads, 20 teachers and 56 students. Data collection instruments used includes questionnaires, semi-structured interview, observation and documentary review. Qualitative data were analysed through content analysis with the aid of ATLAS ti.7 and quantitative data were analysed using SPSS version 20. Findings were presented in tables, charts and statements.

The study found that LCA there is a minimal implementation of LCA in schools due to some constraints including shortage of teachers, inadequate teaching and learning resources and infrastructures, large number of students in classes, lack of training among teachers on curricula change, language barrier and lack of awareness on education among students.

Based on the analysis of findings, the study recommends to the central government and various stakeholders to emphasize, monitor and evaluate the implementation of LCA, increase of resources in schools, involve teachers in curricula development and

changes and foster healthy community-school linkage for the success of LCA in schools.

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## **CHAPTER ONE**

### **PROBLEM SETTING**

#### **1.1 Introduction**

Education is cutting across all spheres of human development such as social, economic, political and technological (URT, 2000). In this respect, provision of quality education is globally a fundamental aspect to socio-economic development for any nation. It is regarded as a hub for socio-economic development also used to solve various problems a nation may face (URT, 2007). In order to achieve such goals of education, nations worldwide strive to change their education policies and operations to achieve and solve the challenges of the 21<sup>st</sup> century that demands for quality education. Emphasis on Competence - Based Education (CBE) curriculum is geared by learner-centred teaching philosophy which is thought to increase practical skills; independent thinking, entrepreneurial spirit and freedom in the practice of democracy have been put in practice (Vavrus *et al.*, 2011). Globally, there has been a shift of policies and practice which has led to reforms and contextual reconstruction of curricula that suit teaching and learning that equip learners with skills, knowledge and competences required in the labour market (Durnont, Instance & Benavides, 2010). Such curricula changes attempted to address pertinent questions on skills, competences and teaching and learning strategies which curriculum developers and policy makers struggled to constructively use to solve educational problems including provision of quality education in schools.

This chapter lays ground for the research problem under study and constitutes the background to the problem, statement of the problem, purpose of the study, specific objectives, research questions and significance of the study, rationale of the study, scope of the study and limitations and of the study.

#### **1.2 Background to the problem**

Learner-Centred Approach (LCA) has been in existence since the times of the Socrates around 400BC. It then spread to the North Atlantic countries particularly Canada, North America and Great Britain. Prominent American philosophers of the

late 19<sup>th</sup> and early of 20<sup>th</sup> centuries were key players, advocates and implementers of the idea (Schweinfurt, 2013, p.2). The main striking question to them was on the nature of the child mental development and how they should be educated in order to cope up with the future life. The Great American educationist Dewey (1916) advocated the education philosophy of progressive education that intended to develop civic and democratic thinking, skills and disposition of a learner. Similarly, the Brazilian Paulo Freire (1921-1997) pioneered the idea of adult learning and individual awareness built through conscious thinking process. The practicality of Paulo Freire education philosophy lies on its heavy emphasis on adoption and use of teaching and learning practices that promote deeper thinking rather than banking the subject materials by the teacher to a learner resulting to acquiring culture of silence among learners (Freire, 1973). Both Dewey and Freire shared same basic view that education has to liberate a person in a holistic way.

Basically the history of LCA has a root from philosophy and psychology where philosophical root appeared among Chinese philosopher Confucius 551BC-479BC with an emphasis on good character and citizenship. Confucius believed that every person should strive for continual development of self until excellence is achieved (Henson, 2003). In line with this, philosophers during renaissance stressed on freedom of thoughts in the sense that a person should develop independent thinking skills in which individual inquiry and discovery was a vital aspect for human learning (Harmmond *et al.*, 2001). In the same line of thinking, Philosopher John Locke (1632-1704) posits that child's mind is a blank slate and becomes filled with knowledge and experiences as interacts with society and environment. According to Locke, the mind gathers data from the environment through which ideas are created and then simple ideas develop to complex ideas (Hilgard & Brower, 1975).

On the other hand, after Confucius and Socrates in the 5<sup>th</sup> to 4<sup>th</sup> centuries and two millennia later but prior 17<sup>th</sup> century; English man John Locke introduced experiential education in which learner's experience was the fulcrum in teaching and learning. In 20<sup>th</sup> century, Russian sociologist Lev Vygotsky and John Dewey shaped the existed LCA to constructivism. Constructivists see learning as a non-directive

phenomenon in which learners understand themselves better, construct their own knowledge, and set goals for social and academic domains (Joyce, Weil & Calhoun, 2015).

Conversely, psychologists during 20<sup>th</sup> century in behavioural and cognitive domain debated on how people learn. The main point for discussion to them was whether human being is a mere advanced mammal which responds to diverse stimuli by responding mechanism or is a cognitive being which uses brain to construct knowledge from information received through the sense organs. Vygotsky (1978) and Brunner (1966) perceive that knowledge is socially constructed by teachers and learners where learning occurs when an individual interacts with other people in the society such as teachers, elders, peers and other skilled people through which meaningful world is experienced. The LCA was a concept of discussion in the field of education and within policy making authorities over the past decades. The major concern was to make teaching and learning more flexible in order that students are actively involved in learning (Attard, *et al.*, 2010; Rösch, Bader-Labarre & Roser, 2013).

Constructivism theory assumes that individuals' schemes allow them to establish an orderliness and predictability in their experiential worlds. The main idea of the theory is that, learners construct and reconstruct knowledge for meaningful learning. LCA theory calls for a new thinking in education where educators and learners emerge in an era of classrooms without learning barriers (Harmmond *et al.*, 2001). The theory holds the view that there should be no barriers of learning between a teacher and learner hence learning is an interactive process. Learners are ought to be given opportunity to construct and apply their own meaning to make leaning meaningful.

In practice, there are two main orientations of teaching the traditional approach or Teacher-Centred Approach (TCA) in which the teacher is an expert and the main source of knowledge while the learner is recipient. The second orientation is Learner Centred Approach (LCA) which is an interactive approach in which teacher and learner learn from each other (de la Sablonnière *et al.*, 2009). In practical sense, the

learner is the one who does more work than the teacher hence the teacher is there to guide the student who is to do more activities than the teacher.

Conversely, developing countries invest less in education and their curricula have minimal link to the real life situation of the society while developed countries like European Union countries spend bulk resources in promotion and implementation of LCA (Bloom, 2006, p.68). This implies that to some extent education in developing countries is knowledge based with less practical experiences to promote thinking skills, competencies, discovery and autonomy. In regard to this, the experience from waste water companies in South America and North Africa revealed that applicants and newly recruited employees had no enough hands on practical skills necessary for industrial production (Rosch, Bader-Labarre & Roser 2013, p.9). This reflects the process of preparing students in schools and vocational training centres where students are not well equipped with practical activities, independent thinking, creativity and team spirit (Bloom, 2006).

In Kenya likewise, studies on LCA by Mwangi (2014) found that performance of Biology in KCSEE results was not higher as expected due to different factors in implementing LCA while teaching Biology. About 85% of teachers claimed that the approach had significant contribution to high performance however; its implementation was found to be constrained by large class size, insufficient time, and overloaded syllabi while 75% attributed the low morale of teachers. In addition, 75% of them underscored the low morale of teachers to be set back in the success of LCA (Mwangi, 2014, p.62). These findings were in line with the finding by other studies such as that done by Attard *et al.* (2010) which found that despite the government effort in promoting LCA in teaching and learning schools teachers reverted back to TCA with the claim that LCA is too laborious for it requires comprehensive lesson preparation.

On the other hand, LCA has been accelerated by forces of globalization where skills, competences and knowledge emanating from education are basic tools to adapt these changes. Globalization calls for quality education in which individuals with quality education are likely to advance from low gain to higher hence increasing personal

and national income (Bloom, 2006; Durnont, Instance & Benavides, 2010). From this view, the nations need well prepared and competent individuals to fit in the fast growing world where the major concern of educators at various levels is to inculcate skills, knowledge and competencies to learners (World Bank, 1995).

Economic crises faced most of the countries in the world during 1980s also necessitated economic reforms eventually curricula reforms to get educated people with appropriate skills to curb the prevailed situations (URT, 1995, p.x). For this reason, various countries in the world tilted to reformation of primary and secondary teacher training curricula from TCA to LCA so that teachers assume facilitative role rather than the source of knowledge (Vavrus *et al.*, 2011). African countries too have reformed their curricula such as Kenya, Botswana and Senegal a few to mention adopted learning methods that promote creativity, critical thinking and problem solving skills to students and abandoning banking system of teaching (ibid). In recent years many African countries had been implementing Teacher-Centred Curricula in which lecture approach commonly used. Following the demand for quality education in the 21<sup>st</sup> century, the teacher's pedagogical skills became central for meaningful learning. The strategic pedagogical renewal across Sub-Saharan African (SSA) countries has led to many countries switch to LCA (Vavrus, *et al.*, 2011, p.9).

Tanzania launched LCA in 2005 as one of the means towards implementation of Competence-Based Education Curriculum (Tilya & Paulo, 2014). Tanzania Development Vision (TDVs) paves the way towards education sector for socio-economic development where the focus is to be a country with well educated citizens, sufficiently equipped with knowledge needed to competently and competitively curb the developmental challenges which face the nation in the global era. In this regard, education system is ought to be restructured and transformed both in access and qualitative dimensions for promoting creativity and problem solving skills (URT, 2001).

Furthermore LCA in Tanzania thought to begin earlier before 2005 emanating from several series of educational reforms since independence 1961; one of the significant change since independence in 1961 was the Education for Self-Reliance (ESR)

pioneered by Mwalimu Julius K. Nyerere in 1967. The ESR primarily focused at development of practical skills to meet Tanzania agrarian and new ideology of socialist society which also put pressure on educational pedagogical reform. The pedagogical reforms focused on moving away from teacher-centred methods (Mushi, 2009; Ishumi & Anangisye, 2014).

In 2004, Tanzania Ministry of Education and Vocational Training introduced a guide for participatory teaching and learning for pre-service and in-service Teachers' Training (IN-SET) (Kafumu, 2010). Among others, the guide points out the salient features of learner-centred approach which are: learning focuses on learner's ability, interests and learning styles, teacher is aware of the diverse nature of the learners, learners relate learning and acquisition of skills and competences (Kafumu, 2010, pp.7-8). Abandoning traditional approaches to learner centred-teaching approaches found to be advantageous for the fact that LCA strengthens student's motivation, promotes peer learning, reduces disruptive behaviour among learners, builds good relation between teacher and students, promotes discovery, problem solving skills and active learning. However, some studies point out that LCA is financially expensive to implement.

In line with this, Tanzania Development Vision 2025 targets at building the nation with high quality of education at all levels of education to mitigate challenges and demands of the fast growing global world (URT, 2005). To move towards this vision, it is imperative to reform curriculum so as to produce enough skilled personnel to solve individual and social problems and remain competitive in challenging global world. To achieve socio-economic development and the survival of the society, every human being requires skills which emanate from quality education in which school curriculum is ought to integrate theories and practical (URT, 1995).

To meet the socio-economic demands of the 21<sup>st</sup> century, the government of Tanzania has committed itself to create conducive teaching and learning environment which will render access to quality education (URT, 2000). Following this, school graduates ought to have independent thoughts, skilled, creative and practical

orientations which reflect the quality of education necessary for socio-economic development. For this reason, schools need to adopt and implement LCA in order to produce autonomous and competitive graduates (ibid).

Kafumu (2010) points out that global changes call for secondary education to focus at cultivating specific skills and competence to students. Learning needs to involve review and reflection, making inquiries and experiments thus teacher education curriculum should put emphasis on acquisition of appropriate teaching and learning approaches which focus at learner as pivot of learning process (ibid). The Ministry of Education and Vocational Training set deliberate efforts on implementing LCA by training competent teachers in colleges and Universities such as Ruaha University (RUCO), Dar es Salaam University College of Education (DUCE), Mkwawa University College of Education, Tumaini University and others. Not only that but also the government increased the number of diploma and certificate teachers' training colleges from 52 in 2005 to 91 in 2010 to support and promote the implementation of learner-centred pedagogy (ibid).

### **1.3 Statement of the problem**

The 21<sup>st</sup> century calls for skilled, knowledgeable and competent individuals to solve problems prevailing in the society. It was experienced that graduates hired in industrial production demonstrated very low level of practical skills for work (Rosch, Bader-Labarre & Roser 2013). Following the global demands, Tanzania aspires to be the nation of high quality of education to produce enough skilled work forces to solve problems of the society and remain competitive against the fast changing world (URT, 1995). The education system of Tanzania focuses at local and international spheres in order that graduates from secondary schools fit and serve the society productively (URT, 2005).

Tanzania set strategies to improve the quality of education so as equip learners with appropriate skills to fit in the global world. Among others, changed the curriculum from knowledge-based to competence-based in which the learner is a focus of teaching and learning, introduced Secondary Education Development Plans (SEDP) to improve teaching and learning environment. The government launched SEDP II

(2010-2014) to improve teaching work force and quality of teaching process with the focus of recruiting and retaining enough number of qualified teachers. Towards improving the quality of education, student's progress assessment system improved from examination based to accumulation of student's academic activities in the school as integral part of final examination. Emphasised on the use of LCA in classrooms to promote quality education in the country (URT, 2010, p. vii). The immediate results of SEDP I and SEDP II included increase in number of secondary schools, students' enrolment which negatively affected pass rate as it fluctuated from 91.5% in 2004 to 57.1% in 2013 (BEST, 2013, p.70). Among the reasons for this sharp fall in performance were poor and inadequate facilities found in schools.

Since the inception of CBE in Tanzania 2005 in secondary schools, several studies have been done in this area. Among others, Msonde (2011) studied on enhancing competences to teachers in secondary schools while the study by Makunja (2015) focused at adoption of Competence-Based Curriculum to improve quality of education in Tanzania. Komba and Mwandanji (2015) traced on the reflection of learner-centred approach in secondary schools. On the other hand Nihuka and Ambrosi (2012), studied on teachers' perceptions and challenges towards application of LCA in curriculum implementation in secondary schools. In these studies, LCA was found to be constrained by several factors inter alia few number teachers, inadequate teaching and learning resources, low morale among teachers, time, few classrooms and big number of students in classrooms.

The preceded studies on this area dealt with secondary schools in general with little attention to ordinary level secondary schools in particular. In this regard, the study focused to fill the gap by assessing the implementation of LCA in ordinary level secondary schools in Mbinga District Council.

## **1.4 Objectives of the study**

### **1.4.1 General objective**

The general objective of this study was to assess the implementation of LCA in ordinary level education secondary schools in Tanzania.

### **1.4.2 Specific objectives**

- i. To find out teachers' understanding on LCA
- ii. To explore how teachers practice LCA
- iii. To determine facilities for the implementation of LCA
- iv. To assess the administrative support on LCA

## **1.5 Research questions**

- i. What do teachers understand about LCA?
- ii. How teachers practice LCA in Secondary schools?
- iii. What facilities teachers use for implementation of LCA?
- iv. How administrations support teachers in implementation LCA?

## **1.6 Rationale for the study**

Following the drastic changes in science and technology, the society requires skilled labour and independent thinkers for socio-economic development (URT, 2007). For this reason, secondary schools need to devise means of inculcating social, political and economic environment so that students can learn and acquire competences to be competitive and fit in local and global socio-economic society. In order to equip learners with skills, knowledge and competences, teachers need to use varieties of teaching and learning approaches in which a learner is the central focus. In LCA a learner is a focus of learning process in order to achieve quality education in the era of globalization.

The experience shows that in some extent recruited employees have very low hands on skills to meet work demands which reflects that theories take more part in learning than practical (Rosch, Bader-Labarre & Roser, 2013). In line with this the

study by Mwangi (2014) in Kenya demonstrated that LCA contributed in high performance of Biology in KCSEE however 85% of teachers were not willing to use it. Furthermore, the study by Chaka (1997), Chipshiko and Shawa (2014) in Malawian primary schools, Kafyulilo and Moses (2012) on implementation of competence-based teaching approaches in Tanzania among pre-service teachers and Mtitu (2014) focused on learner-centred teaching Geography teachers' perceptions and experiences on LCA found that LCA is not effectively implemented. The preceded studies dealt with levels of secondary schools in general and specific subjects, primary schools and colleges with little attention to ordinary level secondary schools in particular. Therefore, this study embarked on assessing the implementation of LCA among teachers particularly in ordinary level secondary schools in Tanzania.

### **1.7 Scope of the study**

The study was conducted in Mbinga District Council where public and private ordinary level secondary schools were involved. The study involved heads of ordinary level secondary schools, normal teachers and students as they are key implementers of LCA in schools. The sample for the study was solely from heads of schools, normal teachers and students from ordinary level secondary schools. The study did not involve District education officers and school committee members since head of schools, teachers and students are the key players of the curriculum in day to day basis in education sector. Likewise, the study did not involve advanced level secondary schools, colleges since the study entirely aimed at assessing the implementation of LCA in ordinary level secondary schools.

### **1.8 Significance of the study**

The study intended to give the reflection of the implementation of LCA policy in ordinary level secondary schools. The study focused to harness teachers' experience on the practice of LCA in ordinary level secondary schools therefore the information may be useful in policy improvement. Furthermore, the study has pointed out some key aspects which are scholarly useful and also it has suggested to other researchers the areas to work on so as to contribute to the body of knowledge and improvement of education quality.

### **1.9 Limitations of the study**

The inconveniences of the host schools' timetable and academic calendar led to wastage of time and energy hence rescheduling of the researcher's timetable subject to the situation. To overcome this situation, the researcher was flexible subject to the situation by conforming to calendar and timetable of the entire schools. Low cooperation from the respondents and pretence during the study was another serious limitation of the study. In regard to this, the researcher clearly developed a rapport and debriefed the respondents about the study so as to be genuine during the study. Furthermore, the researcher used interview, classroom observation and documentary review to collect data in order to compare the responses for the purpose of minimizing errors and cheating.

### **1.10 Organization of the dissertation**

This dissertation has six chapters where chapter one comprises of the introduction of the chapter, background to the study, statement of the problem, objectives of the study, research questions, rationale for the study, significance of the study and limitations of the study. Chapter two covers of the theoretical literature review which includes the definition of key terms, philosophical and psychological perspective on the study and the theory underpinning the study. The chapter also involves the review of literatures related to LCA and the conceptual framework. Chapter three encompasses the methodology of the study including the research approach, research design, study area, study population, sampling techniques and sample size, unit analysis, tools for data collection and procedures, means of data analysis and presentation and ethical considerations.

Furthermore, chapter four includes the presentation of the study findings with respective to the study objectives. Chapter five gives the interpretation and discussion of the study findings while chapter six summarises the study, gives conclusion, policy implication and recommendations.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This section involves critical analysis of the information related to the topic under study. The chapter covers theoretical and empirical reviews, conceptual framework and research gap.

#### **2.2 Theoretical literature review**

Theoretical literature review refers to passing through and analysing information about key concepts and important theories relating to the problem under study (Kothari, 2004). It is the process of defining concepts and stating the theories governing the study.

##### **2.2.1 Definition of the key terms**

The section provides theoretical underpinning and key concepts which are learning, approach, learner centred approach, research ethics, research approach, research design, purposive sampling and self selection sampling.

##### **2.2.1.1 Learning**

Learning is a relatively permanent change in behaviour which results from experience and cannot be attributed to temporary body states such as illness, fatigue or drugs (Olson & Hergenhahn, 2013). The relative permanent change in behaviour results from exposure to experiences. However, there are things which a person knows not necessarily result from learning but they are innate such as sucking for a new born child (Santrock, 2009). The capacity for learning is related with innate psychological factors while the rate of learning depends on environmental factors in which a learner is exposed to (Farrant, 1980). Therefore, learning is influenced both by innate and environmental factors where an individual is subjected.

According to behaviourists including Skinner (1948), change of behaviour which results from learning should be overt to signify that learning has taken place. On the other hand, cognitive psychologists such as Piaget (1896-1980) view learning as a

mental process and is independent of external stimuli to trigger learning and learning it is not necessarily to be observable or overt. Behaviourists also perceive learning as the link between stimulus and response in the environment through which the learner's mind becomes filled up by knowledge, skills, experiences and attitude due to stimulus-response mechanism (Jordan, Carlile & Stack, 2008).

