

## Attitude of Secondary Teachers towards Learner Centered Approach in Hanang' District-Tanzania

Beatrice Michael Simba<sup>1</sup>, Evans Ogoti Okendo<sup>2\*</sup>

<sup>1</sup>Undergraduate Candidate Mwenge Catholic University, Tanzania

<sup>2</sup>Faculty of Education, Mwenge Catholic University, Tanzania

**\*Corresponding author**  
Evans Ogoti Okendo

### Article History

Received: 02.08.2018

Accepted: 13.08.2018

Published: 30.08.2018



**Abstract:** The study examined attitudes of secondary school teachers toward learner centered approach in Hanang' District. This study used self-determination theory and Meta cognition theory in theoretical review. The employed cross sectional survey research design. The target population included all secondary school teachers, students and academic masters in Hanang' District. The sample consisted 5 secondary schools, 20 teachers was sampled, 4 teachers from each sampled school, 60 students where 12 students and 1 academic teacher from each sampled school. This study used questionnaires as research instruments. Test-retest reliability method was used to calculate the coefficient of correlation by using Pearson product coefficient rule. The study concluded that teachers were not using learner centered method since they tend to use only group discussion method of learning which is not enough for teaching, learners were interested in learner-centered methods that allowed students were in class for discussion, debate, field trips and brainstorming while learner centered preferred by teachers were role play, drama, class discussion and brainstorming. The recommendations which can be made is the government should fund some learner centered methods such as field trips and projects, the Ministry of Education and vocational training through the school managers should encourage teachers to use the preferred learner centered methods which do not need the use of a lot of resources. And schools should provide and arrange activities in line with learner's interest.

**Keywords:** Attitudes, Constructivism, Discovery learning and Learner centered approach.

## INTRODUCTION

Theorists like John Dewey, Jean Piaget and Lev Vygotsky, who collective work focused on how students learn, have informed the move to student centered learning. Carl Rogers' ideas about the formation of the individual also contributed to student centered learning. Rogers wrote that "the only learning which significantly influences behaviors and education is self-discovered." Maria Montessori was also a forerunner of student centered learning, where preschool children learn through independent self-directed interaction with previously presented activities. Self-determination theory focuses on the degree to which an individual's behavior is self-motivated and 'self-determined'. When the students are given the opportunity to gauge their learning, learning becomes an incentive.

Learner centered approach means inverting the traditional teacher-centered understanding of the learning process and putting students at the center of the learning process. In the teacher centered classroom, teachers are the primary source for knowledge. On the

other hand, in Student-centered classrooms, active learning is strongly encouraged. Armstrong [1] claimed that "traditional education ignores or suppresses learner responsibility." A further distinction from a teacher-centered classroom to that of a student-centered classroom is when the teacher act as a facilitator, as opposed to instructor. In essence, the teacher's goal in the learning process is to guide students into making new interpretations of the learning material, thereby 'experiencing' content, reaffirming Rogers' notion that "significant learning is acquired through doing." Through peer-to-peer interaction, collaborative thinking can lead to an abundance of knowledge. In placing a teacher closer to a peer level, knowledge and learning is enhanced' benefitting the students and classroom overall. According to Lev Vygotsky's theory of the zone of proximal development (ZPD), students typically learn vicariously through one another. Scaffolding is important when fostering independent thinking skills. Vygotsky proclaims "Learning which is oriented towards developmental levels that have already been reached is ineffective from the view point of the child's overall development. It does not aim for a new

stage of developmental process but rather lags behind this process.

In the societies and country at large we experience the rapid increase in number of unemployed youth either by government or self-employed. This problem is largely caused by the kind of education imparted to the learners which do not orient them into self-employment. However, according to the Education and Training Policy [2] the purposes of secondary education in Tanzania are three. Firstly, consolidation, broadening of the scope of ideas, knowledge, skills and concepts already acquired at primary education level. Secondly, preparing students for tertiary, higher, vocational, technical and professional educational training. Thirdly, preparing students for the world of work [3]. Since 2009, Tanzania has taken major strides to revamp its secondary education sector. The Secondary

Education Development Plan (SEDP) implemented starting in 2004 have led to significant improvements in provision of basic education in the country. To achieve the main purpose of secondary education as mentioned above, there is a need to change the methods by which education is imparted to the learners. The problem is not on the materials to be learned but on how these materials are learned. And this occurs since the teachers have been preferred to use teacher centered approaches, which make learners as receivers of new knowledge from the teachers. It is very easy to forget this kind of knowledge as it lacks its application in the day to day life of the learners. This kind of knowledge makes the learners to memorize and use it only in answering examination items and thereafter it is forgotten. Therefore, for the learners to learn well, retain what they have learned and apply it in their lives, the learner centered approaches of teaching should be encouraged in teaching and learning processes in secondary schools.

