Direct Research Journal of Education and Vocational Studies
Vol. 4(7), Pp. 238-245 October 2022
ISSN 2734-2174
DOI: https://doi.org/10.26765/DRJEVS20268504
Article Number: DRJEVS20268504
Copyright © 2022
Author(s) retain the copyright of this article
This article is published under the terms of the
Creative Commons Attribution License 4.0.
http://directresearchpublisher.org/drjevs

Full Length Research Paper

Implementation of Learner-Centred Pedagogy through Innovative Teaching in Public Primary Schools in Maswa, Tanzania

Angelina Wandigi Julius[1*] and Demetria Gerold Mkulu[2]

Department of Educational Foundation. St, Augustine University of Tanzania, Mwanza, Tanzania.
*Corresponding Author E-mail: angelamagige99@gmail.com

Received 7 September 2022; Accepted 21 October 2022; Published 27 October 2022

ABSTRACT: The study evaluated the use of innovative teaching methods and learner-centred pedagogy in Maswa District public primary schools. The study's two main goals were to evaluate the most prevalent learner-centred teaching pedagogies used by primary school teachers and to evaluate the barriers preventing the use of innovative teaching methods in Maswa District to implement learner-centred teaching pedagogy. The study used a mixed-methods approach, in which both qualitative and quantitative approaches were used. Quantitative data were gathered using questionnaires and documentation, and they were analyzed using descriptive statistics and SPSS, whereas qualitative data were gathered using in-person interviews, and were analyzed using thematic analysis, and were presented in the form of narration and quotations. According to the findings, most teachers use group discussion and question and answer sessions to engage students in learning, while songs and role plays are rarely used. This could be attributed to a teacher shortage, insufficient teaching and learning materials, and a crowded classroom. Second, the study discovered that challenges impeding the effective application of Learner-Centred pedagogy of innovative teaching include a lack of adequate teaching and learning resources, insufficient teacher training and capacity building on innovative teaching, insufficient motivation and incentive to teachers, a shortage of teachers, congested classrooms as a result of low government facilitation, monitoring, and evaluation, and slow policy implementation. The study concluded that learner-centred pedagogy on innovative teaching approaches were not adequately implemented due to a lack of adequate teaching and learning resources; insufficient teacher training; negative teacher attitudes; insufficient teacher motivation; congested classrooms; larger class work allocation; teacher shortage; and inactive government guiding policy. As a result of the study, the government should emphasize the use of a learner-centred approach in public primary schools.

Keywords: Pedagogy, learner-centred teaching pedagogy, innovative teaching, public primary school

INTRODUCTION

Learning skills are promoted by educational administrators around the world to address the new learning requirements of competence-based learning, which is essential to the idea of learner-centred pedagogy (Kafyulilo *et al*., 2013). The major objective of learner-centred pedagogy is to equip students with theoretical and practical skills advancement through hands-on learning, allowing them to perform successfully in the civic and economic spheres after completing their studies (Gloria *et al*., 2022). These skills must be transferable to all academic endeavours, professional fields, and facets of the students' lives (Mandal, 2018). Learner-Centred Pedagogy is a popular educational method in many African countries today. The learner-centred concept proposes that rather than theoretical learning, learners learn by practicing creativity and integrating skills. The use of a learner-centred strategy allows students to advance their knowledge and smooth the execution of their goals (Vavrus *et al*., 2011).

According to Moate and Cox (2015), "learner-centred teaching methodology is an approach in which students have control over their learning process; in which teachers serve as facilitators of learning rather than lecturers." In this method, teachers lessen their desire to instruct pupils and instead encourage them to make more discoveries and breakthroughs.

Tanzania is one of the SSA nations that has started implementing learner-centred pedagogy (Vavrus *et al*., 2011). The strategic changes that pique researchers' and policymakers' interest in how African teachers would

perceive and use instructional strategies that are notably different from the teacher-centred pedagogy prevalent throughout the continent (Mligo *et al*., 2016).