Moreover, learning is regarded as an active mental process and takes place successfully when the learner is actively involved in manipulating various learning materials in peaceful and cared environment (Mwamwenda, 2004). In this stance, the teacher has a role of preparing environment by imposing learners to various situations and materials to trigger constructive learning (ibid). In this study, learning is perceived to be both behavioural changes as well as acquisition of knowledge, skills and mental development.

#### **2.2.1.2 Approach**

In the context of teaching and learning, an approach is an art and science of facilitating a learner to learn in regard to individual learners' differences in intellectual and social development (Chapuis, 2003). An approach is the blending of several theories governing the proper way of facilitating learning to a learner is useful in learning only when bears productive traits such as high order of thinking, cultural reflection; consideration of prior experiences, problem centred solving, inclusive, deepening knowledge and understanding issues.

#### **2.2.1.3 Learner-Centred Approach**

LCA is a teaching and learning approach in which a teacher and learner cooperate in designing educational experiences to advance learning and provide opportunity to practice and work independently and in groups so as to achieve the set objective of the entire subject matter (Froyd & Simpson, 2009). It is a facilitative approach to learning in which learner is a centre of learning process and not a mere addition of tasks and teaching techniques to the classroom session rather it is a transformational phenomenon (Weimer, 2002).

#### **2.2.1.4 Research ethics**

Research ethics refer to principles or codes of conduct which govern the researcher in doing research (Creswell, 2013). These are important aspects the researcher has to observe so as to conduct the study successfully.

#### **2.2.1.5 Research approach**

Research approach refers to a way of studying a given phenomenon (Kumar, 2011). It refers to the option a researcher uses in looking at the problem existing which can be qualitative, quantitative or mixed approach.

#### **2.2.1.6 Research Design**

Research design refers to the structure of a research which binds together the parts of research and shows how these parts work together in order to solve the problem under study (Kothari, 2004; Kombo & Tromp, 2006). Kumar (2011) further explains that research design provides road map or guides a researcher to go through the right way to arrive at the solution of problem under study.

#### **2.2.1.7 Purposive sampling**

It is the process of obtaining items or entities for the study by picking them in reference to the convenient characteristics as predetermined by the researcher (Kombo & Tromp, 2006). The sample size and characteristics of respondents to be involved in the study is upon the decision of the researcher.

#### **2.2.1.8 Self selection sampling**

Self-selection refers to the act of one to volunteer and participate in the study (Msabila & Nalaila, 2013). The members of the target population are given room to volunteer in the study until the researcher is satisfied with the sample size to avail required information concerning the study.

### **2.2.2 Theoretical framework**

There are different philosophies of knowledge that educators and policy makers normally use but positivism and constructivism are commonly used (Kombo & Tromp, 2006). Positivism assumes that knowledge lies outside the knower and therefore the task is to use reasons to discover it (Burrell & Morgan, 1979). Positivists

use empirical approach in studying the reality in external world which involves testing hypotheses through observation and experimentation. Educationists with positivist perspective see teachers as deliverers of knowledge in which a teacher is the centre of knowledge and the learner the learner is receiver. Freire (1973) makes an analogue of this approach with the money depositor in the bank and the banker as the receiver where the teacher is a depositor and student is a receiver and puts the money in the bank without questioning. The process hinders flexibility to teachers in using different teaching methods as well as find solutions to the challenges that might occur in different classroom situations to improve or attain quality education.

On the other hand, constructivism considers a learner as a knower and centre of learning and the major assumption is that knowledge emerges through interaction and experience, knowledgeable individuals and through reflection on the learner's own ideas (Vivrus *et al.*, 2011). Constructivists perceive knowledge is not outside the knower's environment waiting to be discovered rather it is to be created through interaction. Philosophers appeal on LCA by creating conditions for students to discover and actively construct knowledge in their own, learn how to learn and to develop skills in higher order of reasoning. Teachers have a role of promoting effective learning when well equipped with competence-based teaching techniques so that learners develop their own fullest potential.

Constructivism theory is an epistemology of learning of meaning-making and how human beings learn things (Vivrus *et al.*, 2011). Constructivists believe that the real learning and understanding is only constructed based on the learner's previous experience and background knowledge. The theory also maintains that individuals create or construct their own ideas and assign them meaning and knowledge through interaction with what they already have observed through events and activities with which they come into contact. In this way, the teacher guides, facilitates and encourages learners to question, challenge and formulate their own ideas, opinions and conclusions (Ultanir, 2012).

With respect to teaching and learning, philosophers and psychologists have varied explanations on LCA as each part has its stand as follows:

### **2.2.3 Philosophical perspective on LCA**

Learner-centred pedagogy has its root from philosophers and educators such as Confucius (551-479BC) the Chinese philosopher and Socrates (551-479BC) the Greek philosopher. Confucius emphasised on good citizenship while Socrates insisted on critical thinking and considering individual learner in teaching and learning (Henson, 2003). Others like Nyerere (1967) advocated for problem solving as a solid ground for learning and solving problems. John Locke (1632-1704) sees the child is born with an empty mind and become filled up by knowledge and skills in the course of interaction with environment and society (ibid). Locke shared same perspective with behaviourist views in that a learner is passive, has no prior experience and is situated to wait for knowledge from experts and environment circumstances.

On the other hand, Swiss philosopher Jean Rousseau (1712-1778) emphasises on the natural education, child-centred and experience based. Rousseau sees a child to develop naturally according to cultural norms and preventing him or her from evils contributes to worth development. This implies that education policy and curriculum should mirror the total ways of the entire society and socio-economic activities; curriculum which has no link to the societal needs serves nothing in the society development and reform.

It is evident in Tanzania Education and Training Policy 2014 as it states that:

*The government in collaboration with education stakeholders in all levels of education to review the curriculum so that to fulfil the current needs of education and training in order to meet the demands of the society, nation at large and the labour market (p.27).*

Furthermore, Maria Montessori cements the idea of natural learning tendencies of a child as grows up, natural environment which favours natural growth and learning are important for human to grow to full functioning adult. According to Montessori, environment for development should contain well designed manipulative materials, supportive and which can promote discoveries, innovation, motivation and self-discipline (Thayer-Bacon, 2011).

In line with this, Montessori points out that independence, freedom and unconditional positive regard to children learning but with minimum guidance have fruitful outcome in child's physical and psychological development. In this regard, learners need to be given a free and spacious classroom for free movement, to interact with teaching and learning materials in order to promote effective learning. Montessori strictly insists on importance of schools to have well trained and accessible teachers in order to assist children in learning (Casella, 2015). For this reason, government should look closely at the way how teachers are trained and oversee the teachers training programs in all teachers' training colleges and Universities.

John Dewey (1859-1952) who is the father of progressive education advocates that learning should not be utopian phenomenon rather should reflect what is going on in the entire society. For the purpose of individual and society development, education should be child-centred and guided by the teacher who is well equipped by knowledge and pedagogies. Due to the importance of education to society, Dewey underscores education as the primary tool for social and individual progress and reform (Dewey, 1929). In line with this, Dewey and Dewey (1915), go beyond by pointing out that education should not be forced to learners instead be the growth of their inherent capacities. In reality, learning is motivated by the power of the learner and needs as influenced by environment since learners have capacities and purpose for learning. From this claim, a teacher is ought to seek for prior knowledge of a learner, interest and actively get him or her involved in learning as they claim that:

*If we want to find out how education takes place most successfully, let's go to the experiences of children where learning is necessary and to the practices of the schools where it is largely seriously unwelcome imposition of impractical knowledge (Dewey & Dewey, 1915, p.3).*

In addition, Dewey views schools must be the places for interaction with new technological cultures as exist in the society and there should be a reciprocal relationship between schools and societies. He further emphasises the importance of practical sessions in schools for they enhance acquisition of knowledge, skills,

attitude, experiences and competences among learners as emphasized in LCA (Chambliss, 1996; Cuning, 1998).

#### **2.2.4 Psychological perspective on LCA**

Psychologists view learners have self-concept which affect learning; when they perceive themselves as low achievers, they will develop in the same attitude hence impair confidence and learning. On the other hand those perceive themselves as higher achievers; become confident, motivated and active in learning process (Henson, 2003). In this perspective, teachers have the obligation of identifying the learners' potential and help them grow accordingly. Constructivists underscore the problem-centred approach in solving problems where subject content is treated as provocative to meaningful learning.

Constructivists also assume that learning occurs through social interactions and debates. Learning cannot be separated from the aspects of acknowledgement of innate talent of a learner, emphasis on interaction, self evaluation and peer education, flexible class management and heterogeneous grouping. In this regard, a teacher assumes the role of a facilitator and guides the learner to learn (Arasu *et al.*, 2008; Pasad, 2009, p.4).

From the psychological point of view, constructivism theory complements several social and cognitive theories such as cognitive development theory propounded by Jean Piaget (1896-1980), social cultural or social cognitive theory developed by Levy Vygotsky (1896-1934). Jerome Brunner developed the socio-cognitive theory and Albert Bandura pioneered social leaning who collectively advocate for cognitive and social-cultural environment in learning almost at the end of 19<sup>th</sup> century and beginning of the 20<sup>th</sup> century. All these scholars and theorists have contributed significantly to the genesis and evolvement of LCA as a learning philosophy for children as well as adults. Early philosophers such as John Dewey (1859-1952), Socrates (470-399 BC); Confucius (551-479BC) and Paulo Freire (1921-1997) jointly believe that a learner can construct his or her own knowledge in light of past experiences and good learning environment. Interestingly, Psychologists claim that a teacher cannot simply give knowledge to learner rather creates conducive

environment for learning, provides a ladder for a learner to climb to higher levels of knowledge and skills. Therefore in constructive learning, a teacher is a facilitator of the learning process and share the power of knowledge with a learner (Slavin, 2003).

Additionally, Henson (2003) points out the main assumptions of constructivism theory as learners have prior experiences hence can construct their own knowledge; learners have varied terms of references emanating from their environment, beliefs, expectation and self-concept. Learners differ in terms of states of mind, ability, talents, prior experience and efficiency learning is effective when the subject matter is relevant and built on learner's prior experiences and learning occurs best in friendly, appreciated and genuine environment. Fundamentally, when learning is in the context of natural process; a learner is curious and interested to learn so as to ascribe meaning to changing world. This signifies that a learner has intrinsic capacity to learn but the environment may promote or limit learning.

Cognitive and behavioural psychologists hold antagonistic stance on learning. Behaviourist Edward Lee Thorndike view learning as an incremental process, and a person can learn by trial and error and therefore it is not a mental process. On the other hand, Jean Piaget (1896-1980) the first psychologist advocated for cognitive learning as an active mental process and learners create their own knowledge rather than receiving from the teacher, knowledgeable people or environment. Piaget emphasised learners to construct knowledge from their prior experiences and according to the level of psychological, physical and mental development (Hammond *et al.*, 2001).

Moreover, Vygotsky (1896-1934) points out that cognitive development is subject to social-cultural development and language being one of the cultural tools used in cognitive development process of the learner. Not only that but also Vygotsky underscores the role of adults, peers and knowledgeable among others in the society as key players in assisting individual's development. His theory of learning is rooted on social process since a child develops cognitively, psychologically and socially as he or she interacts with community members found in the family and siblings (Kozulin *et al.*, 2003).

Vygotsky further advocated for Zone of Proximal Development (ZPD) which is the distance or gap between all aspects which a learner can do alone and those aspects which can do by assistance from knowledgeable others (Santrock, 2006). This signifies the role of teacher, peers and other community members to help the learner to learn all aspects which are beyond his or her capacity by taking him or her to high levels of knowledge step by step which Vygotsky termed the process as scaffolding. Based on this view, a learner is therefore believed to have an ability to construct good useful ideas and knowledge under the guidance of others (Hammond *et al.*, 2001). In classroom practice, learning begins with exploration of learner's prior experiences in relation to subject matter in question. It is in this way that the ZPD theorists believe that learning is the construction of knowledge over already constructed one which makes learning active, constructive and interesting and meaningful to the individual and the society at large.

In addition, Jean Piaget advocates on individual learner's learning that can be organised and interpreted through experiences and used in context. The organisation and interpretation of world events leads to building of schema in the learner's mind which in turn can be altered in the light of new experiences; this appeals for the importance of considering the learner's prior experiences in learning process (VonGlaserfeld, 1982). In this regard, learner's prior experiences primarily build strong ground for learning subject to environment.

### **2.3 Empirical literature review**

A number of studies have been done on LCA in varied perspectives. For example, Lal (2014), studied on the teachers' understanding of child-centred approach and its implementation challenges in Indian schools. The researcher used 15 teachers from 5 schools of Rhinni zone and employed observation and interview in data collection. The researcher set the study to first and second grade teachers in each school. The study revealed that 80% of the objectives for subject matter came from the prescribed syllabi, 20% claimed that the objectives for the subject matter came from the learner's experiences, interests, attitudes and aptitude. When interviewed, about 25% preferred to use teaching and learning aids which were well prepared and can arouse

the interests of the learners while 75% preferred to use teaching aids which were superficially prepared and readily available in the local environment. When the researcher observed in real classroom practice, it was observed that only one teacher managed to use teaching and learning aids while others used lecture method.

The study observed that 20% of the teachers used the Socratic (Lecture or Talk method) in combination with demonstration and discussion methods while in lesson preparation it was observed that 20% of teachers prepared lesson plans but did not use them in the classroom sessions and 60% did not prepare lesson plan. Based on the findings, only 20% of teachers prepared lesson plans and used them in the classroom sessions. Among the 15 teachers involved in the study 91% teachers were completely fond of and only 1 teacher reported to have been using the LCA during classroom sessions. The results imply that the majority of teachers had no knowledge of LCA.

In the same study observed the teachers' perception on learner's position in the class session where it was found that 87% of teachers saw a learner as passive and mere receiver of knowledge from the teacher and 13% perceived a learner as a knower and thus involved them in learning process. In the case of teacher's role, it was observed that 73.33% of teachers dominated the class sessions while 26.7% dominated the class and sometimes involved learners in the class sessions. Theoretically, majority of teachers were aware of LCA as they pointed out the advantages of learner centred approach as it allows a child to think, experience, explore, question and search for meaning freely about the phenomena in question. The main focus of the LCA is on the active learning through which the learner's prior experience is integrated in the subject matter in question and links the classroom learning with the real world situation.

In sum, the study revealed that majority of teachers had superficial knowledge of LCA which rendered to improper implementation of LCA. However the practice found to be constrained by environment and teaching and learning facilities to properly practice the approach in the class. The researcher embarked on the elementary schools in India with less consideration of other levels. This situation

called for a researcher to work on the implementation of LCA in ordinary level secondary schools in Tanzania.

Another study by Yandila, Komane and Moganane (2002) studied on the use of LCA in senior secondary schools science lessons in Botswana. The researcher employed purposive sampling to obtain 18 senior secondary schools among 27 old secondary schools in Botswana. In each school, a sample of 3 science classes was selected for a 40-80 minutes period where the class session was recorded and later analysed. The data were collected through non-participant observation in which the class sessions were recorded and pictures were taken by camera. The study showed that most science teachers did not implement LCA. In line with this, it was observed that most of science teachers taught theoretically and learners were rarely involved; demonstration was mainly used and was an end approach by itself, no friendly environment for learners to participate actively in learning; teachers showed little evidence of thorough lesson preparation and laboratories found to have inadequate equipment, teaching and learning material and financial support to cater for implementation of LCA.

From this study, there is convergence with Lal (2014) in India who found that teachers did not use LCA due to surface knowledge on LCA and insufficient facilities hence ineffective in the classroom practice. Lal (2014) study further focused on the implementation of LCA in senior secondary schools and science teachers only without considering junior secondary schools and other non science subjects. Also the research confined the study to science teachers with less consideration of other subjects. The researcher for this current study henceforth found worth to look at the implementation of LCA in ordinary level secondary schools in Tanzania.

Another study done by Chiphiko and Shawa (2014) on implementation of learner-centred approach to instruction in primary schools in Malawi which is perceived as an important paradigm in instilling skills, knowledge, attitude and experiences to young generation in 21<sup>st</sup> century. The researcher employed qualitative approach to look at the problem in which in-depth semi-structured interview, classroom

observation and documentary analysis were used in data collection. The 12 primary school teachers were involved from four primary schools of Kasungu district in Malawi.

The study revealed that majority of the primary schools were knowledgeable and aware of LCA but did not implement it in the classroom sessions due to number of factors such as large number of students in classes, inadequate teaching and learning materials, few teachers, classes and time. The constraints for implementation of learner centred approach found the same even in preceded studies. The researcher considered primary schools at Malawi with less consideration of the implementation of LCA in other levels of education.

Chaka (1997) studied on learner centred education in Namibia by assessing perceptions held by lecturers, teachers and student-teachers pertaining learner-centred approaches at Ongwediva College of Education in Namibia. The researcher used 28 respondents of which 6 were lecturers, 10-diploma student teachers, 7-normal college teachers and 5 educational officers who deliberately volunteered to participate in the study. The data were collected by audios tapes then transcribed to form themes and finally patterns. The study revealed that most lecturers, teachers and students had positive attitude towards learner centred teaching approaches however the concept was not so clear to some of them in the classroom practices. The researcher found that the implementation of learner centred approach was limited by large number of students in classes, lack of teaching and learning facilities, low morale, learner's background and misconception by educators about the learner centred approach hence it was improperly and superficially implemented (ibid). This implies that LCA is not well captured and internalised by most of teachers for the fact there was misconception about the concept and hence not well implemented. The study converge with the studies by Yandila, Komane and Moganane, (2002); Lal (2014) and Chipshiko & Shawa, (2014) who jointly found that the implementation of LCA was constrained by superficial knowledge and inadequate facilities.

Likewise Kafyulilo and Moses (2012) studied on the Implementation of Competence Based Teaching Approaches in Tanzania to pre-service teachers in Morogoro Teachers' Training College. The researcher sought the understanding of Competence-Based Teaching Approaches among pre-service teachers at Morogoro Teachers' Training College. The study found that majority of the pre-service teachers believed to have adequate knowledge about LCA however when interviewed hesitated to tell the real meaning and features related to competence-based curriculum and the related teaching approaches. In line with this, majority of student teachers were observed not able to prepare the competence based lesson plans (Kafyulilo & Moses, 2012).

This implies that the implementation of learner-centred approaches among teachers is too surface to promote competence based education to students. The problem seem to be rooted from the way teachers are prepared in education colleges which in turn they join education field with surface knowledge on learner centred teaching approaches to extent that convey wrong message of new teaching paradigm.

This study concurs with Chaka's study (1997) done in Namibia which revealed that knowledge about learner centred approaches is not well cultivated among student-teachers in education colleges. Based on findings of this study conducted in Namibia, the researcher of this study found a concern to conduct a study on the implementation of LCA in ordinary level secondary schools in Tanzania.

Salema (2015) also conducted a study on the attitude of teachers and students towards the application of LCA in Secondary Schools in Kilimanjaro region, Tanzania. The researcher used mixed approach to study the problem in which data were collected through questionnaires, observation and in-depth interview. The sample size of the study was 696 whereby 580 students and 115 teachers were sampled for the study through stratified sampling procedure. The study showed that both students and teachers had positive attitude towards LCA. However, teachers and students from public schools were found to have low attitude compared to those from private schools due to the fact that private schools are well equipped, have conducive

environment and teachers are well motivated and optimum number of students in the classrooms. Despite these positive perceptions of teachers on LCA, classroom observation revealed that teachers continued to use TCA in teaching and learning which was quite contrary to interview results.

This implies that in reality LCA as an effort towards achievement of Competence Based Education (CBE) curriculum is too theoretical than actual practice. The study converges with the study by Yandila, Komane and Moganane, (2002); Kafyulilo & Moses (2012); Lal (2014) and Chiphiko & Shawa, (2014) in the sense that teachers have surface knowledge on LCA and inadequate teaching and learning facilities for effective implementation of new paradigm of learning.

Moreover the study revealed that English language the medium of instruction found to be problem to teachers and learners to communicate correctly, learner's shyness and fearing the teachers, learner's background and culture (Salema, 2015). The researcher focused at both levels of secondary schools thus it is a room for this study to look at the implementation of LCA in ordinary level secondary schools in Tanzania as a separate entity.