In order for the learner-centered approach to be successful to the students it depends on the attitudes of teachers on implementing it. If teachers will have positive attitudes towards implementing learner centered approach the learning process will be successful to the students because it will allow them to be active participant other than passive learners. On the other hand if teachers will have negative attitudes towards learner centered approach, the learning style will be difficult to the students and hence students will be less creative and critical thinkers in their activities. Thus this approach was not successful. Therefore, this study was to find out the attitudes of secondary school teachers towards learner centered teaching approach in Tanzania particularly in Hanang' district.

### **Statement of the Problem**

Currently, in societies and in worldwide expect quality of education which prepare the youth to become

self-reliant which go hand in hand with better results, should be introduced to the learners through learner centered teaching approach. By introducing learner centered teaching approach the societies expect the students to become self-reliant so as they can employ themselves and reduce the government burden of searching and creating employment for its people. When learner centered approach is well and effectively implemented the needs of the societies and aspiration can be achieved. But if the learner centered approach will not be positively connected with positive attitudes of teachers towards implementing it, the learning process will totally not be helpful to the students and hence will lower students' performance and make them lack skills and knowledge which in turn make them not be creative and innovative in their daily life.

Many schools in society still follow traditional teacher centered teaching approach which emphasizes on the transfer of skills and knowledge from teacher to students. This approach students are treated as empty minded that bring nothing to the learning situation such that they are not given enough opportunities to express their ideas. The teachers must use different teaching methods so as to accommodate individual differences and encourage students so that they like to develop their interests and inquiring mind. In this way effective participation can be realized.

Instead of traditional teaching where teachers "tell" students information that they were to remember", teachers are encouraged to introduce active learning activities. Teachers were needed to change the traditional way of teaching and bring students to the classrooms with their own ideas, experiences and beliefs that affected how they understood and learned new material Edward [4]. Rather than "receiving" material in class as it was "delivered," students restructured new information to fit into their own cognitive frameworks. In this manner they actively and individually constructed their own knowledge rather than copying knowledge "transmitted" or "conveyed" to them by teachers [5].

The use of learner centered approach appear to be reflective of today's societies where choices and democracy are important concepts, however it is an effective approach to learning. The impact of learner centered approach to the secondary school students is that there was more respect for the students in this approach, that it was more interesting, exciting and it boosted their confidence [6]. The efforts made by others researchers explained more about the importance of learner centered approach but they didn't talk more about the attitudes of teachers towards the learner centered approach as it may encourage or discourage the learning process example improving students thinking skills or decreasing their thinking skills. Therefore, this study was to examine the attitudes of

secondary school teachers towards learner centered approach in Hanang' district.

### **Research Questions**

The study was guided by the following research question

- What strategies can be employed by secondary teachers in Hanang' district to effectively implement learner centered approach?
- To what extent are the attitudes of secondary school teachers related to the learner centered approaches in Hanang' district?
- What are the attitudes of secondary school teachers on the use of learner centered approaches towards students' performance in Hanang' district?
- What are the attitudes of secondary school teachers towards implementing learner centered approaches in Hanang' district?

### **Theoretical Framework**

This study was guided by the discovery learning theory that developed by Jerome Bruner in 1915. According to this theory, discovery learning is the method of inquiry based on the instructions and it is best for learners to discover facts and relationships for themselves. This means that the students in the learning process interact with the world by exploring and manipulating objects, wrestling with questions and controversies or performing experiments.

Theory helped researchers to know if the learner centered approach is implemented will be of significance to the students or bring inconvenience to them. The theory also helped to know how teachers are actively involve students in the learning process so as to enable them be self discovers as it suggest that teachers should be facilitators and organizers in the whole process of learning.

The theory did not show the effect of attitudes of teachers as the factors that may influence students to be self discovers or not regardless the teacher is a facilitator or organizer in the learning process. Also the theory did not indicate that if the students will have negative attitudes towards learner centered approach it will make them not be self discovers and critical thinkers and hence the goals of the study will not be achieved even if a teacher act as facilitator and organizer.

The theory of discovery learning relate to the study in the way that discovery learning enable the students to discover new knowledge, facts and skills by themselves in the learning process and term a teacher as a facilitator. On the other hand, learner centered approaches require students to think critically and come up with new ideas, knowledge, concepts and skills by themselves. This theory was applied as a model of explaining what the real meaning about the learner

centered approaches as explained by Jerome Bruner and determine the major roles of teachers' and the students' activities in the learning and teaching process. The theory portrayed how far the learner centered has to be used and its implication in creation of the competent students in productive manner.

### **Review of Empirical Studies**

#### **Strategies that can be employed by Secondary Teachers to Effectively Implement Learner Centered Approach**

Teaching is a process of facilitating learning. Effective teaching is a complex endeavor involving many interacting components. Facilitation during learning is believed to help create and strengthen efficacy beliefs. Complex performances are organized and controlled by cognitive and other self-regulative sub skills during the learning process. Building a sense of personal efficacy through mastery experiences in not a matter of programming ready-made behavior. It involves acquiring of cognitive, behavior, and self-regulatory tolls for creating and executing effective courses of action to manage ever-changing life circumstances [7].