According to Joseph and Mathew (2019), "an effective application of learner-centred pedagogy techniques on innovative teaching has been proven to have a number of benefits to students: enhances activity of students in cognition, student's practical orientation, ease of acquiring knowledge and competences, feasibility of fulfilling the students' tasks, developing student creativity, and, support of student's interest and direction in depth learning." Based on these advantages, the Ministry of Education and Vocational Training (2018) designated pedagogy as "one of the priority areas in fostering pedagogical skills for creativity, innovation, mastery of selected subjects, skills, and knowledge provision."

Furthermore, the Tanzania Ministry of Education and Vocational Training curriculum emphasizes learner-centred pedagogy and innovative teaching. However, traditional teacher-centred learning approaches continue to be used in teaching and learning, with the teacher viewed as the knowledge holder and the student as the knowledge recipient. Few Tanzanian schools assist teachers in adopting and implementing student-learning strategies for incorporating innovative technology into teaching activities and learning processes.

Due to the lack of data from the Simiyu region about the use of learner-centred pedagogy in creative teaching, many teachers are not integrating the use of pedagogical strategies in their teaching activities. This study evaluated the use of learner-centred pedagogical strategies on cutting-edge teaching techniques in public primary schools in the Maswa District.

The researcher used the following objectives to guide the study:

i.To assess the most common learner-centred teaching pedagogies applied by primary school teachers in Maswa District,

ii.To assess the factors hindering the application of learner-centred teaching pedagogy through innovative teaching in Maswa District.

Literature review

The current study's research objectives guided the empirical literature review. Based on the study objectives, the researcher conducted a critical review of several articles from scholarly works in this section.

Learner-centred pedagogy applied through innovative teaching in public primary schools

According to Muhammad (2021), teaching pedagogy is the general principles, methods, and management strategies used in classroom instruction. The method of instruction chosen is determined by the teacher (Paschal and Mkulu 2020). Other requirements for pedagogical teaching include educational philosophy, classroom characteristics, subject matter, and a school mission statement. However, teaching theories are primarily divided into two approaches or categories: teacher-centred and student-centred.

The use of effective teaching methods should take into account students' requirements as well as current global trends in technical and economic growth. Teaching methods are crucial tools for the implementation of the educational process (Paschal, 2022 a). However, a variety of factors, including the number of students in the study group, the space available, the technical capabilities, and the eagerness of the students to learn, as well as the professional standing and experience of the teachers, as well as the standard and accessibility of teaching resources and supporting textbooks, determine the selection of the most appropriate methods (Kucharcikova *et al*., 2016).

The MoEST (2019) considers learner-centred pedagogy as the current concern on teachers' education to invest on new competence-based paradigm and developing teaching and learning materials that lined with the competence-based curriculum. The Ministry recommended several methods for teaching at primary school, these methods include participatory teaching learning techniques and phonic approach.

Adu-Gyamfi *et al*. (2020) define participatory teaching as "a reflective teaching approach that is sometimes referred to as an interactive teaching method or a Learner-Centred teaching method." The method emphasizes learner subjectivity and self-construction of knowledge. It is a shift from the old belief that learners are empty plates that must be filled with knowledge to the new belief that learners, if properly guided, can construct knowledge and learn on their own. Participatory methods have increased activity and personal involvement in the learning process.

Mbalamula (2016) identified the following participatory teaching methods as recommended: demonstrations, group discussions, study visits/tours, role play, case study, film show, debates, group work to co-produce reports and presentations, searches for relevant materials in the library and online, games, simulation and projects, and others.

According to Moate and Cox (2015), a participatory learning approach creates a conducive environment for teachers and students by providing supportive relationships in the classroom by creating a space that makes the teacher feel safe and trusting to the student learner; at the same time, the student learner's preferences and opinions are taken into account, and the student learner is able to shape and control his or her learning experience. Furthermore, Darling-Hammond *et al*. (2019) claimed that participatory learning teaches

students to think, solve problems, evaluate evidence, analyze arguments, and generate hypotheses. Furthermore, the approach promotes collaboration and acknowledging colleagues in the learning process, as well as encouraging learners to reflect on what they learn and how they learn it.

The phonics approach, on the other hand, is a method of teaching children to read and write. It teaches children how to hear, identify, and use different sounds in the English language to distinguish one word from another. When the phonics approach is used to teach in a structured manner, beginning with the simplest sounds and progressing to the most complex sounds. It is regarded as the most effective method of teaching young children to read. It is especially beneficial for children aged 5 to 7 (Gov.UK, 2012).