Furthermore, Nihuka and Ambrosi (2012) conducted a study on teachers' perceptions and challenges of LCA towards curriculum implementation in secondary schools in Tanzania. The study revealed that majority of teachers had knowledge of LCA although most of them in the four schools were observed to use chalk and talk approach in teaching due to numerous challenges faced the use of LCA including class size, inadequate number of teachers, lack of teaching and learning aids, overloaded syllabus and time. Researcher mainly recommended on sensitising and training teachers on the use of LCA in secondary schools which signifies that there is a need to study further on this area to get more about the status of implementation of LCA in schools.

This study concurs with Chaka (1997), Lal, (2002), Yandila, Komane and Moganane, (2002), Kafyulilo and Moses (2012), Nihuka and Ambrosi (2012) and Salema (2015) in that; teachers have surface knowledge on LCA and are constrained

by teaching and learning facilities, time, large class size, language and learner's background.

Another study done by Komba and Mwandaji (2015) on the reflection of the implementation of Competence-Based Curriculum in Tanzanian secondary schools revealed that 86% of the interviewed teachers had no proper understanding of Competence Based Curriculum, 78% of the reviewed documents did not reflect the characteristics of competence based lesson and classroom observation showed that learners were rarely involved in learning process mainly they were listening to the teacher and taking notes. The study has common findings with preceded studies Kafyulilo and Moses (2012), Chaka (2002), Yandila, Komane and Moganane, (2002), Nihuka and Ambrosi (2012) in that majority of teachers had low knowledge of LCA also there are many challenges facing the implementation of LCA.

Furthermore, Mtitu (2014) studied on learner-centred teaching approaches in Tanzanian Secondary Schools with the focus on Geography teachers' perceptions and experiences. The researcher employed qualitative case study in which nine (9) cases were used which were obtained by purposive sampling. In the study, data were collected by semi-structured interview, classroom observation and documentary review where the data were analysed through generative inductive analysis. The study revealed that among 9 cases all managed to explain the concept of LCA. In light of proper conception of LCA, the study also revealed that the discretion of teachers to use the entire approach was affected by teacher's knowledge, syllabus content and directives of syllabus. It was observed that Geography syllabus was misunderstood among teachers and not relevant to the learner's environment. Classroom observation and interview revealed that the teacher was successful in using learner centred approach where learners were well involved, cared and given freedom to argue through think pair and share, group discussion, questions and answers. However, most of Geography teachers demonstrated partial knowledge about LCA as it was found that teaching approaches were limited to changing from TCA to LCA with less consideration of learner's mental cognition and diversities.

Also the study revealed that teachers were bound to the contents of the syllabi and related materials therefore no creativity experienced.

The study further found constraints in implementation of learner centred approaches in the classroom such as English language which found to be barrier to communication both to teacher and learners particularly in elaborating difficult concepts. In addition Geography syllabus seemed to be packed with many things to study which practically is not easy to cover in the prescribed time; large number of students in the class, inadequate teaching and learning materials. This study converges with the study by Salema (2012) which also found that language was a barrier in implementation of LCA in classrooms.

The researcher confined his study in Geography subject with less consideration of other subjects and embarked on both levels of secondary schools. In regard to this, the researcher found logical to look at the implementation of LCA in ordinary level secondary schools in Tanzania across the subjects taught in the entire level.

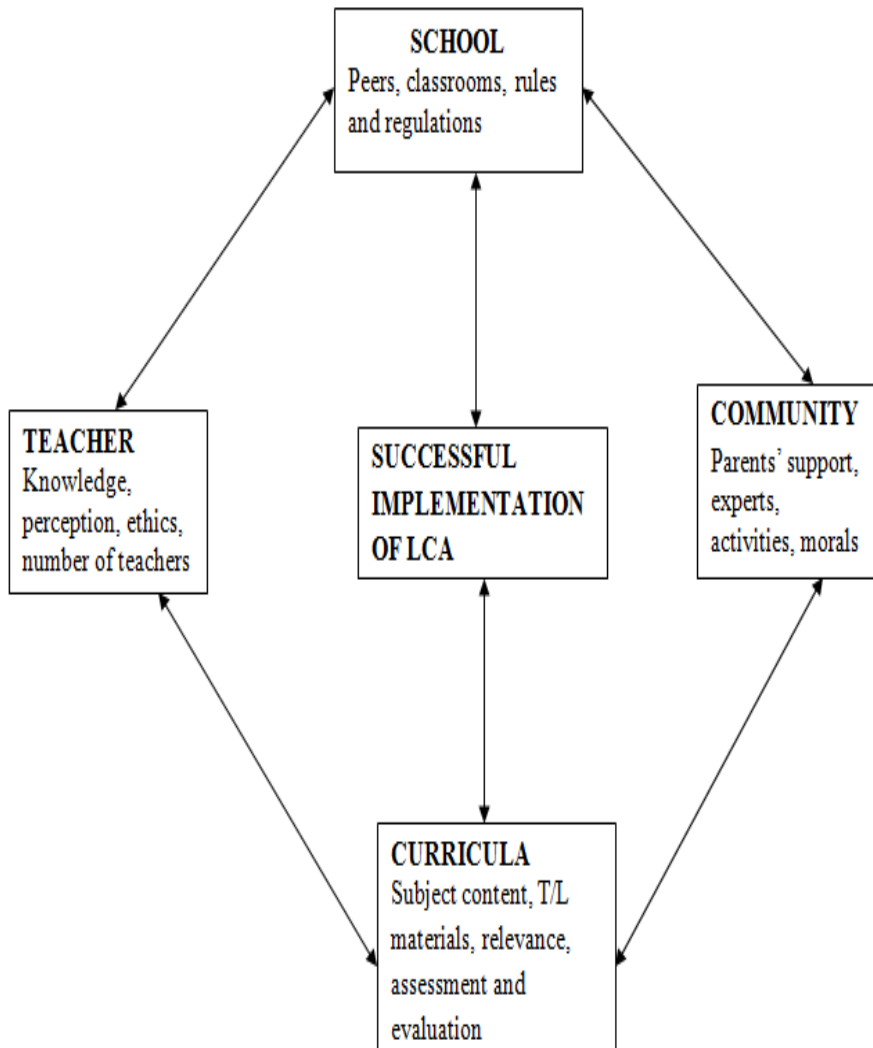
#### **2.4 Research gap**

The reviewed studies which were conducted by Chaka (1997), Chaka (2002), Yandila, Komane and Moganane, (2002), Kafyulilo and Moses (2012), Nihuka and Ambrosi (2012), Salema (2012), Lal (2014), Mtitu (2014) and Komba & Mwandanji, (2015) show that the implementation of LCA among teachers is not effective however studies focused at assessing the implementation of LCA in secondary schools in general, teachers' colleges and primary schools with little look on ordinary level secondary schools in particular. Regarding this, the researcher intended to study on implementation of LCA in ordinary level secondary schools in Tanzania focusing at Mbinga District Council in Ruvuma region. The previous studies also were qualitative in nature in which their findings could not be generalised to larger population. For this reason, the researcher found important to conduct this study at Mbinga District Council in Ruvuma Region which was little researched on the topic.

## **2.5 Conceptual Framework**

In practice, LCA is an interactive process between the learner and teacher, learner and curricula, school and learner, learner and community or among learners themselves. In this context, a learner is a focus in the whole process of teaching and learning while teachers in school and community members have significant contribution in facilitating the learning process (Figure 2.1).

**Figure 2.1: Conceptual Framework**



**Source**

e: Adapted from Chaka, (1997, p. 17).

### **School**

School is an agent for socialization where learners interact with peers, materials and teachers through which accommodation and adaptation of new experiences is evident. Schools maintain order through rules and regulations of which students are subject to follow for proper transition. The school environments including classrooms, auxiliary buildings and social environment promote constructive

learning, independent thinking, discovery and self-efficacy among learners (Dewey, 1929).

### **Community**

Community plays important role on learner's moral, physical, cognitive development and social development through provision of necessary materials for learning, to teach values, norms, economic activities and morals. In addition, school is surrounded by the community thus it has an obligation to help the school to maintain security and peace, supply with materials and help learners to learn. Likewise learners interact with the community by actively participating in socio-economic activities through which experiences, knowledge and skills from schooling are acquired (Dewey, 1929; Hammond *et al.*, 2001; Santrock, 2006).

### **Teacher**

A teacher is facilitator, motivator and mentor of learner in learning process. Teacher's knowledge, motivation, number teachers in the school and teacher's ethics, have great influence on implementation LCA. In order a learner to acquire skills, knowledge and experiences, a teacher must be well equipped with pedagogical skills and subject matter, must be good role model, friendly to learners and creative in variety of environments (Slavin, 2003).

### **Curriculum**

Curriculum comprises the teaching and learning materials, subject content, teaching and learning experiences and assessment procedures. Good curriculum addresses the needs of the entire society and learners are likely to actively participate in learning process when the curriculum fulfils the needs. Competence Based Curriculum underscores formative assessment and learning outcomes (URT, 1995; Tilya & Paulo, 2014).

### **Learner**

In LCA a learner is the central point in the process of learning while a teacher is a motivator, mentor, facilitator and manager of students in classroom. LCA is activity

oriented in which a learner ought to embrace and accomplish in order to acquire skills, knowledge and experiences (Froyd & Simpson, 2009).

In sum, Teacher, learner, community, school and curricula are important components for successful implementation of LCA and work together to bring about the desired learning outcome.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter covers the methodology used in the study which encompasses the research approach, research design, area of the study, population, sampling procedures and sample size, data collection tools, data analysis and presentation.

#### **3.2 Research approach**

The researcher mainly used qualitative approach to look at the problem however quantitative approach also was used to supplement the study. The researcher used qualitative approach to gather qualitative data pertaining behavioural, cultural, emotional feelings and psychological patterns of respondents on the implementation of LCA. The quantitative approach was used to determine demographic characteristics including age, sex, education level and work experiences. Quantitative approach also used to gather information on attitude of respondents towards LCA where Likert Scale questions were used. The Likert scale measures attitude of an individual towards certain aspect through which the level of agreement or disagreement can be expressed (Kothari, 2004, p.84). It consists of number of items which measure attitude of respondent in the five levels of measurement ranging from “Strongly Agree”, “Agree”, “Undecided”, “Disagree” and “Strongly Disagree” (ibid).

#### **3.3 Research design**

In this study, the researcher employed holistic case study design to assess the implementation of LCA in ordinary secondary schools. Holistic case study is a detailed examination of event or phenomenon as a whole so that to come up with the reality of the situation existing in a given area such as school or any organisation (Jurs & Wiersma 2005). The researcher studied the implementation of LCA in schools understudy in detail as a whole entity in order to come up with the reality.

### 3.4 The study area

The study was conducted at Mbinga District Council in Ruvuma region. Mbinga District is one of the eight districts of Ruvuma region. Other districts are Songea municipal, Songea rural, Namtumbo, Mbinga town council, Mbinga, Madaba, Nyasa and Tunduru. Mbinga District Council has 11,396 square kilometres which is 18% of the total area of Ruvuma Region and 1% of Tanzania land mass. It is bordered by Njombe Region in the North, Songea Municipal and Songea Rural in East, Mozambique in south and Lake Nyasa in the west.

Ruvuma region had a pass rate of 38.8% in CSEE and ranked in bottom position among the five bottom ranked regions in Tanzania (BEST, 2013). The study was conducted in Mbinga District Council which is one of the Districts constituting the region (ibid). Moreover the area was accessible to the researcher such that it was convenient to study the target population regarding their culture and social environment in order to come up with relevant data.

**Figure 3.1 The map of Mbinga District Council**



Source: Google Map Data ©2016

### 3.5 Study population

Mbinga District Council has 44 secondary schools of which 33 are publicly owned secondary schools and eleven (11) are private secondary schools. The study population for this study comprised of all heads of schools, teachers and students from four secondary schools namely Mikaranga, Hagati, Kikodi and St. Luise. These schools were purposeful sampled. Purposeful sampling was done with respect being ordinary level secondary schools, private and government owned. The academic performance of the schools also was taken in consideration during sampling. The academic performance of CSEE 2015 in private schools has been good than government schools (Table 3.1).

**Table 3.1 CSEE results of the four selected secondary schools in year 2015**

SCHOOL	OWNER	Div I	Div II	Div III	Div IV	Div 0	REGIONAL RANK	NATIONAL RANK
Hagati	Government	2	3	8	35	26	65/100	2134/3452
St. Luise	Private	37	33	6	0	0	2/100	46/3452
Mikaranga	Government	0	1	5	28	25	76/100	2137/3452
Kikodi	Private	0	5	16	32	0	19/100	605/3452

**Source:** NECTA results, (2015).

The number of teachers in four secondary schools in Mbinga District Council (Table 3.2).

**Table 3.2 The number of teachers from 4 secondary schools**

S/N	SCHOOL	OWNERSHIP	YEAR ESTABLISHED	NO. OF STUDENTS	NUMBER OF TEACHERS
1	Hagati	Government	1990	352	18
2	St. Luise	Private	1991	339	13
3	Mikaranga	Government	1999	699	17
4	Kikodi	Private	2007	188	10
	<b>TOTAL</b>			<b>1578</b>	<b>58</b>

**Source:** Mbinga District Education Officer, (2016).

### **3.6 Unit of analysis**

The data were gathered from 80 respondents comprising 4 heads of schools, 20 teachers and 56 students from the four selected secondary schools for the study. Heads of schools provided data on school administration and the practice of LCA while teachers provided data pertaining teaching in their respective classes and experiences on LCA while students gave their experiences and how were involved in LCA.

### **3.7 Sampling technique**

Purposive and self selection sampling techniques were employed to obtain representative portion for the study. The researcher employed purposive sampling where four secondary schools in Mbinga District Council which had convenient academic characteristics in order to give the researcher with appropriate data for the study. From these schools, 80 respondents were obtained comprising four (4) heads of schools 20 teachers where one from science teacher, academic teacher, social science teacher, mathematics teacher, and discipline master or mistress respectively and 56 students including two class leaders from each class to form 32 leaders and 24 students from form one to form four classes volunteered themselves to participate in the study.

### **3.8 Sample size**

The major assumption in qualitative case study is that small portion of the population can be studied in detail and give appropriate data for the case under study and give the reflection to the corresponding population (Kumar, 2011). Based on this perspective, the researcher used four (4) secondary schools from which a total of 80 respondents were drawn comprising 4 heads of school, 20 teachers and 56 students. In qualitative case study, the researcher selects and use sample size which satisfies and backs up with important data for the entire study (Creswell, 2013). In this regard, the researcher used the sample size of 80 respondents which was adequate to provide data and suffice the study.

### **3.9 Data collection instruments and procedures**

The researcher used questionnaires, semi-structured interview, and classroom observations to collect primary data. Documentary reviews were used to collect secondary data. The four instruments ascertained the validity of study data.

#### **3.9.1 Questionnaires**

The researcher used Likert scale to solicit the perceptions of heads of schools, teachers and students on LCA in which quantitative data were gathered. The questionnaires were administered to 80 respondents through which all questionnaires were filled in and were collected back to the researcher.

#### **3.9.2 Semi-structured interview**

Semi-structured interview is the oral response to questions which are partly closed and partly opened which can be conducted physically or through telephone (Kumar, 2011). Semi-structured interview questions give an opportunity for wider response and clarification of concepts during interview. The interview was conducted to four (4) heads of schools, four (4) teachers and sixteen (16) students among 80 respondents.

#### **3.9.3 Classroom observation**

Observation refers to attentively looking at state or process of a certain phenomenon (Kombo & Tromp, 2006). The researcher employed participant observation which focused at specific predetermined behavioural patterns to back up the demand of the study. The observation was done to four (4) teachers from the four schools to see the step by step lesson presentation, involvement of learners in the lesson, teaching approaches used, teacher and learner relationship in the class. Observation in this study was useful since it gave the real situation of the implementation of LCA by teachers in the classroom. In order for the researcher to be systematic during observation, the researcher used structured observation schedule in which only important aspects were noted.

### 3.9.4 Documentary reviews

The researcher reviewed schemes of work, lesson plans and learner’s portfolio from four (4) teachers from the four schools to see if they had the required characteristics of LCA. Important characteristics analysed were noted down against the checklist.

**Table 3.3 Distribution sample size with respect to research tools (N=80)**

RESEARCH INSTRUMENT	RESPONDENTS CATEGORY			
	Heads of Schools	Teachers	Students	TOTAL (n)
Questionnaires only	-	8	40	48
Interview & questionnaires	4	4	16	24
Observation & questionnaires	-	4	-	4
Documentary review & questionnaires	-	4	-	4
<b>TOTAL</b>	<b>4</b>	<b>20</b>	<b>56</b>	<b>80</b>

**Source:** Researcher’s construct (2017).

### 3.10 Background of the respondents

The study involved 4 heads of schools, 20 teachers and 56 students to make a total of 80 respondents. The tables 3.4, 3.5, 3.6, 3.7 and 3.8 summarise the characteristics of respondents basing on their gender and education level.

#### Heads of schools

The four heads of schools involved in the study, one was female three while two were male (Table 3.4).

**Table 3.4: Heads of schools’ sex**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	F	1	25.0	25.0	25.0
	M	3	75.0	75.0	100.0
	Total	4	100.0	100.0	

**Source:** Field data, (2017).

**Table 3.5: Heads of schools’ education level**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DIPLOMA	1	25.0	25.0	25.0
	DEGREE	3	75.0	75.0	100.0
	Total	4	100.0	100.0	

**Source:** Field data, (2017).

### Teachers

Among twenty teachers involved in the study, 3(15%) were female and 17(85%) were male (Table 3.6).

**Table 3.6: Sex profile of teachers**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	F	3	15.0	15.0	15.0
	M	17	85.0	85.0	100.0
	Total	20	100.0	100.0	

**Source:** Field data, (2017).

In regard to their education, 8(40%) teachers were Diploma holders, 12 (60%) bachelor degree holders (Table 3.7).

**Table 3.7: Teachers' education level**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DIPLOMA	8	40.0	40.0	40.0
	DEGREE	12	60.0	60.0	100.0
	Total	20	100.0	100.0	

**Source:** Field data, (2017).

### Students

The study involved 56 students from form one (I) to form four (IV). Regarding gender, 34(60.7%) female students were involved in the study while 22(39.2%) were male students (Table 3.8).

**Table 3.8: Composition of students involved in the study by sex**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	F	34	60.7	60.7	60.7
	M	22	39.3	39.3	100.0
	Total	56	100.0	100.0	

**Source:** Field data, (2017).

The study involved 56 students from form one (I) to form four (IV) of which form one students were 7(12.5%), form two were 14(25%), form three were 19(33.9%) and form four were 16(28.6%) (Table 3.9).

**Table 3.9: Composition of students involved in the study by class levels**

Class		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I	7	12.5	12.5	12.5
	II	14	25.0	25.0	37.5
	III	19	33.9	33.9	71.4
	IV	16	28.6	28.6	100.0
	Total	56	100.0	100.0	

Source: Field data, (2017)

**Table 3.10: Operationalization of the research questions**

S/N	QUESTION	VARIABLE	INDICATOR	RESPONDENT	TECHNIQUE
i	How teachers understand about LCA?	Knowledge on LCA	Clear description of LCA and its characteristics.	Heads of schools & teachers	Interview
ii	How teachers and to extent practice LCA?	Practice of LCA	Involvement of learners, value learners' diversities, lesson plans, scheme of works, teaching approaches used, T/L aids, learner centred activities learner's portfolio.	Teachers & students	Interview, Observation and documentary review
iii	What facilities are provided for implementation of LCA?	T/L resources for implementation of LCA	Student-Book ratio, lab. Equipments and chemicals, T/L aids	Heads of schools, teachers and students	Interview and observation
iv	What administrative support school get in implementation of LCA?	Administrative support in implementation of LCA	Training and seminars on LCA, construction of laboratories and classes, supplied tables and chairs.	Heads of schools	Interview and observation

Source: Researcher's construct (2017).