According to Marzano [8], considering the question "what will I do to help students effectively interact with new knowledge?" is key for the teacher to identify actions to input experiences. In] other words, teachers can choose and use different teaching methods such as attention, expectation, retrieval to working memory, pattern recognition, and selective perception, chunking, rehearsal, encoding, responding, reinforcement, error correction, retention and generalization to help their learners to learn and understand well. Also the level of activation is important issue in student engagement. Therefore, secondary teachers should use different teaching methods as strategies that can be employed to effectively implement learner centered approach.

Salema [9] conducted a study on assessing the attitude of teachers and students on implementation of learner centered in Kilimanjaro. The researcher adopted mixed research method for collection of data and analysis. This study sampled 580 students, 115 teachers, whose were selected randomly from different secondary school in Moshi municipal. Data collection instruments were questionnaires, in-depth interview guides and observation guide. The findings indicated that the general attitude means scores for teachers was 3.38 and for students were 3.72 to indicate that both students and teachers had positive attitude towards the implementation of learner centered pedagogy. In referring to the studies above teachers will have positive attitudes towards learner centered approach if only there are adequate learning and teaching resources and facilities.

### **Relationship between Attitudes of Teachers and Learner Centered Approach**

McKenna [10] conducted a research on the student-centered schools in Egypt. Study focused on schools using student-centered practices through either the Linked Learning or Envision schools model. Linked Learning, a state-wide initiative, integrates rigorous academics with career-based learning and real-world workplace experiences. Envision Schools is a small charter network that creates personalized learning environments for students to develop skills such as critical thinking, problem solving, and collaboration.

These student-centered environments emphasize supportive relationships between students and teachers in academic environments that are challenging, relevant, collaborative, student-directed, and connected to real-life situations. Students are assessed on their mastery of knowledge and skills and have multiple opportunities to demonstrate that mastery. Educators are supported in creating a student-centered learning environment through opportunities for reflection, collaboration, and leadership. Research shows that this is the type of setting necessary for students to develop the skills to succeed in college, career, and life. The case studies use quantitative data to track achievement and extensive observations, surveys, and interviews to document practices, in all schools in Africa and in America.

Student-centered practices are more often found in schools that serve affluent and middle-class students than those located in low-income communities. Creating student-centered learning environments is one way the country can effectively address the opportunity gap for these students.

Hooley [11] conducted a research to establish whether or not instructor attitudes influence student performance when learning from a program in Malawi. A mathematics program was presented to three matched groups of students, the result found that one of the groups felt that the instructor was favorably disposed towards programmed instruction, the second group felt that the instructor was neither favorably nor unfavorably disposed to programmed program and third group felt that the instructor was not favorably disposed to programmed. Analysis of variance between the groups indicates that no significant differences existed between the groups in respect of their achievement as measured by criterion test administered at the end of the program. In referring to the studies above teachers will have positive attitudes towards learner centered approach if only there are adequate learning and teaching resources and facilities.

### **Teachers Attitudes on Implementation of Learner Centered Approach**

Nihuka [12] conducted a research to investigate the attitudes of secondary school teachers

about learner centered approach and challenges that face them from using learner centered approach in schools in Ilala district in Dar es Salaam region. Findings showed that generally teachers have positive perception about using learner centered approach in curriculum implementation. Challenges such as large class size, overloaded syllabi, lack of relevant and teaching materials such as books in the school library, limited access to computers and internets and lack of regular in-service training for teachers in schools were identified as constraints for teachers to use learner centered approach.

Allybokus [13] conducted a research on teacher understanding of learner centered teaching and teacher enactment of learner centered teaching in their classrooms in Mauritian schools.

The finding showed that teachers understand learner centered teaching as the only approach that enable students to construct their own knowledge in the learning process and learner centered teaching approach is easy to use in meeting needs of the students. So efforts should be made by relevant stakeholders to address the challenges facing learner centered approach to allow teachers to use learner centered approach in curriculum implementation in secondary schools.

Altinyelken [14] conducted a research on the teacher renewal and teacher development in Uganda and his research seek to explore teacher's views on child centered pedagogy, their classroom practices and the perceived challenges in implementing child centered pedagogy.

The result found that the implementation of child centered pedagogy in Uganda classrooms has not occurred in the way intended by policy makers and offers some explanations for the discrepancy between policy and practices. In referring to the studies above teachers will have positive attitudes towards learner centered approach if only there are adequate learning and teaching resources and facilities.

### **Demonstration of Knowledge Gap**

From the research findings summarized above it is quite clear that the researcher did not talk about the following areas: What strategies can be employed by secondary teachers to effectively implement learner-centered approach in order to bring about a better results;

Implementation of the learner centered method during teaching and learning process for the secondary schools; Relationship between the attitude of teachers and learner-centered approach. Hence all these create a knowledge gap that the group engages in finding out a new knowledge. Therefore, this study was examining the attitudes of secondary school teachers towards learner centered approach in Hanang' district.