The best educators have a thorough understanding of both their subject matter and pedagogy, which enables them to assist their pupils in learning (Solvik and Glenna, 2022). However, according to Mosweunyane (2013), most emerging nations have done their training in more conventional methods. When lecturing, teachers make notes on the blackboard and have students copy them into their notebooks with little discussion of what is written. Most subject professors impart knowledge in a linear fashion with little involvement from their students.

The roles of teachers in innovative teaching include having a thorough understanding of and application of various pedagogical techniques as well as involving students in active learning experiences, setting high and meaningful student learning expectations through regular and timely feedback, recognizing the responses of different students' learning capabilities so as to promote the development of multiple intelligences, and presenting real-world situations to students (Paschal and Gougou, 2022; Munna and Kalam, 2021).

Factors hindering the implementing Learner-centred Pedagogy through Innovative Teaching

Recent studies have shown that teaching in Africa continues to be characterized by the traditional, teacher-centred education, despite significant resources having been committed in pedagogical reform (Paschal, 2022, b); (O'Sullivan 2006, 2008). However, Bingimlas (2009) notes a number of obstacles that prevent the effective integration of learner-centred pedagogy with innovative teaching methods, including a lack of sufficient resources, teachers' unfavorable attitudes toward those methods, teachers' resistance to change, and a lack of adequate training.

According to Paschal *et al*. ((2020); Nyoni (2018) lack of adequate resources especially teaching and learning resources, were the reasons for failure in many schools in Tanzania to implement competence-based through innovative teaching; in order to improve access to quality education creating conducive environment for learning is mandatory.

METHODOLOGY

The study was conducted in Maswa District, Simiyu Region, Tanzania, to assess the impact of Learner-Centred pedagogy on innovative teaching strategies in public primary schools. The study employed both qualitative and quantitative methods in its research.

In the qualitative research, the learner-centred pedagogy used in public elementary schools was identified and studied, and its influence on creative teaching was assessed. After that, the influence's impact on performance, learning, and skill development was assessed. On the other hand, the quantitative approach was used to pinpoint the difficulties in implementing learner-centred pedagogy in creative teaching in public primary schools. Additionally, because the quantitative and qualitative approaches complemented each other's strengths, this strategy worked well.

This study employed convergent parallel mixed methods, in which the researcher merged qualitative and quantitative data in order to provide a comprehensive analysis of the research problem (Creswell and Plano Clark, 2011). The researcher went to field once and collected both qualitative and quantitative data from teachers, head teachers, WEOs and DEO (Primary) and analysed them separately and then integrated the results to get sound findings of the problem.

The sample size for this study was calculated using the Yamane formula (1967). As a result, there were 125 participants in total: 20 Head Teachers, 94 Primary School Teachers, 10 Ward Education Officers, and one District Education Officer.

To gather the data, the study used both probability and non-probability sampling strategies. Public primary schools were selected using a simple random sample technique. Furthermore, teachers from public primary schools were chosen for the study using a stratified selection technique. To achieve this, 94 teachers from 20 Public Primary Schools in the Maswa District were obtained by stratifying the chosen schools based on the number of teachers and then further stratifying teachers depending on their genders. The Head Teachers, WEOs, and DEOs were also sampled using a purposeful sampling strategy.

In addition, a semi-structured interview and a questionnaire were used to collect qualitative and quantitative data from the respondents. The instruments' quality was maintained by presenting the interview guide to a panel of experts and the research supervisor. A pilot study was once again conducted to pre-test the instruments. It was conducted in Maswa district Public Primary Schools, which were not included in the sample size. It was carried out on a smaller scale with similar characteristics to ensure clarity, suitability, and a smooth flow of the questions. The pilot study sample was 10% of

the study sample and included all key elements of the study sample. The collected data were entered into the Statistical Packages for Social Sciences (SPSS), and the quantitative data were analyzed using cross-tabulation and descriptive statistics, the results of the study are presented in tables.