### 3.11 Data analysis and presentation

The researcher used SPSS version 20 to analyse quantitative data gathered by questionnaires which include age, sex, education level and working experience of the respondents and Likert scale measurement on the respondents' attitude level about implementation of LCA in ordinary level secondary schools. While data from interview and observation were analysed by content analysis aided by ATLAS ti.7

where the data recorded, transcribed, coded, put into classes where categories were formed. Finally themes were developed for interpretation. Likewise, data from documentary review were analysed manually in which the data were coded, classified and assigned meaning. The analysed data were presented in statement, tables and charts.

### **3. 12 Ethical consideration**

The researcher abided to the ethics for undertaking research such as informed consent to carry out the study which involves permission from the authority to conduct a study in an entire area or institution. Moreover the researcher maintained confidentiality which involved restriction to disclose respondent's information, to protect the respondents in which the researcher ought to protect the respondent from anxiety due harsh language or dehumanising actions, to avoid providing incentives is unethical in the study; it involves giving money or any other material so that to convince respondents participate in the study and respond accordingly. Respondents were debriefed on the purpose of the study before to be involved in the study, established rapport, established and maintained neutrality and respected cultural diversities, respondents' time and valued their resources and their responses.

## **CHAPTER FOUR**

### **PRESENTATION OF FINDINGS**

#### **4.1 Introduction**

This section presents data which were collected from the field regarding the implementation of LCA in ordinary level secondary schools in Tanzania. It lays out the findings of the study with respect to the four study objectives which are to find out the teachers' understanding on LCA, to explore how teachers practice LCA, to identify facilities for the implementation of LCA and to assess the administrative support on LCA.

#### **4.2 Teachers' understanding on Learner Centred Approach**

The data on understanding of LCA were gathered from teachers and heads of schools through questionnaires, interview, classroom observation and documentary review. Questionnaires were administered to four (4) heads of schools and twenty (20) normal teachers, while heads of schools and four (4) normal teachers among 20 teachers were also subjected to interview. In addition, among 20 teachers four (4) normal teachers were subjected into classroom observation and other four (4) normal teachers were involved in documentary review.

The findings from interview showed that to great extent heads and teachers have general understanding of LCA. They perceived it as the use of participatory teaching and learning techniques such as discussion, questions and answers, role play, think pair and share while LCA calls for intensive involvement of each learner in learning. Regarding LCA and TCA one head of school pointed out that:

*In LCA, a learner is the main focus in teaching and learning and calls for the exploration of prior knowledge of learners and LCA demands learner's participation in the lesson and knowledge based while TCA is content based, TCA based on banking of content while LCA activity based, TCA a teacher is the source of information while in LCA learning is two ways traffic where*

*teacher and learner both learn from each other*<sup>1</sup>.

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<sup>1</sup> **P 3: FULL FIELD DATA 2017.docx - 3:5 [Teachers' understanding about ...] (142:149)**  
**(Super)**  
Codes: [UNDERSTANDING "T"]

The headmistress from Kikodi secondary school had different perceptions on the concept as she claimed that it is a form of teaching and learning where the teacher is an expert and a learner is a mere receiver of the knowledge from the teacher. She said that:

*In my experience with ordinary level secondary school students, LCA probably can be applied to higher levels of education but our students still need knowledge and directives from the teacher since they are not mature enough to search materials on the particular subject in their own<sup>2</sup>.*

The findings also revealed common understanding on LCA that the main emphasis the approach is on involving a learner in learning unlike TCA which involves instructing the students what to do concerning the lesson<sup>3</sup>. LCA values the position of the learner in learning such that a learner is assumed as a hub, a teacher has to create productive environment for learning, student and teacher have an equal power in learning process, a teacher is a facilitator of learning process and it is activities oriented. One of the interviewed teachers added that LCA is fruitful, calls for rapport building, insists on what a learner can do rather than what a learner can remember, formative assessment is considered than summative assessment and make learners competent and independent<sup>4</sup>.

The findings from questionnaires were the same as findings from interview where 17(85%) among 20 teachers agreed that in LCA diversity among learners is highly considered for successful learning (Table 4.1).

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<sup>2</sup> P 3: FULL FIELD DATA 2017.docx - 3:1 [The HoS Kikodi secondary sc...] (4:9) (Super)

Codes: [UNDERSTANDING]

<sup>3</sup> P 3: FULL FIELD DATA 2017.docx - 3:7 [Teachers' understanding on LCA...] (244:246) (Super)

Codes: [UNDERSTANDING "T"]

<sup>4</sup> P 3: FULL FIELD DATA 2017.docx - 3:8 [Teacher's knowledge about LCA ...] (295:299) (Super)

Codes: [UNDERSTANDING "T"]

**Table 4.1: Attitude of teachers on consideration of learners' diversity in LCA**

In learner-Centred Approach learners' diversity is highly considered					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	UNDECIDED	3	15.0	15.0	15.0
	AGREE	11	55.0	55.0	70.0
	STRONGLY AGREE	6	30.0	30.0	100.0
	Total	20	100.0	100.0	

**Source:** Field data, (2017).

In addition teachers seemed to have knowledge on LCA as teachers 11(55%) among 20 teachers administered with questionnaires disagreed that learners are mere receivers of knowledge from teachers rather are knowledgeable and can learn in their own while 8(40%) agreed that the learner is a mere receiver of knowledge from the teacher (Table 4.2).

**Table 4.2: Teachers' response on position of learners in LCA**

In learner centred approach a learner is recipient of knowledge and a teacher is an expert.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	7	35.0	35.0	35.0
	DISAGREE	4	20.0	20.0	55.0
	UNDECIDED	1	5.0	5.0	60.0
	AGREE	2	10.0	10.0	70.0
	STRONGLY AGREE	6	30.0	30.0	100.0
	Total	20	100.0	100.0	

**Source:** Field data, (2017).

However, classroom observation and documentary review regarding the LCA showed contradicting findings. The classroom practices and documents used in teaching and learning did not reflect the understanding of LCA as it was reported during interview because schemes of works and lesson plans did not reflect characteristics of LCA especially learning activities were not well explained. In addition the observation and documentary review revealed that teachers involved learners through discussion, questions and answers in teaching and learning with less consideration of individual cognitive differences where the teacher ought to give assistance to each learner.



The researcher observed the form four Geography class session having 61 students on the topic “the measures of central tendency” where the teacher began the lesson by guiding learners to review previous lesson about measures in statistics where students answered as “measures of central tendency include range, median, mode and mean”. Followed by presentation of the subject matter where the teacher explained about the measures of central tendency and how to determine them while students listened and noted down important points as the teacher delivered the lesson. Furthermore the teacher used chalk and talk in most of the time and chorus answers from students were dominant as he asked “**are we together?**” while students replied “**Yes**”<sup>5</sup>. During the session the teacher did not use teaching and learning aids.

In reinforcement the teacher asked questions on the taught subject and students answered accordingly. After reinforcement, the teacher consolidated the lesson by giving questions to attempt individually concerning the topic taught however no in class follow up and individual student attention. Evaluation of lesson was very general where the teacher asked whether the lesson was understood, all sixty one (61) students in chorus replied that the lesson was understood.

Furthermore it was observed that the teacher used lecture method in the session, students had no room for interaction, to ask questions and evaluate the lesson. In addition to this, the teacher did not give room the students to reflect the lesson with respect to their environment or real life situation. The study findings reveal that teachers do not have enough understanding on LCA as classroom teaching and learning did not reflect the characteristics of LCA. This signifies that the knowledge about LCA is not well cultivated to grassroots as one teacher complained that he did not receive any training since he was employed and only experience from the college assist him in teaching and learning with respect to new paradigm of learning.

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<sup>5</sup> P 3: FULL FIELD DATA 2017.docx - 3:111 [CLASSROOM OBSERVATION AT HAGAT...]  
(1153:1179) (Super)  
Codes: [CLASSROOM OBSERVATION]  
No memos

On the other hand the incongruence between the LCA understanding and classroom practice seem to be not only due to lack of knowledge on LCA but also due to number of factors which hinder teachers to demonstrate their knowledge on the new approach. Among others big number of students in classrooms, limited time, nature of students, inadequacy of teaching and learning materials, work load among and learners' ability were mentioned. This is evident as one of the interviewed teacher pointed out that:

*my school has 352 students with big number of students in form I class having 150 students and form two class with 100 who are combined in one class respectively due to few teachers of which the school has only 17 teachers, in practice it is not easy to implement LCA<sup>6</sup>.*

From interview, documents, observation and questionnaires findings showed that LCA is not well familiarised among teachers however findings from interview and questionnaires revealed that teachers have knowledge on the concept but classroom practice and documentary review revealed a certain degree of discrepancies. In the course of teaching and learning teachers were observed to employ LCA however periodically found to revert to TCA. This is the discrepancy between what teachers understood and what they practiced in classrooms. LCA is therefore perceived as using participatory teaching and learning techniques however it is more than involving learners in learning where more activities to a learner are needed and should be evaluated as an individual on what he or she can do in the entire academic area.

#### **4.3 The practice of LCA in ordinary level secondary schools by teachers**

The data concerning practice of LCA from teachers were collected by interview, classroom observation, documentary review and questionnaires however, heads of schools and students also supplemented data on this part. Findings showed that to a great extent in terms of practice, teachers use mixed approach in enhancing teaching

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<sup>6</sup> P 3: FULL FIELD DATA 2017.docx - 3:4 [Teachers' understanding on LCA...] (107:118) (Super)

Codes: [UNDERSTANDING]

and learning. Factors including large number of students in one classroom, inadequacy teaching and learning material and limited and poor infrastructures, limited time, few teachers, language problem among learners, learners' abilities and laboratories and few classrooms were reported to hinder the implementation of LCA. One of the heads of schools stated that:

*Most of my teachers use discussion, role play, modified lecture but mainly lecture approach due to number of students and teachers work load where currently we have 699 students while there are only 17 teachers which in real sense is not easy to handle them when compared to number of teachers and classrooms<sup>7</sup>.*

Conversely, it was observed that private owned secondary schools had supportive environment such that students were actively involved in learning as it was observed in Chemistry practical session where each learner had room to practice. While in public secondary schools teachers observed to dominate the session and in some cases involved learners as it was observed in form IV Geography class where the teacher found to use questions and answers but chalk and talk method dominated the session.

Moreover, second observation was done in form four Chemistry practical class on the topic "preparation of Chlorine gas" in one public secondary school. The teacher presented the lesson by demonstration and students had limited room for practising due to inadequate apparatus and chemicals. The class had thirteen (13) students who opted to study the subject. Students were asked to form a group and work together although the group was too big such that students were not in position to participate actively and some of them were just staring. This situation contravenes the actual conditions for constructive learning where the why and how questions are highly insisted in order to enhance practical skills.

In the course of lesson presentation on preparation of Chlorine gas, the teacher introduced the lesson by explaining the preparation of gas while students were listening. Furthermore at presentation stage, he guided learners on preparation of

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<sup>7</sup>P 3: FULL FIELD DATA 2017.docx - 3:2 [Teachers' understanding on LCA...] (41:46)  
(Super)  
Codes: [UNDERSTANDING]

Chlorine gas ( $\text{Cl}_2$ ) by using Manganese IV Oxide ( $\text{MnO}_2$ ) and concentrated hydrochloric acid (Conc.  $\text{HCl}$ ) where some students assembled the apparatus and prepared the entire gas. After presentation the teacher reinforced the topic by asking questions on the taught subject matter and students answered them. In the reflection part, the teacher asked questions on the subtopic as why the gas is prepared in the laboratory and what is its use in daily life? Students answered the questions correctly. In the consolidation part the teacher gave written work on chemical reaction for the preparation of chlorine gas, to prepare chlorine gas and to test for its presence. Although there was less involvement of each learner in the practical, in the evaluation all 13 students in chorus replied that the lesson was understood.

In the whole process of lesson delivery, the teacher used English and Kiswahili for clarification of the concepts as he claimed that “if I use English continuously students will not get the concept so I always mix English and Kiswahili”<sup>8</sup>.

Moreover the researcher raised a concern on few students in the Chemistry class where one student further clarified that:

*We are 59 in the class but only 13 students have opted to study Chemistry because science subjects are very difficult, inadequate teaching and learning materials especially chemicals and apparatus and number of teachers are not enough to teach us effectively which have contributed to our fellow students to drop science subjects.*<sup>9</sup>

It was also observed that the teacher preferred chorus answers as means of assessing attentiveness and understanding rather than one to one assistance. In this scenario, it was not easy to determine challenges and problem each student faced in the lesson.

The findings from questionnaires also revealed that teachers use lecture with other methods in lesson delivery as 51(91.1%) out of 56 students agreed that teachers commonly used lecture method with other methods in learning (Table 4.3).

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<sup>8</sup> P 3: FULL FIELD DATA 2017.docx - 3:108 [1. CLASSROOM OBSERVATION AT MIKALANGA SEC...] (1069:1096) (Super)  
Codes: [CLASSROOM OBSERVATION]

<sup>9</sup> P 3: FULL FIELD DATA 2017.docx - 3:109 [CLASSROOM OBSERVATION AT KIKOD...] (1098:1124) (Super)  
Codes: [CLASSROOM OBSERVATION]

**Table 4.3 Students' response on teaching and learning**

Teachers use lecture methods with other methods in teaching and learning					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	1	1.8	1.8	1.8
	UNDECIDED	1	1.8	1.8	3.6
	DISAGREE	3	5.4	5.4	8.9
	AGREE	16	28.6	28.6	37.5
	STRONGLY AGREE	35	62.5	62.5	100.0
Total		56	100.0	100.0	

**Source:** Field data, (2017).

In regard to the table 4.3 above, it shows that the practice of LCA in classrooms by teachers is partially as lecture method and other methods are interchangeably used.

Furthermore, in form three Chemistry class with thirty six (36) at one private owned secondary school it was observed differently where practical session was conducted in the manner that each student had access to learn by doing. The teacher prepared learning environment for preparation for preparation of standard solution of Sodium Hydroxide (NaOH) such that each learner was able to explain before the class important procedures for preparation of standard solutions, measure masses of samples and explaining precautions during taking measurements. Students were grouped in group of five individuals in which the teacher managed to go around each group and assisted them.

The teacher started the lesson by exploring learner's prior experience on requirements for preparation of Sodium Hydroxide (NaOH). Students mentioned the requirements as chemicals, spatula, conical flask, beakers, measuring balance and water. Then the teacher demonstrated how to prepare a mole of NaOH while learners listened and observed. After demonstration the teacher guided learners on preparation of Sodium Hydroxide in group of five students.

After presentation the teacher reinforced the lesson by asking questions on the taught subject and students answered correctly. In reflection part the teacher asked question on the preparation of NaOH and its storage in the laboratory where students responded accordingly. Moreover, the teacher consolidated the lesson by tasking

students to write chemical reaction for the preparation of NaOH solution, to prepare NaOH solution and to keep in the safe bottle for use in the laboratory.

Students worked in group of five (5) individuals and prepared the entire solution correctly.

At the evaluation of the lesson stage the teacher asked the students whether the lesson was understood or not. All thirty six (36) students replied that the lesson was understood<sup>10</sup>.

Another classroom observation was done in form four English class having 47 students in another privately owned secondary school where the teacher tried to prepare environment for LCA learning however no teaching and learning aids were availed to facilitate the lesson. The teacher was observed to use lecture approach and little questions and answers technique however mixing Kiswahili and English in explaining concepts dominated the lesson. In regard to the approach, students also were seen to mix Kiswahili and English in asking and answering questions which actually impaired competence and confidence in expressions among students in the session.

The teacher introduced the lesson by guiding students to explore on the topic and learners responded according to their experience. Thereafter she started presenting the new lesson by explaining about “listening strategies” while students were passive and keenly listened the teacher. The teacher went on with clarification of key concepts by using English and Kiswahili interchangeably. The teacher dominated the lesson and mainly adopted talk and chalk technique. During this stage students were also taking notes while listening from the teacher.

After presentation the teacher reinforced the lesson by asking questions on the taught subject and students answered accordingly. Moreover the teacher consolidated the lesson by proving questions on the topic where each student attempted the exercise

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<sup>10</sup> P 3: FULL FIELD DATA 2017.docx - 3:111 [CLASSROOM OBSERVATION AT HAGAT...](1153:1179) (Super)  
Codes: [CLASSROOM OBSERVATION]

while the teacher passed to each student for marking. Finally evaluated the lesson by asking the students whether the lesson was understood where students in chorus replied that the lesson was understood. In the delivery of lesson, the teacher tried to involve learners by providing activities however she did not let students correlate or reflect the lesson to the real life situation which was important to build lesson competence to students<sup>11</sup>.

In sum classroom observation gave a picture that teachers are not familiar with some terms in LCA lessons such as reflection part and how to effectively evaluate the lesson since in large extent chorus answers were preferred. Language barrier for clear communication in the class is vivid, chalk and talk approach also dominated the session.

In addition schemes of works, lesson plans and portfolios were reviewed. The schemes of works and lesson plans showed that the description of student's activities and competence targeted to group of learners such that no insistence on individual learner as it was written as: "students should explain the carbon and carbon dioxide". The assessment column also showed that the target was group assessment instead of individual example, "Are students able to explain the allotropes of carbon, preparation and properties of carbon dioxide gas (CO<sub>2</sub>)". In the same scenario, the assessment part, teaching and learning activities focused at the group of students instead of individual learner as it was seen in all four documents that "to make students able to explain the concept of research skills", "to give home works", "to make students able to explain the concept of research skills". Moreover, the schemes of works were prepared mandatory to the syllabi regardless of the environment situations and there was no teachers' creativity<sup>12</sup>. On the other hand,

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<sup>11</sup> **P 3: FULL FIELD DATA 2017.docx - 3:110 [CLASSROOM OBSERVATION AT St. L...]**  
(1125:1151) (Super)  
Codes: [CLASSROOM OBSERVATION]

<sup>12</sup> **P 3: FULL FIELD DATA 2017.docx - 3:100 [LESSON PLANS The form IV lesson...]**  
(1006:1010) (Super)  
Codes: [LESSON PLANS]

students had no Portfolios and teachers were not aware on importance of portfolios for successful learning among learners.

The components of lesson plans were not clear to teachers as some discrepancies were observed in stating assessment, reflection and activities to each learner which implies inadequacy of LCA knowledge among teachers (Table 4.4).

**Table 4.4: Conception of some items by teachers in LCA lesson plan**

Stage	Teacher N	Teacher W	Teacher K	Teacher D
Assessment	“Are students able to explain the allotropes of carbon, preparation and properties of carbon dioxide gas (CO <sub>2</sub> )”	“To give home works”	“Are students able to explain the meaning of scramble for partition?”	“Are students able to solve matrix equation?”
Reflection	To ask students questions on the topic	To summarise the taught lesson	To relate knowledge in real life situation	“Are students able to summarise the main points, are they able to answer correctly?”

**Source:** Field data, (2017).

From the table 4.4, it shows that teachers do not have common understanding in stating clearly reflection and assessment sections of the lesson plans which lead teachers to practice LCA differently in classroom. This implies that terms in the stages of LCA lesson plans are not clear to teachers such that each teacher treat them according to his or her experience hence impair the effectiveness of LCA in classroom.

These findings are the same as findings from questionnaires administered to heads of schools in which all four heads of schools agreed that teachers have surface knowledge on LCA in ordinary level secondary schools (Table 4.5).

**Table 4.5: Teachers’ knowledge on Learner Centred Approach**

Teachers have partial knowledge on Learner Centred Teaching Approaches					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	1	25.0	25.0	25.0
	AGREE	3	75.0	75.0	100.0
	Total	4	100.0	100.0	

**Source:** Field data, (2017).

The interview findings with students, it was experienced that teaching and learning aids have significant contribution to enhance understanding, acquisition of skills and competence among learners. In the practice of LCA in classrooms, students reported that teaching and learning aids enhanced creativity; thinking and discovery however four students gave different experience that teachers employed chalk and talk during teaching and learning. Classroom observation gave the same results as students' response during interview but differed with interview results from teachers who claimed to use teaching and learning aids in teaching and learning while not. Not only that but also findings from questionnaires revealed that teachers prefer TCA to LCA for the fact that 15(75%) among 20 teachers who were administered with questionnaires agreed that TCA is effective and easy to use in teaching and learning (Table 4.6).