**METHODOLOGY**

The study adopted cross sectional survey design. The design was chosen so that generalizations can be made from the samples representing the population [15]. The sample consisted 5 secondary schools, 20 teachers was sampled, 4 teachers from each sampled school, 60 students where 12 students and 1 academic teacher from each sampled school. This study used questionnaires as research instrument. The students were selected through probability sampling procedures that is simple random sampling. Stratified sampling procedures based on gender, year of study. Questionnaire was used to collect data. It consisted of two parts. The first part- Part I had three items that solicited for the demographic information of students. Part II with 20 Likert-type items with perception statements where respondents agreed or disagreed with each perception item on a five point scale. Test-retest reliability method was used to calculate the coefficient of correlation by using Pearson product coefficient rule. These was an acceptable reliable coefficient that indicated that the instrument is reliable hence it can be

used to collect data. Quantitative data from the questionnaire administered to the primary respondents of the study was analyzed utilizing the SPSS quantitative data analysis software. The responses were weighted in terms of a scale of 1 to 5 in which highest number showed highest agreement to the statement while lowest number showed disagreement to the statement for positive statements and vise verse for negative statements. During this stage, descriptive statistics which involved percentages, frequencies and means.

**RESULTS**

**Strategies that can be employed by secondary school teachers in Hanang’ district to Effectively implement learner centered approach.**

The findings to strategies to be employed by teachers of secondary school in Hanang’ district can be solved in relation to the suggested and explained point of views from the following tables and paragraphs. The respondent issued were Academic masters and teachers of the sampled secondary schools of Hanang’ Districts.

**Table-1: Students perception towards strategies that can be employed by secondary school teachers in Hanang’ District to effectively implement learner centered approach.**

Teacher’s Suggestions	Yes	No
Providing resources for teaching and learning	15(75%)	5(25%)
Introduce the retrain courses for teachers	14(70%)	6(30%)
Reducing number of students	17(85%)	3(15%)
Using the appropriate teaching methodologies practically	14(70%)	6(30%)
Improving positive relationship of students and teacher	11(55%)	9(45%)

Source: field data (2018)

Table-1 above display 15 (75%) teachers agree (Yes) to the suggestion of providing resources for teaching and learning while 5(25%) teachers disagree (No) to suggestion, 14(70%) teachers agree (Yes) to the suggestion of to introduce the retrain courses for teachers while 6 (30%) teachers disagree (No) to the suggestion, 17(85%) teachers agree (Yes) to the suggestion of reducing number of students while 3(15%) teachers disagree (No) to the suggestion, 14(70%) teachers agree (Yes) to the suggestion of using the appropriate teaching methodologies practically while 6 (30%) disagree (No) to the suggestion, 11(55%) teachers agree (Yes) to the suggestion of improving positive relationship of students and teachers while 9(45%) teachers disagree (No) to the suggestion.

Thus implies there is inadequate of teaching facilities (teaching aids) in secondary schools, so for the government schools the government should provide enough materials for teaching and improving the school infrastructures. Davis [16] is in agreement to such findings of providing school requirement so as to motivate teachers towards using of learner centered approach in teaching.

Reducing number of students also can be the right way to among of strategies to be employed so that to enhance the effectively implementation of learner centered approach in secondary schools. There is some of the methodologies such that field trips, video clips, class discussion are very important during learning but it much consider to the number of students in the class. When the students are in small number will learn and understand effectively with no any disturbance between them. Mckeachie [17] findings related to this findings, that the large number of students in the class prevents teachers for uses of some teaching methodologies effectively. So the class should have only a small number to allow the full delivering of knowledge and skills to the students.

Table-2 above, display the perception of the academic masters based on their opinions as 4(80%) academic teachers agree (Yes) to the suggestion of providing of enough learning resources while other 1(20%) academic teacher disagree(No) to the suggestion, 4 (80%) academic masters agree (Yes) to the suggestion of providing of pre-form one English course to the students while 1 (20%) academic master disagree to the suggestion, 4(80%) academic masters agree (Yes) to the suggestion of positive teachers-

student relationship while 1(20%) academic master disagree to the suggestion and others 3(60%) academic

masters agree (Yes) to the suggestion while 2(40%) academic master disagree to the suggestion.

**Table-2: Academic master’s perception towards strategies that can be employed by secondary school teachers in Hanang’ District to effectively implement learner centered approach.**

Academic master’s suggestions	Yes	No
Proving of enough learning resources	4(80%)	1(20%)
Providing of Pre-form one English course to the students	4(80%)	1(20%)
Positive teachers –students relationship	4(80%)	1(20%)

Source: field data (2018)

Strategies explain and suggested above from the table are seriously seen as the factor which hinder teacher towards implementation of using learner centered approach in teaching. The education stake holders should provide the necessary requirements to the schools so as to ensure the teaching and learning are effectively done to promote the development of the education sector in Hanang’ district. This finding is in agreement to Blumberg’s [23] observation that some instructors find problems in using learner-centered method because some of the methods require a lot of resources to be well executed.