RESULTS AND DISCUSSION

Demographic characteristics of respondents (teachers)

This section contains demographic information about the respondents in this study. Demographic information such as gender, age, education level, and work experience were gathered from 90 public primary teachers. In terms of gender, 51.1 percent of respondents were females and 48.9 percent were males. The respondents' ages were divided into three categories: 72.2 percent were between the ages of 26 and 46, 23.3 percent were between the ages of 47 and 60, and 4.4 percent were under the age of 25. Respondents' levels of education were divided into three categories: certificate in education (65.7 percent), diploma in education (36.7 percent), and degree in education (6.6 percent).

Finally, the study evaluated the respondents' teaching experience. 46.7 percent had 11-20 years of teaching experience, 25.6 percent had 6-10 years of teaching experience, 14.4 percent had 1-5 years of experience, and 13.3 percent had 20 years or more of teaching experience. The results are presented in (Table 1).

Table 1: Teachers Demographic Characteristics (n=90).

Variables	Description	Frequency	Percent
Gender	Male	44	48.9
	Female	46	51.1
	Total	90	100
Age	Below 25 years	4	4.4
	26 – 46 years	65	72.2
	47 – 60 years	21	23.3
	Total	90	100
Highest	Certificate	51	56.7
Academic	Diploma	33	36.7
Training	Degree	6	6.6
	Total	90	100
Teaching	1 – 5 years	13	14.4
Experience	6 – 10	23	25.6
	11 – 20	42	46.7
	21 and above	12	13.3
	Total	90	100

Source: Field data (2022)

The Learner-centred teaching pedagogy applied by primary school teachers in Maswa District

The respondents were asked to list the most popular learner-centred teaching pedagogy used by primary school teachers. The results reported in (Table 2). In this study, the majority of teachers (32.2%) indicated that they mostly employ group discussions to engage their pupils in learning, followed by questions and answers (28.1%) and songs (15.6%) as creative teaching methods. While 10.5% of role plays and 13.3% of demonstrations were employed as unique teaching methods, respectively.

Additionally, the researcher interviewed head teachers for their opinions on the typical teaching technique employed in the classroom, and 30% of them said that group discussions were used by teachers. Additionally, 25% said that teachers used question-and-answer sessions. In addition, 20% of respondents indicated that teachers used songs, 15% mentioned that they used demonstrations, and 10% mentioned role-playing. The following replies from AA and BBs on the use of creative teaching were used to support the findings:

Table 2: The most common methodology teachers use in classrooms (n=90).

Variables	Teachers		Head Teachers	
	Frequency	Percent	Frequency	Percent
Group discussion	29	32.2	6	30
Question and answer	26	28.9	5	25
Songs	14	15.6	4	20
Demonstration	12	13.3	3	15
Role play	9	10	2	10
Total	90	100	20	100

Source: Field Data (2022)

Group discussion

According to the quantitative data, 32.2 percent of teachers reported using group discussion as a learning method, while 30 percent of head teachers reported using group discussion as a teaching and learning method. This means that one of the most popular methods among teachers is group discussion. The findings were also supported by qualitative data from Ward Education Officers who were asked about the common methods used with teachers in the classroom for teaching and learning. According to respondent BB, "the most commonly used by their teachers are group discussions" (Interview BBs, 2022). This implies that the majority of teachers used groups in the classroom as a teaching method, with teachers providing group activities in the belief that learners could learn more through discussion.

Question and answers

In this study, respondents identified question and answer as the most commonly used method of teaching and learning. This was revealed by quantitative findings, which revealed that 28.9 percent of teachers use question and answer. While 25% of principals stated that teachers use question and answer formats for teaching

and learning. The findings were supported by qualitative data gathered during the interview with the BB. When asked about the methods used by teachers to teach, the interviewee stated, "most teachers use question and answers approach as a method for teaching, this method is preferred by most teachers because they are teaching larger classes, thus the method favours the process of teaching and learning" (Interview BBs, May 2022).