**Table 4.6: Attitude of teachers' on Teacher Centred Approach (TCA)**

<b>Teacher Centred Approach is time effective and easy to use in classrooms</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	1	5.0	5.0	5.0
	DISAGREE	2	10.0	10.0	15.0
	UNDECIDED	2	10.0	10.0	25.0
	AGREE	10	50.0	50.0	75.0
	STRONGLY AGREE	5	25.0	25.0	100.0
Total		20	100.0	100.0	

**Source:** Field data, (2017).

Assessment of learner's knowledge, skills and competences are prerequisites for teaching and learning. LCA assessment examines what a learner can do rather than his or position in the class or ability to recite important terms or events (Kafumu, 2010, p.30). The study findings show that written examinations, tests and quizzes were the only means to assess learner's academic achievement in which the emphasis is on how much an individual can remember. The experience from interview by heads of schools and teachers in four the schools showed that examinations, quizzes and tests were the only means for assessing learner's competences, skills and knowledge. One of the interviewed teachers said that he always assessed his

students by tests, oral questions, internal and external examinations<sup>13</sup>. Similarly, questions, quizzes and exercise were reported by the head teachers to be the dominant means of assessing learner's skills and competence during the interviews. These findings from interview and documents concur with findings from questionnaires which were administered to teachers in which 14(70%) among 20 teachers agreed that tests and examination were more used by teachers at their respective schools. It was evident through questionnaires that teachers held the view that tests and quizzes to be mostly used assessing means used for assessing student competences (Table 4.7).

**Table 4.7: Attitude of teachers on assessment tools in relation to competences**

<b>Tests, examinations and quizzes are the only tools for assessing learner's competence</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	1	5.0	5.0	5.0
	DISAGREE	4	20.0	20.0	25.0
	UNDECIDED	1	5.0	5.0	30.0
	AGREE	4	20.0	20.0	50.0
	STRONGLY AGREE	10	50.0	50.0	100.0
	Total	20	100.0	100.0	

**Source:** Field data, (2017).

Moreover, the study findings indicated that the practice of LCA is hindered by number of factors among others include language barrier, lack of training on LCA, the use of teaching and learning aids and limited student-teacher interaction as pointed out as below:

#### **4.3.1 Language barrier**

The medium of instruction in Ordinary level Secondary Education shall be English and Kiswahili will be taught as a subject (URT, 2005, p.7). It was found that English language is a barrier to most students as their teachers deliver lessons in classrooms which compel teachers to mix Kiswahili with English to convey the intended meaning concerning the lesson. Across three schools, the heads of schools and teachers complained about culture and learner's background that have significant

<sup>13</sup> **P 3: FULL FIELD DATA 2017.docx - 3:3 [Teachers' understanding on LCA...] (76:79)**  
**(Super)**  
 Codes: [UNDERSTANDING]

contribution to communication and learning outcome as students have been used to their vernacular languages. The teacher from Mikalanga secondary school claimed that: “English Language is a problem in communication and proper implementation of LCA as I always switch to Kiswahili and lecture method when necessary for clarification of concepts and to finish the topics on time”<sup>14</sup>.

Furthermore experience from students during interview also backed up the claim where students found to support mixing Kiswahili and English language in learning. In one case a student insisted that teachers ought to use Kiswahili in some cases during lesson delivery so as to grasp difficult concepts. In regard to this, the entire student insisted that he was comfortable with mixing Kiswahili and English and found important to use Kiswahili in clarifying some concepts. In addition to this, classroom observation in form four English class it was observed that during group discussion, students heard discussing in Kiswahili which in turn failed to present the entire concepts in English.

However, it was experienced differently from one of the privately owned secondary school where the head of school claimed that English Language was not a problem in her school to hinder proper lesson delivery and communication in classroom as she said:

*...it is not a problem to other classes since it is one of the school regulation for students and teachers to speak English all the time regardless of the mistakes they make during speaking; through this technique the students become conversant and competent to English language in the long run; this is how we manage to make our students speak English fluently*<sup>15</sup>.

Moreover, classroom observations converge with interview findings in which three schools revealed that students seemed to have problem in grasping concepts clearly as it was witnessed teachers mixed English with Kiswahili in lesson delivery when

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<sup>14</sup> P 3: FULL FIELD DATA 2017.docx - 3:14 [How teachers and to what extent...] (191:213)  
(Super)  
Codes: [PRACTICE "T"]

<sup>15</sup> FULL FIELD DATA 2017.docx - 3:12 [Difference between TCA and LCA...] (111:118)  
(Super)  
Codes: [PRACTICE "HoS"]

noticed students did not get right the concept under discussion. In the same way during discussion and answering questions, students found to mix English with Kiswahili and sometimes students failed to present ideas or suggest during classroom session. Conversely teachers and students from one of the privately owned secondary school were observed to use English Language throughout during class sessions. Not only they were fluent in English but also they were actively involved in discussion and presented their works in turn before the class.

In regard to English Language, the teacher from Hagati secondary school suggested to encourage learners to speak English and the school administration should set English language improvement strategies such as debates, punishment to non English speakers and subject clubs. On the other hand, the headmistress from St.Luise secondary school also pointed out that teachers ought to use English Language throughout during class sessions and out of the class activities such that students become acquainted with English no matter the mistakes they make.

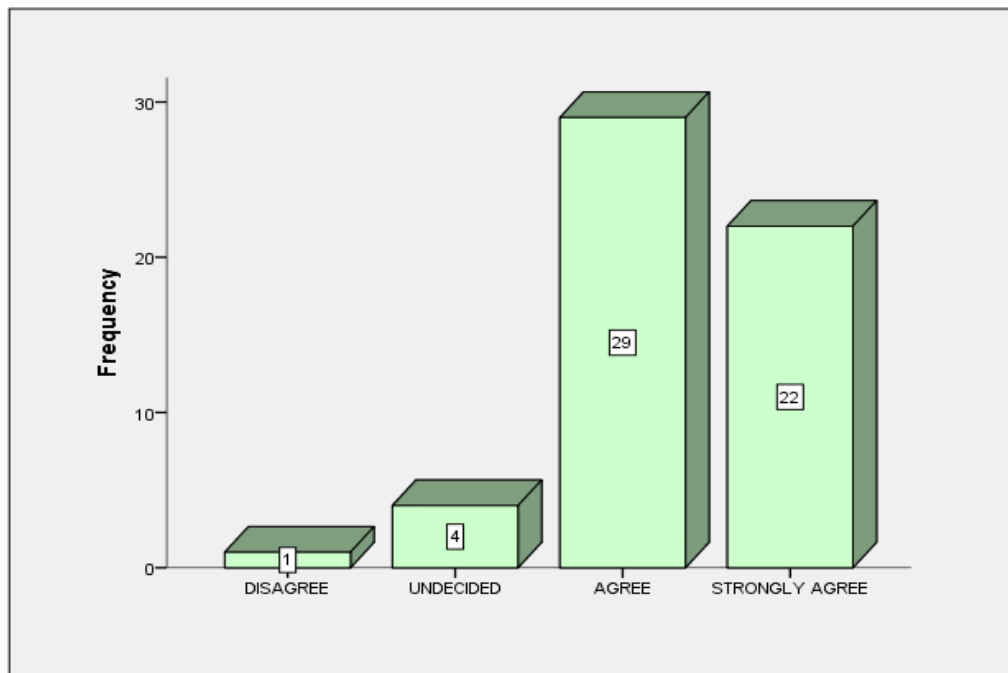
#### **4.3.2 Students' views on availability and use of teaching and learning aids**

Teaching and learning aids provide effective environment for fruitful teaching and learning. The study findings showed that teachers rarely used teaching and learning aids during teaching and learning in classrooms however situation was ascribed to number of factors such as big number of students in classrooms, many periods and nature of the topic. The interview with sixteen students showed that three of them claimed that their teachers did not use teaching and learning aids and often employed chalk and talk approach while thirteen students said that their teachers used teaching and learning aids however not in all cases.

In regard to teaching and learning aids, English and Geography classroom observations revealed contrary experience in which teachers did not use teaching and learning aids in the whole session but inclined to talk and chalk approach. These findings concur with interviewing findings from three students who claimed that their teachers completely do use teaching and learning aids in classrooms.

The researcher went further by exploring the attitude of students on use of teaching and learning aids by teachers in classrooms where 51 among 56 students administered with questionnaires agreed that their teachers used teaching and learning aids which contradict with the classroom observation (Figure 4.1).

**Figure 4.1: Students' attitude on use of teaching and learning aids by teachers in Classrooms**



**Source:** Field data, (2017).

Regarding teaching and learning aids, the sixteen students interviewed on the use of teaching and learning aids in classrooms admitted that teaching and learning aids helped in understanding of the lesson, meaningful learning, enhance creativity and curiosity<sup>16</sup>.

<sup>16</sup> P 3: FULL FIELD DATA 2017.docx - 3:38 [What facilities teachers get i...] (413:423)  
(Super)  
Codes: [FACILITIES "S"]

### 4.3.3 Training on LCA

Training on LCA lays platform for effective practice of LCA in classrooms. The study findings have shown that teachers have no enough training on LCA however in few cases it was observed that they were trained on the approach through in-service training. The interview with four heads of schools across all four schools revealed that only eight teachers received in-service training on LCA. In regard to this, teachers seemed to have varied conceptions on the components of lesson plans and schemes of works which in turn impaired effective teaching and learning. This is evident as a teacher from Hagati secondary school when asked on the differences between TCA lesson plan and LCA lesson plan he replied that they were the same. In addition the teacher claimed that he had not received in-service training on LCA as he said: “I was only trained in the college but since I was employed in 2012 I never ever attended any training on LCA and I prepare lesson plans and schemes of works basing on my college experience and from my fellow teachers”<sup>17</sup>.

Moreover the experience from documentary review revealed that schemes of works and lesson plans did not reflect teachers’ creativity and outcome based learning characteristics as it was noted that: regarding specific objective it was written as “after a period students will be fully in skills of maps”, in students’ activity the teacher wrote “the students will listen to the teacher on the concept of map”, in assessment part it was written as “are students’ able to explain the scramble for partition” Evaluation part was written as “the lesson was understood”.<sup>18</sup>

Findings from questionnaires concur with findings from interview and documentary review in that teachers seemed to be not adequately trained on LCA. Questionnaires findings from four heads of schools also showed that 2(50%) agreed that training on LCA was not enough among teachers for its proper implementation (Table 4.8).

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<sup>17</sup> P 3: FULL FIELD DATA 2017.docx - 3:14 [How teachers and to what exten...] (191:213)  
(Super)

Codes: [PRACTICE "T"]

<sup>18</sup> P 3: FULL FIELD DATA 2017.docx - 3:101 [LESSON PLAN Assessment focuses...]  
(1024:1027) (Super)

**Table 4.8: Attitude of heads of schools on in-service training to their teachers**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DISAGREE	2	50.0	50.0	50.0
	AGREE	2	50.0	50.0	100.0
	Total	4	100.0	100.0	

**Source:** Field data, (2017).

#### 4.3.4 Teacher-student interaction in schools

The study findings from interview showed that to a certain extent schools do not have friendly environment for students to interact with their teachers. Students when were asked about whether they were free to interact with their teachers three students said that they rarely interacted with their teachers for the reason that some teachers were harsh as one student said that they rarely interacted with their teachers since they afraid teachers<sup>19</sup>.

On the other hand thirteen students reported that they were free to interact with their teachers as they said it enhanced successful learning. On the other hand, students from two privately owned secondary schools claimed that they were free to interact, assess, evaluate and suggest the lesson and teaching as they said:

*We are indeed free to interact with teachers and school management team through which we can evaluate, assess and suggest the teaching and learning process by asking questions and suggesting the teaching and learning approaches and even to suggest to the school administration to change the teacher if we do not understand him or her<sup>20</sup>.*

Study findings from questionnaires administered to 56 students revealed that 48(85.7%) students agreed that they freely interacted with their teachers in their schools (Table 4.9). In regard to interaction, students acknowledged that it enhanced outcome-based learning.

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<sup>19</sup> P 4: FULL FIELD DATA\_ALL CODES.rtf - 4:133 [xvii] Do you freely interact w... (98:99) (Super)

Codes: [INTERACTION "S"]

<sup>20</sup> P 4: FULL FIELD DATA\_ALL CODES.rtf - 4:87 [viii] What activities are like.. (1409:1410) (Super)Codes: [MOTIVATING ACTIVITIES "S"]

**Table 4.9: Opinions of students on teacher-student interaction**

We are freely interacting with our teachers					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	UNDECIDED	3	5.4	5.4	5.4
	DISAGREE	5	8.9	8.9	14.3
	STRONGLY AGREE	19	33.9	33.9	48.2
	AGREE	29	51.8	51.8	100.0
	Total	56	100.0	100.0	

**Source:** Field data, (2017).

#### **4.4 Facilities for implementation of LCA**

Facilities lay environment for teaching and learning which include classrooms, laboratories, teachers' offices and houses teaching and teaching and learning materials. The study findings show that three schools had inadequate facilities for outcome based learning, however one privately owned secondary school found to have adequate and quality facilities.

##### **4.4.1 Availability of classrooms and laboratories**

The study has experienced varied situations in the four secondary schools understudy in availability of classrooms and laboratories. The study findings have revealed that classrooms were not enough in the three secondary schools to meet the demand according to the number of students. In regard to classrooms, it was observed that one of the public owned secondary schools where there were thirteen rooms for 699 students but three classrooms were modified to laboratories which consequently led to shortage of classrooms and overcrowding in classes (Figure 4.2). While in one private owned secondary school there were enough classrooms and each class accommodated optimum number of students (Figure 4.3).

**Figure 4.2: Congested form four class in one of public schools at Mbinga District**



**Source:** The Field Picture by courtesy of Head of school, (2017).

**Figure 4.3: Form two class with optimum number of students in one of private schools at Mbinga District**



**Source:** The Field Picture by courtesy of School Headmistress, (2017).

On the other hand in three schools laboratories were not enough and not well equipped while one private owned secondary school found to have well equipped laboratories for all three science subjects namely physics, Chemistry and Biology. In three schools some classrooms were modified into laboratories yet were not well equipped to support practical sessions to students. One headmaster from public secondary school said that his school had thirteen (13) rooms of which three rooms were modified to science laboratories which led to congestion in classrooms. Students from this school also claimed that the modified classrooms into laboratory were not well equipped. In regard to this, students also admitted that the remaining classes took big number of students which limited effective learning<sup>21</sup>.

Similarly, the findings from another school revealed that the school had only one laboratory room for all science subjects which hindered learning by doing. The headmistress ascribed the situation to financial hardship the school faced as she said:

*...the survival of private schools depends on academic excellence through which the school gets earnings otherwise the school cannot prosper and currently the school has only one laboratory room for all science subjects which is well equipped although none of my teachers have attended any training on LCA which compromise the effective implementation of LCA in the school science subjects in particular<sup>22</sup>.*

The situation was contrary in one private owned secondary school with 339 students where the school had ten classrooms and three well equipped laboratories for science subjects.

#### **4.4.2 Teaching and learning materials**

Teaching and learning materials are precursors for proper implementation of LCA in schools. The study findings have revealed that few books hindered teachers to actively involve learners in teaching and learning as it was experienced in interview that among four schools only one school was reported to have enough books such

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<sup>21</sup> P 3: FULL FIELD DATA 2017.docx - 3:38 [What facilities teachers get i...] (413:423)  
(Super)  
Codes: [FACILITIES "S"].

<sup>22</sup> P 3: FULL FIELD DATA 2017.docx - 3:29 [Facilities for the implementation] (15:25)  
(Super)  
Codes: [FACILITIES "HoS"]

that each learner had his or her own book while three schools complained about the shortage of books. One teacher said that: “we have problem with books in our school especially for art subjects for example in Geography there is only one book where I do make copies for my students to use in the class”<sup>23</sup>. In English subject session, it was observed that the teacher had one book and read the story for the students while students were just listening and finally answered questions.

Different findings were experienced from private owned secondary schools in which the schools had enough teaching and learning materials. When the students asked whether they had enough books confidently they replied “Yes” such that one book was used by one student in social sciences and one book by three students in science subjects<sup>24</sup>.

#### **4.4.3 The needs of teachers for effective implementation of LCA**

Teachers’ needs ought to be addressed for effective implementation of LCA in schools. The study findings from interview with heads of schools and teachers showed that involvement of teachers in curricular changes, regular training on curricula changes, motivation, accommodation, promotions and good salaries, teaching and learning materials and recognition would enhance the implementation of LCA. In light to this, Geography teacher from Hagati secondary school insisted that teachers should be involved in curricula changes and timely informed on curricula changes, provision of incentives, teaching and learning materials and in-service training would gear up the implementation of LCA.

#### **4.5 The administrative support in implementation of LCA in schools**

Administrative support found to be one of important factor for successful implementation of LCA in schools. The study findings have revealed that public schools are highly supported by the government and in some extent by parents,

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<sup>23</sup> P 3: FULL FIELD DATA 2017.docx - 3:38 [Facilities ] (413:423) (Super)

Codes: [FACILITIES "T"]

<sup>24</sup> P 3: FULL FIELD DATA 2017.docx - 3:41 [What facilities teachers get i..] (575:585) (Super)Codes: [FACILITIES "S"]

community and other education stakeholders while the private schools are mainly supported by the owner of the school where school fees, projects and donors are the only main sources of income to run the school. In private schools teachers have good working environment which motivate them to work hard and successfully as the headmistress of one private secondary school pointed out:

*It is not easy to retain good and qualified teachers in private schools if the school management does not create peculiar and attractive working environment; my teachers are well paid, have free houses which are supplied with water and electricity, are given loans without interest, tea and meals in work days (Headmistress in the field, 2017).*

The interview was conducted to four heads of schools on what administrative support the schools get from the government and other agencies where the headmaster from Mikalanga pointed out that;

*The school only is solely supported by government by recruiting teachers, training, and emphasis on the use of LCA in learning, provision of teaching and learning materials such as books. Not only that but also text books and supplementary books currently are brought by the government unlike in the previous time in which each school had discretion to buy from approved suppliers which brought diversity in quality of books among schools (Head master in the field, 2017).*

In addition the head of school said that the school supports teachers to implement LCA by insisting them on the use of LCA in teaching and learning, regular follow up, to hold staff meeting to evaluate teaching and learning, provision of tea, recognition and giving prizes to teachers with outstanding academic performance<sup>25</sup>.

On the other hand, the interview with the head of school from Kikodi secondary showed that the school was solely independent however indirectly supported by the government by providing policies, examinations and supervision. However, the construction of the school, running of the school, employing and paying teachers is solely born by the school management or school owner.

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<sup>25</sup> P 3: FULL FIELD DATA 2017.docx - 3:50 [Administrative support on impl...] (65:69)  
(Super)

Codes: [ADMINISTRATIVE SUPPORT "HoS"]

The headmistress reported that the school supports teachers by making close follow up on teaching and learning in classrooms so that to help teachers clear misconceptions, provision of teaching and learning materials such as books, providing tea, free lunch and accommodation, paying attractive salaries and regular meeting to share feelings concerning the school atmosphere.

Similarly the headmaster from Hagati the public owned secondary school pointed out that school is mainly supported by the government through Development and Capitation Grants however the parents and community support the school by availing construction materials and financial contributions. In addition the headmaster claimed to support teachers by giving timely feedback of meeting and other information from the higher authorities, tea and lunch, accommodation, motivation and recognition through letters and public praising for good academic performance.

On the other hand, the headmistress from St. Luise the privately owned secondary school when was asked on support the school get from government and other agencies she replied that there was no any support from the government but only from the church and donors because the school was owned by Roman Catholic Church<sup>26</sup>.

#### **4.5.1 Teachers' views on administrative support for implementation of LCA**

The researcher interviewed four teachers from the selected schools on the administrative support for implementation for LCA where all teachers suggested that apart from government and school administration; parents should provide basic requirements for their children such as books, exercise books, uniforms, moral support and to emphasise attendance. Besides the parents to support implementation of LCA, the teachers added that the school administration should promote English speaking, subject clubs, sports and games, debates, self reliance activities, community-school linkage, to enforce rules and regulations, cooperation among

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<sup>26</sup> P 3: FULL FIELD DATA 2017.docx - 3:52 [Administrative support for imp..] (130:134)  
(Super)  
Codes: [ADMINISTRATIVE SUPPORT "HoS"]

teachers and regular meeting with teachers and students to get feedback on teaching and learning.