The ministry of education and vocational training should provide in service training programs for

teachers so that learn currents trends in teaching like learner centered methods. This is in line with one of the findings of the study which stated that teachers rarely attended in-service programs despite their positive contributions to the teaching and learning process of history.

**The extent to which the attitudes of secondary school teachers related to the learner centered approaches in Hanang’ district**

In assessing the extent to which the attitudes of secondary school teachers related to the learner centered approaches in Hanang’ district, the respondents were asked to point out their opinions which represented and summarized in table3. Below.

**Table-3: Response of students towards the extent to which the attitudes of secondary schools teachers related to the learner centered approaches in Hanang’ districts**

Suggestions	Yes	No
Increase of academic performance	44(73.3%)	16 (26.7%)
Enhance of cooperation and interaction in the class	52(86.7%)	8 (13.3%)
Improve understanding and critical thinking	39(65%)	21(35%)

Source: field data (2018)

This section presents the extent to which teachers used quizzes, field trips, debate brainstorming, class discussion, projects, role play and discovery learning in the teaching and learning process. Table 3. displaying that 44(73.3%) respondents agreed (Yes) to the suggestion of increase of academic performance while 16(26.7%) respondents disagree (No) to the suggestion of increase of academic performance, 56(86.7%) respondents agreed (Yes) to the suggestion of enhance of cooperation and interaction in the class while 8(13.3%) respondents disagreed (No) to the suggestion of enhance of cooperation and interaction in the class, 39(65%) respondents agreed (Yes) to the suggestion of improve understanding and critical thinking while 21(35%) respondents disagreed to the suggestion of improve understanding and critical thinking, 52(52.7%) respondents agreed (Yes) to the suggestion of increase attention and concentration to subjects while 8(13%) respondents disagreed (No) to the suggestion of increase attention and concentration to subjects.

Majority of the respondent agreed (Yes) to the suggestion of increase of academic performance of

students which is the better achievement of education goals, secondary schools teachers have positive attitudes which relates to the learner centered approach as the students are respondents whose express their suggestion in a positive way which implies that there is high extent to the attitudes of secondary schools teachers related to the learner centered approach.

Although others suggested on improve of understanding and critical thinking as when the teacher apply more methodologies which involves learner centered approach such that, oral questions to the students during the lesson, debate and group discussion.

Those are activities done by students in the class to ensure that students are gaining understanding of the introduced topic or sub-topic. The explained and displayed point of views which suggested by students are the points which is seen to be suggested by all respondents. This is seen as a favorite methodology of teaching since students are interested to learn effectively with positive mood. From the findings, the perception of students to the extent of teacher’s

attitudes to relate with learner centered approach was positive.

From the findings above is totally observed that teachers of secondary schools of Hanang District were having positive attitudes towards learner centered approach which is agreed to Felder and Brent [18] who found that learner centered approach is superior to the traditional teachers who used as the media of instruction. Teachers believes knowledge and skills is acquired through the using of learner centered approach in specific ways. Also the findings are related to

Brookfield [19] who found that teachers after understanding their learners skills and perspectives helps them in developing specific ways of challenging each of them to think critically and express ideas clearly and this is almost related to the students suggestions which is observed from table 4.7 above.

In assessing the extent to which the attitudes of secondary school teachers related to the learner centered approaches in Hanang’ district, the respondents were asked to point out their opinions which represented and summarized in Table-4 below.

**Table-4: Response of teachers towards the extent to which the attitudes of secondary schools teachers related to the learner centered approaches in Hanang’ districts.**

Suggestions	Yes	No
Facilitation of learning and teaching to be easy.	4(20%)	16(80%)
Free communication & free participation	2(10%)	18(90%)
Through interaction which brings positive attitude to the learners in academic performance	11(55%)	9(45%)
Students interest on learning practically	3(15%)	17(85%)

Source: field (2018)

Table-4 displays the teacher’s suggestion on the extent to which the attitudes of secondary school teachers related to the learner centered approaches in Hanang’ district, 11(55%) teachers agreed (Yes) to the suggestion of through interaction which brings positive attitude to the learners in academic performance while 9(45%) teachers disagree (No) to the suggestions, 3(15%) teachers agree (Yes) to the suggestion of students interested on learning practically while 17(85%) teachers disagree (No) to the suggestion, 2(10%) teachers agree (Yes) to the suggestion of free communication and free participation while 12(90%) teachers disagree (No) to the suggestion, 4(16%) teachers agree (Yes) to suggestion of facilitation of learning and teaching to be easy while 16(80%) teachers disagree (No) to the suggestion. Big number of teachers suggested on through interaction which brings positive attitude to the learners in academic performance. This helps the students and education system to the achievement of objective and goals. This implies that teacher of secondary schools are competent enough to the application of more than one teaching methodologies especially learner centered approach.

The above suggestion of teachers are much explaining in detail the importance of application learner centered approach which result to better achievement of education goals especially education performance. Teacher’s perception in relation to learner centered approach is simply seen to be positive.

This finding is in conformity with Barnes’s [20] study which revealed that the learner-centered approach promotes active involvement in exploring events and concepts, the learner constructs and develops his or her own understanding of the world and so learns new things, become more independent, participates more and becomes more creative. The positive perception of teachers on learner centered approach are source of good academic performance.

**Attitudes of secondary schools teachers on the use of learner centered approach towards student’s performance in Hanang’ district**

Students and teachers were asked to indicate how often teachers allowed them to role play and use of learners centered approach towards student’s performance in class as they were learning. Students’ responses were as indicated in Table-5.

**Table-5: Perception of students on the attitudes of secondary school teachers on the use of learner centered approach towards students’ performance in Hanang’ district.**

Suggestions	Yes	No
Debate brainstorming	10(16.7%)	50(83.3%)
Project	11(18.3%)	49(81.7%)
Field trips	3(15%)	17(85%)
Class discussion	34(56.7%)	26(43.3%)
Text book study	47(78.3%)	13(21.7%)

Source: field (2018)

The displayed Table-5, 10(16.7%) students out of 60 agree (Yes) to the suggestion of debate brainstorming while 50(83.3%) students out of 60 disagree (No) to the suggestion, 34(56.7%) students out of 60 agree (Yes) to the suggestion of class discussion while 26(43.3%) students disagree (No) to the suggestion, 3(15%) students out of 60 agree (Yes) to the suggestion of field trips while 17(85%) students out of 60 disagree to the suggestion, 47(78.3%) students out of 60 agree to the suggestion of use of text book study while 13(21.7) students disagree to the suggestion, 3(15%) students agreed (Yes) to the suggestion of field trips while 17(85%) students disagree (No) to the suggestion. The majority of students suggested more on class discussion since it is mostly used by teachers on learning process.

According to the suggestions of students to the attitudes of secondary school teachers on the use of learner centered approach towards students' performance, group discussion is simple method of applying by which teachers provide a task to the students and tend to supervise and control student on learning. But other methodologies are applied in a minimum point of view according to the students' suggestions. Filed trips is seen not applied more since it more expensive and time wastage compared to other methodologies. These findings are in line with Rickinson [21], who observed that despite field trips being valuable in improving academic standards in most western schools, they are very difficult to undertake in most African schools due to financial constraints.

Many respondents further indicated that they got more information from each other when a teacher used learner-centered methods. Most of the participants indicated that learner-centered methods are easier and interesting because learners can easily assist each other to solve problems because they are free with one

another as opposed to teacher- centered where a teacher dominates the teaching and learning process.

Students stated that learner-centered methods helped them to participate and become active in class. Some learners indicated that learner-centered methods helped them acquire more knowledge, concentrate more in class, and boost their memory.

**Perception of teachers on the attitudes of secondary school teachers on the use of learner centered approach towards students' performance in Hanang' district**

Teachers were also asked to state whether their students found learner-centred methods easier and more interesting to learn with and the benefits of using such methods. Most of them indicated that students found learning interesting using learner-centred methods.

Some of the respondents indicated that students like learner centered methods because they got involved in the teaching and learning process, thus reducing boredom. Respondents further stated that learner-centered methods are enjoyed by students because even those who were passive had an opportunity to participate and felt free to learn. The findings from the teachers also revealed that learner-centred methods motivated pupils to learn.

**Attitudes of secondary school teachers towards implementing learner centered approaches in Hanang'**

In assessing the attitudes of secondary school teachers towards implementing learner centered approaches has been discussed and analyzed in table below in consideration common suggestions from the students and teachers. The suggestions were the comments and their overall perception of the asked question as indicated in the table below;

**Table-6: Perception of students to the teacher's implementation of learner centered approach in secondary school (N=60)**

Suggestions	Yes	No
Increase understanding and critical thinking	37 (61.7%)	23(38.3%)
Free communication and sharing ideas	34(56.7%)	26(43.3%)
Increase academic performance of students	55(91.7%)	5(8.3%)
Enhance teachers competent and creativity	54(90%)	6(10%)

Source: field (2018)

The table-6 above shows the perception of students to the teacher's implementation of learner centered approach in secondary school, 37(61.7%) students agree (Yes) on the suggestion of increase of understanding and critical thinking while 23(38.3%) students disagree to the suggestion, 34(56.7%) students agreed to the suggestion of free communication and sharing ideas while 26(43.3%) students disagree (No) to the suggestion, 55(91.7%) students agree (Yes) to the

suggestion of increase of academic performance of students while 5(8.3%) students disagree (No) to the suggestion and 54(90%) students agree (Yes) to the suggestion of enhance teachers competent and creativity while 6(10%) students disagree (No) to the suggestion.