Moreover the teachers were asked whether they were aware of the curricula changes, they replied that they were aware as one of them said;

*I'm aware of the changes in the curricula through the secular however no clear information on how to correctly implement the changes however the information on the changes sometimes does not reach us on time which in practice have serious impact on implementation of LCA (The teacher in field, 2017).*

In regard to this, the teacher suggested to involve teachers in curricula changes so that can implement the changes in right way<sup>27</sup>.

Furthermore, the teacher from St. Luise secondary school during interview session added that the government and the school administration should set strategies for teachers to effectively implement LCA. In his views, encouraging team teaching, encouraging teachers on the use of LCA, school inspection, extra time teaching and learning, regular assessment, debates, essay writing competitions, restriction of speaking Kiswahili or traditional language and provision of tea and lunch to teachers would promote the implementation of LCA. Not only that but also the teacher insisted that parents stand on the other side of supporting the implementation of LCA since they have obligation of building the schools, giving contribution to support schools, provision of requirements to students, encourage discipline and attendance and making follow up the learner's academic progress. Moreover, the teacher was against the deductive approach of curricula development and changes in Tanzania. He urged the curriculum developers to involve implementers or sector stakeholders in curriculum development and changes for better results<sup>28</sup>.

Similarly, mathematics teacher from Mikalanga secondary school insisted on

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<sup>27</sup> P 3: FULL FIELD DATA 2017.docx - 3:54 [Role of parents on implementation...] (232:237)  
(Super)

Codes: [ADMINISTRATIVE SUPPORT "T"]

<sup>28</sup> P 3: FULL FIELD DATA 2017.docx - 3:56 [Role of parents on implementation...] (335:340)  
(Super)

Codes: [ADMINISTRATIVE SUPPORT "T"].

teacher's creativity subject to environmental situation which could enhance implementation of LCA. In light to administrative support required in the implementation of LCA the teacher mentioned about to improve available classes and laboratories, provision of tea and lunch to teachers so as to have prolonged time table for helping students, to enforce English speaking program, regular tests and assignments, regular staff meeting and students meeting to evaluate teaching and learning .

The teacher also added that parents have a role of providing basic requirements for students to study comfortably, engage in construction of teachers' houses, hostels, classrooms and laboratories, to emphasise attendance and discipline so as to cater the environment for the effective implementation of LCA<sup>29</sup>.

#### **4.5.2 Students' awareness on education**

Successful teaching and learning requires readiness and awareness of learners on education and individual future orientation. The experience from the study findings showed that to a certain extent students are not aware of their role and future focus which impeded active involvement in constructive learning. The interview findings from the four cases under study showed that students were not aware of importance of education in their life and their roles at school hence lose concentration in studies. This was reflected in interview with students who were asked about guidance and counselling services in schools. In regard to this, only four students admitted that they were guided in selection of subjects in relation to their ability and prospective subject combinations. While twelve students replied that they were not guided as one claimed:

*No clear guidance on academics in early stages but normally done to form four students who are about to do the examinations and leave the school; Guidance would be helpful to us if could be done early and to all students since could enhance awareness to students on importance of education and prospective career<sup>30</sup>.*

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<sup>29</sup> **P 3: FULL FIELD DATA 2017.docx - 3:57 [What administrative support st...] (373:393) (Super)**

Codes: [ADMINISTRATIVE SUPPORT "S"] [ADMINISTRATIVE SUPPORT "T"]

<sup>30</sup> **P 4: FULL FIELD DATA\_ALL CODES.rtf - 4:145 [xviii] Are you given guidance ...] (100:101) (Super)**

Codes: [GUIDANCE & COUNSELLING "S"]

In regard to guidance and counselling services, the students insisted the need of guidance and counselling in schools as could help in subject and career choice, help a learner to learn by target and give motivation in learning<sup>31</sup>.

The study findings on guidance and counselling to students was not limited to interview but also the researcher admitted questionnaires to students to survey their attitude on importance of the service. The findings revealed that 53(94.7%) among 56 agreed that guidance and counselling in schools could help promote learning, competence and confidence among learners (Table 4.10).

**Table 4.10: Students’ attitude on guidance and learning towards learning**

Guidance and Counseling help in promoting learning, competence and confidence among learners					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	1	1.8	1.8	1.8
	UNDECIDED	2	3.6	3.6	5.4
	AGREE	15	26.8	26.8	32.1
	STRONGLY AGREE	38	67.9	67.9	100.0
	Total	56	100.0	100.0	

**Source:** Field data, (2017).

#### 4.5.3 School Inspection

School inspection takes important part in improving quality of education. The interview findings from heads of schools and teachers revealed that inspection services helped to improve the quality of education and implementation of LCA in particular. However inspection was not regularly done and it was common to public secondary schools compared to private secondary schools. The heads of schools and teachers further insisted that inspection ought to be regular and routine in order to improve teaching and learning in regard to curricular changes. In addition one headmaster reported that the school was rarely inspected and visited by education authorities where he claimed that was not enough and hindered proper implementation of LCA<sup>32</sup>.

<sup>31</sup> P 4: FULL FIELD DATA\_ALL CODES.rtf - 4:155 [xviii] Are you given guidance ...] (360:361) (Super).

<sup>32</sup> P 4: FULL FIELD DATA\_ALL CODES.rtf - 4:101 [Visit and inspection...] (667:668) (Super)

Codes: [VISIT & INSPECTION "HoS"]

On the other hand, the headmistress from Kikodi secondary school said that her school had been inspected twice a year and acknowledged the significant contribution of inspection on the effective implementation education policy. In regard to inspection, one head of school claimed that her school had not been inspected for four years however nearby government owned secondary schools were inspected.<sup>33</sup> Besides this scenario, the headmistress urged the government to be rational to all schools regardless of the ownership since all schools educate Tanzanians for the development of the people and the nation at large.

In regard to inspection, teachers acknowledged the inspection service as they claimed that the service helped in correcting misconception and challenges facing the implementation of LCA. Furthermore, two teachers from privately owned secondary schools underscored the inspection service as they claimed that it could help in correcting misconceptions hence improve the quality education.

#### **4.5.4 Challenges in implementation of LCA**

Implementation of LCA is confronted by number of challenges however they differ between public secondary schools and privately owned secondary schools. This was reflected during interview with the headmaster from one public secondary school when was asked about the challenges facing the implementation of LCA he said:

*...there are several challenges facing the effective implementation of LCA in my school some them are lazy and unmotivated teachers, large number of students in the class for example form three class has 70 students in one stream and 60 in the other stream which is very difficult to handle while number of teachers at work are only 14 while 3 teachers are on studies (Headmaster in the field, 2017).*

Apart from the aforementioned challenges, the headmaster mentioned English language as a barrier in communication among students which hinder LCA in

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<sup>33</sup> P 3: FULL FIELD DATA 2017.docx - 3:32 [Facilities for implementation ...] (119:129)  
(Super)

Codes: [FACILITIES "HoS"]

classrooms, few books, challenging working environment such as teachers' houses, changes of curriculum and introduction of new policies in which teachers are not involved in the process and not immediately trained on the changes<sup>34</sup>.

Surprisingly, study findings revealed some private owned secondary schools strive to get students while heads of schools and teachers in public secondary schools complained about big number of students in classrooms. With respect to challenges, the headmistress from Kikodi secondary school said that her school had few students due to costs and academic factor for the fact that academically weak students were always advised to repeat a year, leave the school or go to other schools, seasonal teachers, less support from the government and other stake holders. Besides the headmistress response, the interviewed students from the school also confirmed that school fees and other contributions led to dropouts and inconsistency in attendance<sup>35</sup>.

Furthermore the headmistress of St. Luise the privately owned secondary school pointed out challenges facing the implementation of LCA in her school as:

*... It is expensive to implement since requires enough materials especially in science subjects; the problem of English language, seasonal teachers, learner's background also influence the practice of LCA such as shyness and fear to interact with teachers and other students<sup>36</sup>.*

One headmaster from public owned secondary school mentioned lack of teachers' commitment to work; English language and background of learners, unawareness of students and lack of future focus, few teachers, low parents and community support in school programmes such as building teachers' houses, classrooms and laboratories challenge the effective implementation of LCA.

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<sup>34</sup> **P 3: FULL FIELD DATA 2017.docx - 3:70 [Challenges facing the school N...]** (73:74) (Super)  
Codes: [CHALLENGES "HoS"]  
No memos

<sup>35</sup> **FULL FIELD DATA 2017.docx - 3:71 [Challenges of implementing LCA...]** (103:104) (Super)

Codes: [CHALLENGES "HoS"]

<sup>36</sup> **P 3: FULL FIELD DATA 2017.docx - 3:72 [Challenges facing implementation...]** (137:138)

(Super)

Codes: [CHALLENGES "HoS"]

## **CHAPTER FIVE**

### **DISCUSSION OF THE FINDINGS**

#### **5.1 Introduction**

This chapter involves the interpretation and discussion of the study findings in regard to the objectives which guided the study. The general objective of the study was to assess the implementation of LCA among teachers in ordinary level secondary schools with specific objectives to find out the teachers' understanding on LCA, explore how teachers practice LCA, to determine facilities for the implementation of LCA and to assess the administrative support on LCA.

The study findings revealed that in some extent teachers have surface knowledge on LCA for implementation of the policy in classroom practice. It has been experienced that LCA is considered as using participatory teaching and learning techniques while in practice it is beyond using participatory teaching techniques; it demands one to one assistance, activities oriented, criterion referenced assessment and competences are emphasised (Kafumu, 2010). The study findings also showed that there are number of reasons for surface implementation of LCA among teachers in ordinary secondary such as lack of training on LCA, inadequate teaching and learning materials, nature of learners and their background, school facilities, teachers' willingness and motivation, curriculum and community-school cooperation. The chapter also links the study findings with the previous studies, theories and policies on the field.

#### **5.2 Teachers' understanding on LCA**

The study findings from interview showed that teachers have insight on LCA however to certain extent they perceive and treat it as the mere use of participatory teaching and learning approaches in classrooms such as discussion, questions and answers, role play, think pair and share. Findings from questionnaires converge with interview results which imply that teachers are aware of learners' learning diversities and thus involve them in learning and pay attention to the individual learner (Table 4.1).

In regard to understanding, classroom observation and documentary review showed contradicting results. The classroom observation revealed that teachers used talk and chalk approach, no teaching and learning aids; students were passive and were not given room for questioning and suggesting. While documentary review showed no active involvement of learners in learning particularly in the evaluation part where across the documents reviewed evaluation was solely done by teachers although LCA lesson calls for two ways traffic evaluation mechanism. It is quite contrary to idea of LCA which calls for a teacher and learner to cooperate in designing educational experiences to advance learning and provide opportunity to practice, work independently and in groups so as to achieve the set objective of the entire subject matter (Froyd & Simpson, 2009). Similarly (Weimer, 2002) adds that LCA is not a process of adding tasks and techniques to a learner during classroom sessions rather it is a transformational process and criterion based outcome. Documentary review also showed that teachers have varied conception on technical terms used in lesson plans and schemes of works in which each teach wrote and used according to his or her experience. Reflection and assessment parts found to confuse teachers (Table 4.4). The questionnaires response from heads of schools also showed that teachers have partial knowledge on LCA (Table 4.5). The study findings are similar with the findings by Chaka (1997) in Namibia, Kafyulilo and Moses (2012) in Tanzania, Lal (2014) in India who also found that teachers have little knowledge on LCA hence ineffective of the practice. This signifies that teachers have minimal understanding on LCA and therefore there is a need of more training and close follow up so that to properly implement LCA in classrooms.

Furthermore, the study findings have shown that teachers believe that students have knowledge and experience as solid ground for learning (Table 4.8). This implies that teachers believe that their students have knowledge on the lesson to be taught however some teachers do not believe that learners have knowledge on the subject matter in question and eventually they adapt TCA in classroom instructions.

In sum classroom observation and documentary review differed with experience from questionnaires and interview sessions in which interview and questionnaires revealed that teachers have understanding on LCA while classroom practice and documents showed that teachers had surface knowledge. These findings echo the previous studies by Yandila, Komane and Moganane (2002), Kafyulilo and Mosses (2012), Lal(2014), Chiphiko and Shawa (2014) who found that teachers had superficial knowledge, misconception on LCA and interchange it with participatory approaches hence impeded its proper implementation. However, apart from partial knowledge on LCA researchers found that there were other factors such as teaching and learning materials, few teachers and number of students in classes and facilities which hindered the implementation of LCA. This portrays that in order to get measureable results of LCA in Tanzania, solid ground for implementation of the policy ought to come forth prior the decision for implementation unless the policy is likely to be utopian.

### **5.3 The practice of LCA by teachers in ordinary level secondary schools**

It is important to reflect the Competence-Based Education Policy of which LCA is a part of its implementation. The policy highlights teaching and learning should be outcome based and student must be able to do and such competences shall be developed over the student's entire life of learning and cut across all subject areas (URT, 2005, p.13). The study findings from interview revealed that teachers employ mixed teaching and learning approaches which converge with the findings from questionnaires (Table 4.3) where students agreed that their teachers commonly employed mixed approach in teaching and learning. Moreover, the study findings showed that teachers support TCA as useful and time effective in teaching and learning compared to LCA (Table 4.6). However the practice of LCA was reported to be hindered by big number of students in classes, inadequate teaching and learning materials, limited time, few teachers, language problem among learners, learners' abilities and laboratories and few classrooms.

These findings converge to the findings in classroom observation and documentary review in which teachers found to use questions and answers and revert to lecture approach. Similarly lesson plans and schemes of works showed no activities which reflect the actual practice of LCA; this connotes that LCA needs time, enough resources, teachers' creativity and knowledge for its effective implementation. In nature, LCA is activities oriented such that teachers seem in some extent switch to TCA in order to accomplish their teaching activities on time however in a certain degree teachers opt for TCA because of their limited knowledge on it. This implies that teachers use LCA with TCA interchangeably and no sole implementation of LCA due to unsupportive environment for effective implementation of the teaching approach.

These findings concur with the study by Mtitu (2015) who found that most of Geography teachers had narrow understanding on LCA. Teachers were observed to change from TCA to LCA with less consideration of learner's mental cognition and diversities. This is an appeal for teachers to understand that learners do not have the same learning ability which a teacher needs to pay attention. Furthermore, classroom practice revealed that chorus answers were preferred as assessment of understanding during learning. The situation opposes the prerequisites of LCA which requires teacher's creativity, teacher to be aware of learner's diversities and background (Kafumu, 2010, p.7).

Furthermore, in regard to teaching and learning resources, study findings from classroom observation revealed that some private schools had supportive environments in terms of classrooms, well equipped laboratories, teaching and learning resources for implementation of LCA compared to public secondary schools. These findings reflect the diversity in infrastructures, human resources, number of students and teachers' commitment between public owned schools and privately owned secondary schools in Tanzania. The study findings by Salema (2012) on the attitude of teachers and students towards LCA converge with this study finding. The study showed that both students and teachers from public schools had

low attitude compared to those from private schools due to the fact that private schools are well equipped, conducive environment and teachers are well motivated and have manageable number of students in the classes. In addition, the study revealed that despite the positive perception of LCA; classroom observation revealed that teachers used TCA in teaching and learning which was quite contrary to interview results.

In this regard, it is evident that supportive teaching and learning resources are vital for implementation of LCA. The main concern of the government and other education stakeholders is to set environment for successful implementation of LCA among others include building enough classrooms, recruiting and training enough teachers.

Moreover, portfolios have contribution towards constructive learning through which a learner is oriented in academic cumulative assessment and evaluation along the academic path. The study findings revealed that assessment and evaluation methods do not reflect cultivation of competences to a learner for the fact as teachers admitted with questionnaires agreed that examinations, tests, quizzes are the only means of assessing learner's competences (Table 4.7). These findings diverge from directives of CBE in which the competences of a learner ought to be measured by outcome based activities among others include projects, experiments, terminal examinations, portfolio, assignments and tests but the assessment shall be formative in nature (URT, 2005, p.30).

It is common in academic context to judge the ability of an individual in passes attained in examinations rather than what an individual can do. It is high time to abandon the paper work as the major means of judging learner's skills and competences rather activity-oriented assessment should be emphasised as a manifestation of acquired skills, knowledge and competences. It has been experienced that schools direct efforts towards summative assessment rather than formative assessment as it was witnessed that students were not aware and use of portfolios.

In communication, competence can be assessed in the areas such as learner's to communicate orally and in writing. Communication should focus at improving learners' understanding of the language demands in the required areas of learning based on the recognition that language proficiency is central to learning in all subject areas (URT, 2005, p.14). The study findings diverge from the policy directives since students claimed that teachers use lecture approach in which mixing of English and Kiswahili dominated their class sessions. The interview findings with sixteen students revealed that to great extent in public owned secondary schools teachers used lecture approach in teaching and learning in which Kiswahili dominated the instruction although the official language is English. In regard to Kiswahili students found to prefer it in elaborating difficult concepts however private schools reported to have strictly strategy on speaking and using English language in classroom hence have improved English speaking compared to public owned secondary schools.

These findings converge with the study findings by Salema (2015) and Mtitu (2015) who found English Language was a problem among teachers and students such that hindered proper delivery of lesson in classrooms eventually compromise acquisition of language competence as a tool for academic expression. In regard to English language, it is worth to set mechanism of enhancing proper use of language in teaching and learning such as letting students to speak no matter the mistakes they make eventually will become competent. The studies by Salema and Mtitu had a little focus on the diversity in English speaking between public and private owned secondary schools and strategies for improvement of English language to students where this study has tried to unmask this aspect.

Teachers training on LCA found to impact the practice of LCA in schools. In regard to training on LCA, study findings from interview and questionnaires from four heads of schools revealed that few teachers had been trained on LCA (Table 4.8). These findings echo the previous study by Komba and Mwandanji (2015) who found that teachers had surface knowledge on LCA which led to improper implementation. This implies that teachers have no enough knowledge on LCA which impede the effective implementation of the approach in teaching and learning. This shows that

for effective implementation of LCA more effort is needed to train teachers on the approach however; training on this approach does not stand alone in its effective implementation other complementary resources should be availed. With this regard LCA takes the assumption of a system which has sub-systems which work together to bring about effects, where failure of one part makes the whole system ineffective.

On the other hand, the use of teaching and learning aids has important contribution in implementation of LCA. The study findings from questionnaires showed that teachers used teaching and learning aids in classrooms (Figure 4.1). On the other classroom observations revealed that teachers did not use teaching and learning aids. These findings concur with the previous studies by Lal (2014) where classroom observation revealed that teachers did not use teaching and learning aids however interview findings revealed that teachers preferred to use teaching and learning aids in teaching and learning. This implies that teachers seemed not committed to work and lack creativity such that cannot use locally available materials to prepare teaching and learning aids so as to arouse interests, enhance understanding and creativity to students. Regarding teaching and learning aids, teachers are highly advised to use locally available materials to enhance implementation of LCA in schools as curriculum ought to reflect the local environment. The manipulation of the environment for improving teaching and learning is the manifestation of creativity hence enhances constructive learning.

The teacher-student interaction has significant contribution to the implementation of LCA. Friendly environments invite learners for active participation and free expression but hostile environments pull down interests and creativity. The study found that to a certain extent students were free to interact with their teachers in schools. The interview findings revealed that to some extent students were free to interact with their teachers and admitted that interaction enhanced learning smoothly, understanding and academic achievement. In addition, the findings from questionnaires revealed that they were free to interact with their teachers (Table 4.9). This implies that teacher-student interaction has significant contribution to the implementation of LCA because good interaction promote friendly environment for

free expression, creativity and curiosity with confidence among students. On the other hand lack of free interaction between teachers and students create hostile environment which hinder constructive learning to students. This is evident with the idea that learning is an active mental process and takes place successfully when a learner is actively involved in peaceful and cared environment (Mwamwenda, 2004).

Similarly, the idea is congruent with contention that teachers have obligation of identifying the learners' potential and help them grow accordingly (Henson, 2003). The study findings also highlight the friendly environment for effective implementation of LCA in classrooms where teachers take the role of facilitator. Learning is like climbing the ladder where the learner needs support from strong and knowledgeable others to go through all steps from the bottom to the upper stage but it is only possible when friendly environments are set. The past studies had little attention on the significant of teacher-student interaction in constructive learning as an integral part of LCA.