The majority of the students their perception were involved much in increase of academic performance which seen to be dominated as the special

goal to them. This always occur when the competent teachers involves much in learner centered approach more than other methods as the medium of learning. According to OFSTED [22], schools should recognize the value of field trips for improving standards and

achievement in schools and education settings. Teachers attitudes is positive when there is availability of good teaching facilities, if not means there will be with negative attitudes to teachers towards using learners centered approach.

**Table-7: Perception of teachers to attitudes of secondary school teachers towards implementing learner centered approaches in Hanang’ district.**

Suggestions	Yes	No
Language barrier	16(80%)	4(20%)
Poor participation and cooperation	12(60%)	8(40%)
Lack of teaching facilities and teaching aids	15(75%)	5(25%)
Large number of students in the class	17(85%)	3(15%)

Source: field data (2018)

From the Table-7 above 16(80%) teachers agree (Yes) to the suggestion of language barrier while 4(20%) teacher disagree (No) to the suggestion, 12(60%) teachers agree (Yes) to the suggestion of poor participation and cooperation while 8(40%) teachers disagree (No) to the suggestion, 15(75%) teachers agree (Yes) to the suggestion of lack of teaching facilities and teaching aids while 5(25%) teachers disagree (No) to the suggestion and 17(85%) students agree (Yes) to the suggestion of large number of students in the class while 3(15%) teachers disagree (No) to the suggestion.

The majority of teacher explained more in lack of teaching facilities and teaching aids, as the teaching process to be effectively provided the teaching materials should be enough present so as to allow teacher to the applying in their teaching process. Sometimes the curriculum is implemented but when the missing material important involved is unavailable means the teaching and learning process will not be seriously effective. This is similar to Blumberg’s [23] observation that some instructors find problems in using learner-centered method because some of the methods require a lot of resources to be well executed.

In findings of attitudes of secondary school teachers towards implementing learner centered approaches in Hanang’ districts, Teachers were asked to mention some of the challenges they faced when learner centered method is applied, many indicated that the challenges they faced were shortage of learning materials and financial constraints and other complained much in language barrier, large number of students in the class which lead to poor participation and cooperation which made it difficult to use some of the Lerner centered methods such as class discussion, field trips and so on.

Some respondents said that at times classroom control and management became a problem when students were given an opportunity to learn on their own. However, many respondents felt that the Ministry of education and vocational training and early education had not put enough measures to

successful implement the use of learner-centered methods in the teaching and learning process.

### CONCLUSION OF THE STUDY

On the basis of the findings of this study, the conclusion can be analyzed by using four objectives of the study as follows;

The secondary school teachers didn’t implement learner centered approach, this is because they are not provided with teaching materials, inadequate school fund, poor relationship between students and teachers and lack of knowledge and skills in applying leaner centered approach. Strategies that can be employed to secondary school teachers in to effectively implement learner centered approach are providing resources for teaching and learning, introduce the retrain courses for teachers, reducing number of students, using appropriate methodologies practically, improving positive relationship of students and teachers and construction and improvement of school infrastructure.

Secondary school teachers has negative extent to their attitudes relating learner centered approach, this is because there is no increase of academic performance of students, no much cooperation and interaction in the class, students are not concentrating and paying more attention in the class. Then in order for teachers to have a positive extent to their attitudes towards learner centered approach they should apply learner centered methodologies such as debate, group discussion, brainstorming, oral questions, projects, field trips and text book study. Most of secondary school teachers they tend to use only group discussion method which is not enough to them to develop learning among students, then they are not competent enough to the application of learner centered approach.

Secondary schools teachers they are have negative attitude on the use of learner centered approach, this is because they tend to use only one method of teaching which is group discussion and oral question. The learner centered approach is completely

done in involvement of many teaching methodologies which are learner centered based. The group discussion is simple method of applying by which teachers provide a task to the students and tend to supervise and control student on learning. Then teachers of secondary schools should be provided retrain course to ensure than they are competent enough to the application of more than one teaching methodology which are learner centered based.

The attitudes of secondary school teachers towards to implement the learner centered approach is not effectively positive, this is because some of the teaching methodologies are expensive and require a lot of money, such as field trips and project, here teacher needs to have a lot of money to implement such methodology. So then to solve the problem the government should distribute school bus to secondary schools so as save school administration to the implementation of such learning methodologies. This it will increase the extent to which teacher may apply and implement learner centered approach.