#### **5.4 Facilities for implementation of LCA**

Successfully teaching and learning requires environment with all important facilities which include classrooms, laboratories, teaching and learning resources, teachers' offices and houses. The study findings from the four schools under study showed that three schools had inadequate and quality facilities while one privately owned secondary school had adequate and quality facilities. In regard to this, it was observed that public owned secondary schools some classes were congested unlike in private owned secondary schools (Figure 4.2 and 4.3). Figure 4.2 shows that students have no enough space for free movement and interaction while figure 4.3 students have enough space for free movement and interaction. This implies that schools do not have enough classrooms hence improvement and addition of more classrooms for effective implementation LCA is required.

The study also found that laboratories were not enough and unequipped however one private owned secondary school had all three laboratories and were well equipped. Classroom observation revealed that the three schools with inadequate laboratories, and laboratory equipments ; teachers taught without effectively involving learners in

doing while in private owned school students were actively involved in doing practical. This situation opposes the policy directives which demands for schools to be well equipped with modern laboratories to create environment for successful learning of natural sciences (URT, 2005, p.24). On the other hand, public owned schools found to have inadequate books while private schools had enough books to extent that one book is used by one student. The study findings above concur with the study by Salema (2015) where private owned secondary schools were found resourceful learning environments unlike public secondary schools. These common findings connote that public secondary schools enrol and offer education to many students however teaching and learning environments are not sufficiently improved to suffice the implementation of LCA.

Furthermore heads of schools and teachers pointed out that involvement of teachers in curriculum development and changes, to be recognised in regard to their performance, motivation, promotions, good salaries and teaching and learning resources have high contribution in effective implementation of LCA. These findings are evident with the study by Chaka (1997) which revealed that LCA was not effectively implemented due to lack of teachers' morale, motivation, commitment and lack of teaching and learning resources and little knowledge on LCA. This implies that in the context of this study LCA needs to be considered as a complete entity where all parameters are ought to be in place for its effective implementation.

### **5.5 The administrative support in implementation of LCA in schools**

In regard to administrative support, the study findings revealed that public schools are mainly supported by the government and in some extent by parents, community and other education stakeholders. On the other hand, private schools were reported mainly to be supported by the owner of the school in which school fees, projects and donors are the only main sources of income to run the school. In regard to administrative support, the interviewed heads of schools and normal teachers reported that community and parents have genuine contribution in supporting schools for effective implementation of LCA. Community can support the school in terms of building classes, teachers' houses, hostels, students' academic progress, students'

morals and provision of academic requirements to a learner. Vygotsky (1978) and Bruner (1966) underscore the role of society in construction of knowledge where learning occurs when an individual interacts with other people in the society such as teachers, elders, peers and other skilled people through which meaningful world is experienced. This implies that effective implementation of LCA is inseparable with parents and community who directly or indirectly affect successfully implement LCA. For this reason school administration and teachers need to have liaison with community in order to enhance the implementation of LCA. Our students come from the community get educated and get back to the community for the development of an individual and community at large.

On the other hand interview findings from heads of schools revealed that heads of schools from public owned secondary schools supported their teachers by tea, recognising hard working teachers and to some extent to provide accommodation. It was contrary to private owned schools in which heads of schools reported that teachers were given free accommodation with electricity, water and furniture, good salaries so as to retain and motivate them, tea and lunch, recognition and encouragement. In regard to these findings, the environments in some of the public secondary schools are not resourceful enough for constructive learning. This situation in public secondary schools does not reflect the policy contention that:

*For political, economic, social and technological prosperity in 21<sup>st</sup> century, Tanzania requires peaceful environment, well informed, skilled and committed citizens. To meet this target, the government has committed itself to create conducive teaching and learning environment which will render access to quality education (URT, 2000, p.18).*

With respect to students' awareness on education, Dewey and Dewey (1915) point out that education should not be forced to learners instead is the growth of their inherent capacities. In reality, learning is motivated by the power of the learner and needs as influenced by environment since learners have capacities and purpose for learning. In regard to this contention, successful teaching and learning involves readiness and awareness of learners on education and individual future orientation. Implementation of LCA in secondary schools also depends on the willingness of the learners and motivation towards learning; absence of willingness and motivation is

impossible for learners to be actively involved in creative and constructive learning.

The study findings showed that to a certain extent students have no education focuses in their life hence lose concentration in studies. The interview findings with sixteen students revealed that only four students from form four class reported that they were guided to select subjects in relation to their ability and prospective subjects combinations however they did not receive clear and formal guidance and counselling on subjects choice and career. While twelve students reported that they were not guided on their studies and future career choice. This implies that there is a bottleneck of guidance and counselling services in ordinary level secondary schools such that students are likely to find themselves misplaced in academic journey and future career. This situation as reflected by the findings above diverges from the policy directives stated below:

*Guidance and Counselling shall be established in schools to help students face challenges, become responsible and committed members of the community. Learners need guidance in selecting appropriate career upon completion of their studies (URT, 2005, p. 37).*

The previous studies on the field had a little look on importance of guidance and counselling to enhance awareness among learners which have paramount contribution to learner's psychological well being and self-efficacy. Psychological upset and lack of self-efficacy to a learner have effect on concentration in studies hence impair implementation of LCA in classrooms. There is a need to insist the practice of guidance and counselling in schools so that to create academic awareness among learners as per policy directives. However the researcher did not experience any formal guidance and counselling services to students during the study across all schools understudy.

Nevertheless school inspection services ought to contribute to monitoring and evaluation of teaching and learning in schools. The study findings from interview with heads of schools and normal teachers revealed that schools were not regularly inspected by education inspectorate team. It was also experienced that private owned secondary were worse in inspection services as one head of school pointed out that her school had not inspected for four years since the last inspection.

In regard to inspection services, heads of schools and teachers acknowledged the service as they claimed that it helped to correct misconceptions pertaining curricula changes hence improvement of classroom instruction and quality of education at large. The documentary review revealed that teachers had varied conception of terms in lesson plans such as in reflection part which calls for a teacher to lead a learner to solicit the practical application of the subject matter in real life situation but teachers used to ask student to give summary of what was taught which is just memorising the lesson taught. This situation could be corrected by regular inspection through which discrepancies and misconceptions concerning curricula implementation among teachers could be corrected.

Furthermore, heads of schools as part of education administrative machineries during interview pointed out that there were challenges faced the implementation of LCA however they were somewhat difference between public and private secondary schools. The study findings revealed lazy and unmotivated teachers, big number of students in classes, equipped laboratories, few teachers particularly for science and mathematics, accommodation and teaching and learning materials and curricula changes without involving implementers. While one private owned secondary school found to suffer less with challenges pertaining accommodation, teaching and learning resources, big number of students in classes, well equipped laboratories, lazy and unmotivated teachers.

These findings concur with previous studies by Yandila, Komane and Moganane (2002), Kafyulilo and Mosses (2012), Lal (2014), Chiphiko and Shawa (2014) who jointly found that the implementation of LCA faced number of challenges however they had little consideration regarding the situation between public and private owned secondary schools.

In sum, the study found that LCA is partially implemented among teachers in ordinary level secondary schools such that it is unlikely to equip learners with skills, knowledge for their life and become competitive in the modern world. The implementation of the program requires resourceful environment for the learners and teachers to manipulate so that to acquire skills, knowledge and competences.

## **CHAPTER SIX**

### **SUMMARY, CONCLUSION, POLICY IMPLICATIONS AND RECOMMENDATIONS**

#### **6.1 Introduction**

This chapter covers the summary of the study, conclusion, Policy implication and recommendations for further studies. Summary of study comprises of all key parts which bear the study with their brief explanations, conclusion comprises the end arguments on the study emanating from the study findings, interpretation and discussion in relation to reviewed literatures. While recommendations refers to suggested alternatives for further improvement and policy implications reflect the implementation of LCA in real practice in schools.

#### **6.2 Summary of the study**

This study focused at studying the implementation of LCA among teachers in ordinary level secondary schools in Tanzania a case study of Mbinga District council. The study report has six chapters namely chapter one which gives background of the study, chapter two comprises the literature review, chapter three the methodology of the study, chapter four is about the data presentation of the study findings, chapter five comprises the interpretation and discussion of the study findings and chapter six gives the summary, conclusion, recommendations and policy implication. For the purpose of narrowing down and managing the study, the general objective of the study was broken down into four specific objectives namely to find out the teachers' understanding on LCA, to explore how teachers practice LCA, determine facilities for the implementation of LCA and to assess the administrative support on LCA.

The researcher was guided by research questions which are what teachers understand about LCA? How teachers and to what extent practice LCA? What facilities teachers get for implementation of LCA? How administration supports teachers in implementation LCA?

The researcher mainly employed holistic case study design where qualitative approach took great part of the study however quantitative approach also was opted to supplement the study. The study was conducted at Mbinga District Council which in Ruvuma region where four ordinary level secondary schools were purposeful sampled and used in the study. The study involved 80 respondents who were obtained through purposeful and self selection sampling procedures. The respondents comprised of 4 were heads of schools, 20 normal teachers and 56 students. The data were gathered by semi-structured interview, questionnaires, classroom observation and documentary review. The gathered data were in two categories qualitative data and quantitative data where qualitative data were analysed by content analysis by the aid of ATLAS ti.7 while quantitative data were analysed by SPSS version 20 and were presented by statement, tables and charts.

In sum, study findings revealed that LCA is not well implemented in schools due to number of factors such as lack of training on LCA, big number of students in classes such that teachers cannot effectively involve each learner in activity oriented learning, inadequate teaching and learning materials, unmotivated teachers, unawareness of students, few teachers, inadequate classrooms and well equipped laboratories.

On the other hand teachers seem to have no clear understanding on LCA where the approach is treated as the mere use of participatory teaching techniques while it is beyond using participatory teaching and learning techniques. With respect to constructivism idea, a learner can learn when given favourable learning environment. Conversely, private owned secondary schools found to have supportive teaching and learning environment which mark slightly improved practice of LCA when compared with public owned secondary schools.

The previous study findings on this study area equally revealed the same findings which show the persistence of the unimproved situation for effective implementation of LCA in schools public schools in particular. However, this study has pointed aspects which should work together to bring about the desired changes in Competence-Based Curriculum; these include school, learner, teachers, curriculum

and community. The study findings revealed that in public secondary schools the enrolment was greatly put in consideration rather than thinking of other parameters as constituents for successful implementation of LCA these parameters among others include training enough teachers, building classes and laboratories, availing teaching and learning resources, teachers' incentives, good salaries and involvement in curricula development and changes. In regard to this, LCA should be considered as the whole rather than just the sum of these parameters.

On the other hand, quizzes, tests, terminal and annual examinations found to dominate assessment which in actual practice does not reflect the acquisition of competences. In actual sense, LCA calls for formative assessment in which learning is ought to be outcome based where the learner is given numerous activities to do which will be assessed and records are kept as part of final assessment. Assessment in LCA is based on ability to do something rather than the ability to remember.

Furthermore, the study has shown the importance of guidance and counselling services to students. The study findings revealed that guidance and counselling is likely to pave the way towards academic journey of the learner through which an individual learner gets the right route to follow. This service in schools is not well integrated such that students do not get right guidance and counselling hence unawareness on education and career choice in particular. The previous studies had little focus on guidance and counselling as one of the aspects which contribute in successful implementation of LCA.

Community-School linkage also reported to have contribution in the implementation of LCA since classrooms, laboratories, hostels, paying various contributions, supply of construction materials can be done by community. The community-school linkage has contribution for the implementation of LCA in schools and school also has an impact to the community though educating students who are part of the community.

The study findings on the other hand revealed the importance of school inspection services through which misconceptions on curriculum can be cleared. Inspection

services reported to help in enhancing the implementation of LCA by teachers in classrooms through monitoring and evaluation of curricula under operation.

The heads of schools as part of administration have a role of supporting teachers by providing tea, lunch, accommodation, recognition for their outstanding performance, involvement of teachers in decision making. Identifying and reporting various problems which require support from superior administrative authorities also reported to contribute in the successful implementation of LCA. The study findings revealed that private schools try hard to support teachers by providing tea, lunch, accommodation, water and electricity for free, good salary which motivate teachers to work hard however, the public owned secondary schools still have problem with such services to teachers. The previous studies came up with similar findings in this area which implies that there is a need for improving teaching and learning environment in order to attract and retain teachers.

### **6.3 Conclusion**

Basing on the review of related literatures, theoretical framework governing the study and the analysis of study findings it is concluded that:

Firstly, the adoption and implementation of LCA is inevitable in order to keep pace with the forces of globalization in which the Government has to lay solid ground for its implementation. In order to implement LCA effectively important elements including community, school, teachers and curriculum must work together as a system to bring about the desired effect of the policy. These elements are inseparable and are ought to be considered as a whole thing rather than just sum of these components. When considering only one factor such as students while leaving teachers, teaching and learning materials, classrooms and laboratories will limit the effective implementation of LCA.

Secondly, the study findings show that there is a bottleneck in understanding of LCA among teachers to effectively implement it in classrooms. In this regard regular training, quality assurance in education and close follow up by other education

authorities will help to remedy the knowledge gap between the new paradigm in teaching and real classroom practice.

Thirdly, administratively heads of schools are ought to insist teachers and support them with tea, lunch, accommodation, motivation and recognition to promote implementation of LCA in schools. Guidance and counselling services also found to be not well integrated and practised to extent that students do not have a clear focus in the academic path and career choice. Following this situation, there is a need of directing effort also in training teachers on guidance and counselling skills to help our students gain self understanding. Teachers on their side are urged to be creative enough subject to the environment of the schools in order to use locally available materials for implementation of LCA instead of waiting for industrial made ones.

Fourthly implementation of LCA is multidimensional such that its effective implementation depends on the collaboration of several groups of people such as community, experts in the society, private sectors such as employers to suggest the curricula and nature of graduates. These have direct or indirect role to play for successful implementation of LCA in schools.

The heads of schools and teachers aspire for constructive learning among students which is the manifestation of LCA in education setting and demand of the modern world but are constrained by shortage of important gears for its effective implementation. It is the question of availing all important resources for effective implementation of LCA but the situation in schools shows that environments were not satisfactorily prepared to launch and implement this policy.

#### **6.4 Policy implications**

The study findings show that LCA is not well cultivated such that teachers have surface knowledge and partially implement it such that there is a mismatch between real classroom practices and the demands of LCA. LCA is treated as the use of participatory teaching techniques with minimal consideration of individual learners' differences and learners are not deeply involved in lesson preparation and learning activities which is inconsistent with 2005 ordinary level secondary education

Competence Based Curriculum. The policy calls for a learner to fully engage in lesson preparation, development, assessment, reflection and evaluation. Moreover LCA demands for learners to engage fully in self evaluation and keeping track with academic progress by having portfolio but it is quite contrary to real classroom practice as experienced during the study. This implies that the program is not fully cultivated among teachers thus there is a need to train teachers and school inspectors on LCA and how exactly should be done in classroom in order to achieve quality education in Tanzania and produce competent graduates.

The Competence Based Curriculum as a strategy towards quality education in Tanzania set objectives to implement the program among them include to recruit and employ enough teachers, number of periods per teacher should be 30 in a week which is equivalent to 6 periods in a day or 4 contact hours, teacher-students ratio should be 1:40 (URT, 2005, p.23). In regard to study findings, ordinary level government secondary schools have many students in classes, teachers are overloaded as one teacher reported to have 50 periods per week, number teachers is not enough especially science teachers, inadequate teaching and learning materials which is quite contrary to policy directives. Following this situation, policy strategies needed to ensure further improvement of environment for implementation of LCA in secondary schools so as to achieve quality education in Tanzania. Unless the environment for implementation LCA improved the practice of approach will remain as a theory eventually schools will be continuously producing less competent graduates.

### **6.5 Recommendations**

Regarding the study findings, the implementation of LCA is not effective in schools so it is important for the Ministry of Education, Science and Technology to take deliberate effort on training teachers, supply of teaching and learning resources, to build enough classrooms and laboratories in collaboration with parents, community and other education stakeholders. Motivation, recognition and good working environment among others were reported to be factors for enhancing hard working among teachers; therefore the government ought to improve these factors.

Language also reported to be barrier for effective communication in schools therefore, heads of schools, teachers and students have to set strategies for English speaking, listening and writing program in order to improve communication and eventually effective implementation of LCA. The effective implementation of LCA also has been seen as an amalgam of components such as school, community, curriculum, teachers and students which work together to bring up the targeted results. To effectively implement educational changes, the government need to put into consideration these components.

The Ministry of education, Science and Technology need to improve quality assurance in education by equipping quality assurance authority and education officers with skills and means to regularly monitor and evaluate the implementation of LCA by teachers in schools.

On the other hand, curriculum development should start at the society level so as to have a curriculum that suffices the needs of the society. Curriculum developers are urged to involve teachers, students, society and other education stakeholders to effectively assess societal needs in order to come up with feasible curriculum.

For the fact the study employed qualitative approach using holistic case study design the findings cannot be generalised to the large population therefore, further studies can be done on the same problem in other areas in Tanzania or elsewhere in the world.

Besides the study findings, further study can be done on contribution of student's awareness on academic achievement among students in ordinary level secondary schools, the contribution of guidance and counselling on student's academic achievement and career choice, the influence other career holders in the society on student's academic achievement and career choice.

The study findings show that there are few teachers in secondary schools especially science teachers, inadequate teaching and learning materials, many students in classes, inadequate laboratories and laboratory equipments. It is high time for the

government and other education stakeholders to improve the environment for the effective implementation of LCA in secondary schools.

Furthermore, the study found that students are unaware and unfocused concerning their role at school and in society, thus it is important to train teachers on academic and career guidance and counselling to assist students in their studies, their role in the society and future career.

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## APPENDICES

### Appendix I

### THE INTERVIEW QUESTIONS FOR STUDENTS

**Introduction** (Self introduction and the intent of the study)

Name of school.....

Interviewee.....

Gender..... Male/Female

Class.....

Date.....

#### QUESTIONS

S/N	Research question	Sub-questions	Response
1	How teachers and to what extent practice LCA?	i. What teaching and learning methods do teachers use?	
		ii. Do teachers use teaching and learning aids in the class?	
		iii. Are you given opportunity to ask questions or to suggest in your class?	
		iv. What activities are you given in the class session?	
		v. Do you evaluate the teaching and learning process?	
		vi. How do you evaluate the teaching and learning process in the class?	
		vii. What is portfolio?	
		viii. What is the use of portfolio in learning?	
		ix. What activities are likely to attract you in learning process?	
2	What facilities teachers get in the implementation of LCA?	x. Do teachers use teaching and learning aids?	
		xi. How helpful are T/L aids in learning?	
		xii. Are you used to read books for knowledge and doing assignments?	
		xiii. Do you use laboratory for learning?	
3	What administrative supports are given for implementation of LCA?	xiv. How are you taught in the laboratory?	
		xv. Is the school management helps you in successful learning? Yes/No. If "Yes" in what ways	
		xvi. Are you involved in suggesting good strategies for achieving quality education? Yes/No. If "Yes" how are you involved?	
		xvii. Are you informed on any changes about your welfare and education? Yes/No. If "Yes" how are informed?	
		xviii. Do you freely interact with your teachers and administration? Yes/No. If "Yes" in which aspects?	
		xix. Are you given guidance on subjects to study in relation to future career? Yes/No. If "Yes" how helpful is the information in your studies?	

	xx. Do you have future focus of your studies? Yes/No. If “Yes” how did you know your focus?	
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**THANK YOU FOR YOUR COOPERATION**

**Appendix II**

**THE INTERVIEW QUESTIONS FOR TEACHERS**

**Introduction** (Self introduction and the intent of the study)

Name of school.....  
Interviewee.....  
Gender.....Male/Female  
Subject taught/specialization.....  
Work experience .....

Date.....