#### **RECOMMENDATIONS OF THE STUDY**

The following are the recommendations;

- The government should fund some learners-centered method such as field trips and projects. This is accordance with a finding from teachers which stated that learners-centered methods such as field trips and projects are difficult to undertake because they require a lot funds to be implemented effectively.
- The ministry of education, science, vocational training and early education through their school managers should encourage teachers to use the preferred learner-centered methods which do not need the use of a lot resource such as class discussion, drama, role play, debate and brain storming activities. This can be done through organizing teacher group meetings and workshops. In these teacher group meeting and workshops facilitators and teachers who have used such methods can demonstrate and shows others how learner centered can be done and implemented. This is because one of the findings of the study stated that the preferred learner-centered methods by both students and teachers were; class discussion, debate, field trips, discovery learning brainstorming, role play and drama.
- The ministry of education, science vocational training and early education should provide in-service training programs for teachers so that they learn current trends in teaching like learner-centered methods. This is line with one of the findings of the study which stated teachers rarely attended in service programs despite their positive contributions to the teaching and learning process.
- Schools should provide and arrange activities in line with learners' interests. This can be done

through schools organizing activities which can captivate pupils' interest like picnics, debates and video shows depicting certain interesting topics in history. This is in line with one of the findings of the study which indicated that pupils were interested in learner-centered methods.

#### **REFERENCES**

1. Abdullah, S. H. (2012). The degree of using coputer-based technology by teachers within learning process: Field study in public schools located in Damascus and Al Qunaitera governorates. *Damascus University: Master Thesis. Egyptian Association for Curriculum and Methodology*, (103), 133-193.
2. ETP. (1995). *Research Methodology*, the Open University of Tanzania, Excel Learning Pty.Ltd, South Africa.
3. MoEV. (2009). *Participatory Teaching and Learning*, Malawi Institute of Education, Malawi
4. Edward. (2012). *The effectiveness of using learner centered approach on the achievement of education*, Ain Shams University.
5. Erwin. (2013). *The effect of learner centered approach as a teaching method in classroom*. Amman Arab University.
6. Hardie, M., Clothier, B., Bound, S., Oliver, G., & Close, D. (2014). Does biochar influence soil physical properties and soil water availability?. *Plant and Soil*, 376(1-2), 347-361.
7. Bandura. (1997). *Teaching methodology*, African Virtual University 1 Published under Africana.
8. Olive, M., & Abel, M. (2003). *Research Methods, Qualitative and Quantitative Approaches*.
9. Salema. (2015). *Assessing the attitude of teachers and students on implementation of learner centered*, Kilimanjaro.
10. McKenna. (2007). *Student-centered schools*. Egypt.
11. Hooley. (2014). *Attitudes influencing students' performance when learning in program*. Malawi.
12. Nihuka, K. A., & Voogt, J. (2012). Collaborative e-learning course design: Impacts on instructors in the Open University of Tanzania. *Australasian journal of educational technology*, 28(2).
13. Allybokus, B. S. (2015). *The implementation of learner-centred teaching in Mauritian state secondary schools: examining teachers' beliefs and classroom practice* (Doctoral dissertation, UCL Institute of Education).
14. Nguni, S. C. (2005). *Transformational leadership in Tanzanian education: a study of the effects of transformational leadership on teachers' job satisfaction, organizational commitment and organizational citizenship behaviour in Tanzanian primary and secondary schools*.
15. Creswell, J. D., Welch, W. T., Taylor, S. E., Sherman, D. K., Gruenewald, T. L., & Mann, T. (2005). Affirmation of personal values buffers

- neuroendocrine and psychological stress responses. *Psychological Science*, 16(11), 846-851.
16. Davis, F. D. (1993). User acceptance of information technology: system characteristics, user perceptions and behavioral impacts. *International journal of man-machine studies*, 38(3), 475-487.
  17. McKeachie, J. R., Van der Veer, W. E., Short, L. C., Garnica, R. M., Appel, M. F., & Benter, T. (2001). Selective ultra-trace detection of NO and NO<sub>2</sub> in complex gas mixtures using broadbandwidth REMPI mass spectrometry. *Analyst*, 126(8), 1221-1228.
  18. Stein, L. D., Bao, Z., Blasiar, D., Blumenthal, T., Brent, M. R., Chen, N., ... & Coulson, A. (2003). The genome sequence of *Caenorhabditis briggsae*: a platform for comparative genomics. *PLoS biology*, 1(2), e45.
  19. Brookfield, S. (2005). *The power of critical theory for adult learning and teaching*, 365-8. Maidenhead: Open University Press.
  20. Gimeno, B. S., Bermejo, V., Reinert, R. A., & Zheng, Y. J. Barnes (1999). Adverse effects of ambient ozone on watermelon yield and physiology at a rural site in Eastern Spain. *New Phytologist*, 144, 245-260.
  21. Rickinson, M. (2004). *A review of research on outdoor learning*. Field Studies Council.
  22. Ofsted. (2008). Learning lessons, taking action: Ofsted's evaluations of serious case reviews 1 April 2007 to 31 March 2008.
  23. Blumberg, D. F. (2004). *Introduction to management of reverse logistics and closed loop supply chain processes*. CRC Press.