**QUESTIONS**

S/N	Research question	Sub-questions	Response
1	What teachers understand about LCA?	i. What do you understand about LCA?	
		ii. How LCA differ from TCA?	
		iii. Were you trained about LCA during your teacher training at the college?	
2	How teachers and to what extent practice LCA?	iv. What teaching methods do you often use in your class?	
		v. How do you often begin your lesson in your class?	
		vi. Are teaching and learning aids useful in lesson delivery?	
		vii. How teaching and learning aids are useful in teaching and learning?	
		viii. How many periods do have per week?	
		ix. Do you prepare lesson plan and lesson notes for each period?	
		x. How many lesson plans do you prepare per week?	
		xi. Do you prepare of scheme of work for the subjects you teach?	
		xii. How LCA lesson plan differ from TCA lesson plan?	
		xiii. How do you assess and evaluate your students in your class?	
		xiv. Do learners differ in learning ability?	
		xv. How do you handle learning diversity among learners?	

		xvi. Does culture and learner's background contribute in implementation LCA? Yes/No. If "Yes" how?	
		xvii. Do you involve learners in lesson preparation (If yes, how?)	
		xviii. How do you perceive learners in process of teaching and learning?	
		xix. What is the role of a teacher in teaching and learning?	
3	What facilities teachers are provided for implementation of LCA?	xx. What is the students-Book Ratio?	
		xxi. How practical lessons are conducted in your class?	
4	What administrative support do you get for implementation of LCA?	xxii. How many times have you attended in-service training or seminar on LCA?	
		xxiii. How many times have been inspected by the school inspectorate team?	
		xxiv. Do you seek for any consultation when you face difficulties in practice of LCA?	
		xxv. What is help do you need for effective implementation of LCA?	
		xxvi. Do you think parents are important in promotion of LCA? If "Yes" what role do parents have in promoting LCA in the school?	
		xxvii. What strategies the school devices for promotion of LCA?	
		xxviii. Are you aware of curricula changes taking place in relation to effective implementation of LCA?	
		xxix. Do curricula changes have effect in implementation of LCA? Yes/No. If Yes how?	
		xxx. What is your opinion on LCA for achievement of quality education in Tanzania?	

**THANK YOU FOR YOUR COOPERATION**

**INTERVIEW QUESTIONS FOR HEADS OF SCHOOLS**

**Introduction** (Self introduction and the intent of the study)

Name of school.....

Interviewee.....

Gender.....Male/Female

Work experience .....

Date.....

**QUESTIONS**

S/N	Research question	Sub-questions	Response
1	What teachers understand about LCA?	i. What is LCA?	
		ii. What are the characteristics of LCA?	
		iii. How LCA differ from TCA?	
2	How teachers and to what extent practice LCA?	iv. How many students are there in your school?	
		v. What teaching and learning approaches your teachers commonly use in the class?	
		vi. How learners are assessed and evaluated in the course of achieving quality education?	
3	What facilities are provided for implementation of LCA?	vii. How many classrooms do you have for students you have?	
		viii. How many science laboratories do you have?	
		ix. Are those laboratories having chemicals and equipments?	
		x. How many teachers have attended training and seminar on LCA?	
		xi. How many times is your school inspected and visited by educational officers for promotion of quality education?	
4	What administrative support the school gets for implementation of LCA?	xii. How education authority and other agencies support LCA in your school?	
		xiii. What support do you provide to teachers to promote the implementation of LCA?	

		xiv. What is your opinion on LCA in promoting learning among learners in secondary schools in Tanzania?	
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**Appendix IV**

**QUESTIONNAIRES FOR HEADS OF SCHOOL**

**INTRODUCTION**

My name is **DALKO COSMAS MHULE** a student from Mzumbe University pursuing Master Degree of Arts in Education. I'm undertaking the study to fulfil the requirements of the mentioned program on the title **Implementation of Learner Centred Approach among teachers in ordinary level secondary schools in Tanzania: A case of Mbinga District Council.**

I beg you to respond to the questions provided below at the best of your knowledge and experience so as to cater necessary and related information for my study.

**ASSURANCE**

The information given in regard to questions asked will be solely used by the researcher for the purpose of this study and will be kept confidential.

**Name of school.....**

**Teacher's Gender: M/F (Circle the appropriate)**

**Education level:** 1-Diploma, 2-Degree, 3-Advanced Degree +. (Circle the appropriate one).

**Subject of specialization.....**

**Working experience.....**

**Date.....**

**Put a tick (√) in the corresponding number column provided against the statement concerned using the following hints:**

**1-Strongly Disagree, 2-Disagree, 3-Undecided, 4-Agree, 5-Strongly Agree**

See the example below:

S/No	Statement	1	2	3	4	5
1	Curriculum ought to serve the needs of society					√

S/No	STATEMENT	1	2	3	4	5
<b>Knowledge on Learner Centred Approach (LCA)</b>						
1.	Teachers have partial knowledge on Learner Centred Teaching Approaches					
2.	Teacher Centred Approach is the appropriate approach in timely covering the syllabus					
3.	In Learner Centred Approach a learner is recipient of knowledge and a teacher is an expert.					
4.	Learner Centred Teaching Approach instils competence to learners					
5.	Teacher Centred Approach is time effective and easy to use in classrooms					
6.	Learner Centred Approach is a mere participatory teaching and learning approach.					
7.	Learner Centred Approach is too tedious and time consuming to implement in classrooms					
<b>How and to what extent teachers practice Learner Centred Approach</b>						
8.	The school has enough teachers in relation to number of students					
9.	Teachers always use lecture method in teaching and learning.					
10.	Teachers mix lecture methods and other methods in teaching and learning					
11.	Teachers always use Learner Centred Teaching Approaches in teaching and learning					
12.	Tests, examinations and quizzes are the only tools for assessing learner's competence					
13.	Teachers often prepare lesson plans, lesson notes and scheme of works					
<b>Facilities the school has for the implementation of Learner Centred Approach</b>						
14.	The school has enough classrooms and laboratories for science subjects					

15	There is at least one teacher in each science subject					
16	The school has laboratory technician for practical sessions					
17	Laboratories have enough equipments and chemicals					
18	The school has enough books, teaching and learning aids such as maps, models and charts					
<b>Administrative support for implementation of Learner Centred Approach</b>						
19	The school is regularly inspected by education authorities					
20	I provide teachers with tea, meals, accommodation and involve them in various managerial decisions					
21	The school is well supported by the government in implementation of LCA					
22	The heads of schools and teachers are involved in the curricula changes					
23	Teachers get in-service training on curricula changes					
24	The school has good environment as a platform for implementation of LCA					

**THANK YOU VERY MUCH FOR YOUR COOPERATION**

**QUESTIONNAIRES FOR TEACHERS OF SCHOOL**

**INTRODUCTION**

My name is **DALKO COSMAS MHULE** a student from Mzumbe University pursuing Master Degree of Arts in Education. I'm undertaking the study to fulfil the requirements of the mentioned program on the title **Implementation of Learner Centred Approach among teachers in ordinary level secondary schools in Tanzania: A case of Mbinga District Council.**

I beg you to respond to the questions provided below at the best of your knowledge and experience so as to cater necessary and related information for my study.

**ASSURANCE**

The information given in regard to questions asked will be solely used by the researcher for the purpose of this study and will be kept confidential.

**Name of school.....**

**Teacher's Gender:** M/F (Circle the appropriate)

**Education level:** 1-Diploma, 2-Degree, 3-Advanced Degree +. (Circle the appropriate one).

**Subject of specialization.....**

**Working experience.....**

**Date.....**

**Put a tick (√) in the corresponding number column provided against the statement concerned using the following hints:**

**1-Strongly Disagree, 2-Disagree, 3-Undecided, 4-Agree, 5-Strongly Agree**

See the example below:

S/No	Statement	1	2	3	4	5
1	Curriculum ought to serve the needs of society					√

S/No	STATEMENT	1	2	3	4	5
<b>Knowledge on Learner Centred Approach (LCA)</b>						
1.	Teachers have knowledge of Learner Centred Teaching Approaches					
2.	Teacher Centred Approach involves deep learning					
3.	In learner Centred Approach learners' diversity is highly considered					
4.	Learner Centred Approach is a traditional teaching and learning approach					
5.	In learner centred approach a learner is recipient of knowledge and a teacher is an expert.					
6.	Learner Centred Teaching Approach instils competence to learners					
7.	Teacher Centred Approach is time effective and easy to use in classrooms					
8.	Learner Centred Approach is a mere participatory teaching and learning approach.					
9.	Learner Centred Approach is too tedious and time consuming to implement in classrooms					
<b>How and to what extent teachers practice Learner Centred Approach</b>						
10.	The school has enough teachers in relation to number of students					
11.	I always use lecture method in teaching and learning.					
12.	I mix lecture methods and other methods in teaching and learning					
13.	I always use Learner Centred Teaching Approaches in teaching and learning					
14.	Tests, examinations and quizzes are the only tools for assessing learner's competence					
15.	I have more than 30 periods per week					
16.	Learner Centred Approach curriculum is well implemented in classrooms					

17.	I often prepare lesson plans, lesson notes and scheme of works					
18.	Students are not aware of education and their future career focus					
19.	The education provided under Competence Based Curriculum can lead students to self-employment					
<b>Facilities the school has for the implementation of Learner Centred Approach</b>						
20.	The school has enough classrooms and laboratories for science subjects					
21.	There are lazy teachers, not committed and unsatisfied with teaching profession					
22.	There is at least one teacher in each science subject					
23.	The school has laboratory technician for practical sessions					
24.	Laboratories have enough equipments and chemicals					
25.	There are enough books, teaching and learning aids such as maps, models and charts					
<b>Administrative support for implementation of Learner Centred Approach</b>						
26.	I have been inspected by education authorities					
27.	Parents have contribution to implementation of Learner Centred Approach					
28.	The heads of schools and teachers are involved in the curricula changes					
29.	Teachers get in-service training on curricula changes such as Learner Centred teaching approaches					
30.	The school has good environment as a platform for implementation of LCA					

**THANK YOU VERY MUCH FOR YOUR COOPERATION**

**QUESTIONNAIRES FOR STUDENTS**

**INTRODUCTION**

My name is **DALKO COSMAS MHULE** a student from Mzumbe University pursuing Master Degree of Arts in Education. I’m undertaking the study to fulfil the requirements of the mentioned program on the title **Implementation of Learner Centred Approach among teachers in ordinary level secondary schools in Tanzania: A case of Mbinga District Council.**

I beg you to respond to the questions provided below at the best of your knowledge and experience so as to cater necessary and related information for my study.

**ASSURANCE**

The information given in regard to questions asked will be solely used by the researcher for the purpose of this study and will be kept confidential.

**Name of school.....**

**Student’s Gender: M/F (circle the appropriate one)**

**Class.....**

**Date.....**

**Put a tick (√) in the corresponding number column provided against the statement concerned using the following hints:**

**1-Strongly Disagree, 2-Disagree, 3-Undecided, 4-Agree, 5-Strongly Agree**

See the example below:

S/No	Statement	1	2	3	4	5
1	Curriculum ought to serve the needs of society					√

S/No	STATEMENT	1	2	3	4	5
<b>How and to what extent teachers practice Learner Centred Approach</b>						
1.	Teachers use lecture method in teaching and learning					
2.	Teachers use lecture methods with other methods in teaching and learning					
3.	Teachers often use teaching and learning aids in classroom					
4.	We are given opportunity to ask questions, suggest and evaluate teaching and learning					
5.	We always assess and evaluate the teacher in teaching and learning					
6.	The teacher guides us to prepare and use portfolio					
7.	The teacher involves each student in learning activities in our class					
8.	We always use portfolios in learning					
<b>Facilities the school has for the implementation of Learner Centred Approach</b>						
9.	Teachers prepare and use teaching and learning aids in teaching and learning according to environment					
10.	There are enough books for reading and doing exercises					
11.	There are enough classrooms and laboratories					
12.	The laboratories have enough equipments and chemicals					
<b>Administrative support for implementation of Learner Centred Approach</b>						
13.	The school management provides extra time teaching, electricity and free use of library for effective learning					
14.	We are well involved in planning and deciding on promoting quality of education in the school					
15.	We are always and timely informed of academic changes					
16.	The school has projects for Self Reliance education					
17.	We are freely interacting with our teachers					
18.	There are well established academic Guidance and Counselling services in our school					
19.	Guidance and Counselling help in promoting learning, competence and confidence among learners					
20.	Well supported early academic focus and career choice motivate learning, creativity, discovery and competence					

**THANK YOU VERY MUCH FOR YOUR COOPERATION**

**Appendix VII**

**CLASSROOM OBSERVATION SCHEDULE**

SCHOOL	TEACHER(CODED)	SUBJECT	CLASS	NO.OF STUDENTS	PERIOD	TIME

**PROCEDURES IN LCA LESSON DELIVERY**

S/N	STAGE	TIME	TEACHING ACTIVITIES	LEARNING ACTIVITIES	ASSESSMENT	INDICATOR	REMARKS
1	INTRODUCTION					Explore previous experience of learners	
2	PRESENTATION					use of T/L aids, knowledge from learners	
3	REINFORCEMENT					involvement of learners in lesson by aid of T/L aids, questions and answers, discussion, etc	
4	REFLECTION					To explain practical use of knowledge in the local environment or relevance of the lesson in real life situation	
5	PRACTICE					In class activities , marking and one to one assistance	

6. STUDENT'S EVALUATION.....

7. TEACHER'S EVALUATION.....

**Appendix VIII**

**DOCUMENTARY REVIEW SCHEDULE**

**SCHOOL..... SUBJECT..... DATE.....**

<b>DOCUMENT</b>	<b>QUANTITY</b>	<b>INDICATOR</b>	<b>REMARKS</b>
Scheme of works		Key components of LCA	
Lesson Plan		Key components of LCA lesson	
Learner's portfolio		Enriched with academic activities such exams, tests, assignments practical works with teacher's remarks	

**Appendix IX**

**FIELD PERMISSION LETTER**



**MZUMBE UNIVERSITY**

**OFFICE OF THE VICE CHANCELLOR**

Tel: +255 (0) 23 293120/1/2  
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P.O.BOX 63  
**MZUMBE**  
**MOROGORO, TANZANIA**

Ref. No.: MU/DPGS/INT/38/VOL. II/61

Date: 06<sup>th</sup> January, 2017

**TO WHOM IT MAY CONCERN**

**RE: INTRODUCTION OF MR. DALIKO COSMAS MHULE**

The bearer of this letter is a postgraduate student at our university (Mzumbe University) pursuing **Master of Arts in Education (MA - EDU)**. As a part of requirements for completion of his studies, he is collecting information on **"Implementation of learner-centred approach among Teachers in Ordinary Level Secondary School: A Case of Mbinga District Council - Ruvuma"**.

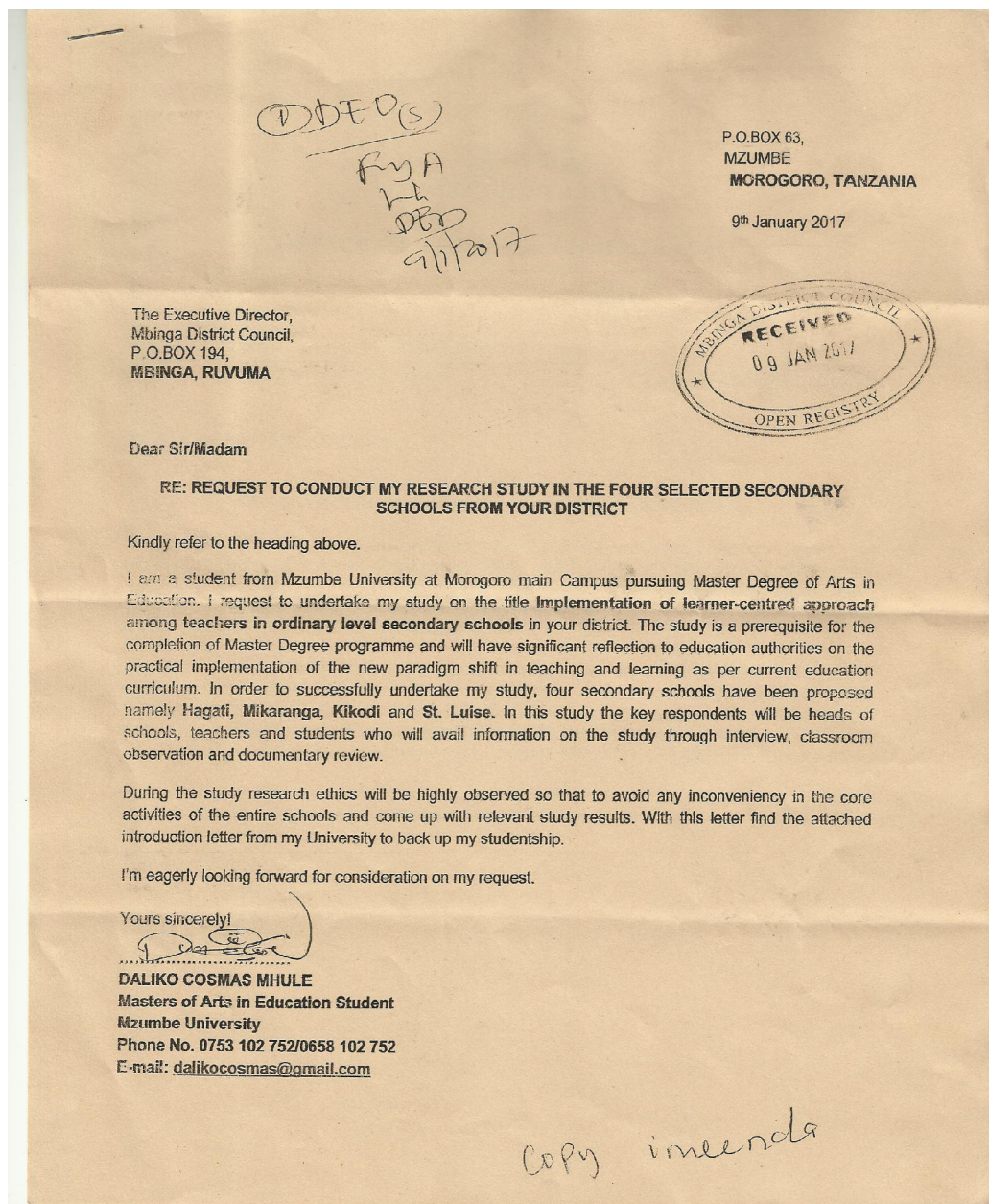
This letter serves to achieve three purposes. Firstly, to introduce him to you, secondly, to request you to grant him permission to undertake the mentioned research at your Institute, and thirdly to request you to facilitate any form of assistance he might need in order to successfully pursue this noble exercise at your organization/institute. We can assure you that this activity is entirely for academic and will never be used for any other purposes.

We trust that you will accord our student with necessary assistance.

Sincerely yours,

Dr. Fred Alfred (PhD)  
**For: VICE CHANCELLOR**


REQUEST LETTER FOR FIELD STUDY



**PERMISSION LETTER TO CONDUCT A STUDY IN MBINGA DISTRICT**

**THE UNITED REPUBLIC OF TANZANIA  
MBINGA DISTRICT COUNCIL**

(All correspondence should be addressed to the District Executive Director)

RUVUMA REGION: Telegram: "MBINGA COUNCIL" Telephone Office: 025 - 2640005/4 Home: 025 - 2640015 Telefax: Office: 025 - 2640262		DISTRICT EXECUTIVE DIRECTOR'S OFFICE, DEPARTMENT OF SECONDARY EDUCATION, P.O. BOX 50, MBINGA RUVUMA
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Ref. No. T.10/E/MB/S.2/92 13<sup>th</sup> January, 2017

The Headmaster/Headmistress,

Ref.: PERMISSION TO CONDUCT A RESEARCH STUDY


Dear Sir/Madam

It is my pleasure to introduce to you Mr DALIKO COSMAS MHULE, a student at MZUMBE UNIVERSITY.

As part of his studies he has come to conduct Research Study in our District in four selected schools namely Hagati, Mikalanga, Kikodi and St. Luise. I expect your office to provide him with all necessary assistance and information that will enable him to conduct his study smoothly.

I thank you in advance,

Yours sincerely,

  
Joseph O. Naminga  
For DISTRICT SECONDARY EDUCATION OFFICER

**K.N.Y. AFISA ELINU SEKONDARI  
WILAYA YAMBINGA.**

Copy: The Executive Director,  
Mbinga District Council,  
P. O. Box 194,  
MBINGA