Songs method

Songs were identified as a common method used by teachers in teaching and learning in this study. This was revealed by quantitative findings, which revealed that 15.6 percent of teachers agree to use songs in the classroom. While 20% of principals agreed that teachers use songs in the classroom, this means that singing songs in class is a learning method used by teachers, particularly in lower grades. The quantitative data provided during the interview with BBs backed up the findings. During the interview, the BB was asked about the most common teaching methods used by teachers. The interviewee responded that the use of song in school, particularly in lower classes, allows pupils to grasp knowledge more easily and quickly. As a result, the majority of teachers prefer to use this method in the learning process (Interview BBs, May 2022).

Demonstration method

Teachers used demonstration in class as a method of teaching, according to the respondents in this study. The quantitative findings revealed that 13.3 percent of teachers agree to use demonstration. While 15% of principals agreed that most teachers use demonstration as a method of teaching in class. This means that teachers employ the demonstration method of teaching and learning. The findings were also supported by qualitative data gathered during the interview with BB. When the interviewee inquired about the most common teaching and learning methods used by teachers. According to the results of the interview, the majority of teachers prefer to use demonstration methods. The use of demonstration ensures that the learning process is effective (Interview BB, May 2022).

Role play

According to the findings, the majority of teachers used the role play method in their teaching and learning. This was revealed by quantitative findings, which revealed that 10% of teachers agree to use the role play method in teaching. While 10% of principals agreed that most teachers use role play methods. This suggests that teachers used the role-playing method in their teaching and learning.

According to the report, most teachers primarily employ group discussions and question-and-answer sessions to get their pupils interested in what they are teaching them. Songs and role plays are used much less frequently. This may be ascribed to a lack of teachers, poor instructional resources, and crowded classrooms that make it difficult for teachers to interact with all students. For instance, the Maswa District Council has 130 public primary schools, but only 1078 teachers, leaving a shortage of 1202 teachers, or 53 percent, as opposed to the recommended 2280 teachers. Additionally, instead of the intended 2280 classrooms, there were only 1386 classes, a shortfall of 894 classes, or 39%, with an average of 95 students in each class (District Primary Education Office, 2022).

According to the Ministry of Education, Science and Technology's (2019) recommendation, "one classroom should have no more than 45 kids and one desk should be used by two learners," the number of students in each class is therefore double that. Additionally, this study discovered that there is a lack of instructional materials, resulting in three students sharing one book rather than one student having their own. This is corroborated research by Sifuna, (2007), which found that students shared books at a ratio of 1:3 on average and 1:5 in some disciplines.

Factors hindering the application of learner-centred teaching pedagogy on innovative teaching in Maswa district.

The researcher asked the respondents to rate the level of agreement on the challenge facing teachers from effectively applying learner centred pedagogy. The findings are presented in (Table 3). Table 3 shows that 66.6 percent of teachers agreed that a lack of adequate teaching and learning resources is a barrier to effectively implementing learner-centred pedagogy, while 33.4 percent disagreed. Despite their agreement, none of the respondents disagreed with the statement. Furthermore, 63.4 percent of teachers agreed that a lack of proper teacher training is a challenge for teachers in effectively implementing learner-centred pedagogy. While 30% of respondents disagreed with the statement, 6.7 percent were neutral. Furthermore, 75.6 percent agreed that negative teacher attitudes are a barrier to effectively implementing learner-centred pedagogy, while 44.4 percent disagreed, and none of the respondents were neutral.

Furthermore, 81.1 percent of teachers agreed that inadequate teacher motivation is a challenge in effectively implementing learner-centred pedagogy. However, 18.9 percent disagreed with the statement, while none were neutral. Furthermore, 66.7 percent agreed that congested classrooms make effective learner-centred pedagogy implementation difficult. However, 15.6 percent of teachers disagreed, while 6.7 percent were neutral. Similarly, 64.5 percent of teachers agreed that larger classwork allocation is a challenge in

Table 3: Challenges that prevent effectively applying learner-centred pedagogy using: SD-Strongly Disagree, D-Disagree, N- Neutral, A-Agree, and SA- Strongly Agree.

No	Statements	Response									
		SD		D		N		A		SA	
		F	P	F	P	F	P	F	P	F	P
1.	Lack of adequate teaching and learning resources	15	16.7	15	16.7	0	0	30	33.3	30	33.3
2.	Lack of proper teachers' training	14	15.6	13	14.4	6	6.7	25	27.8	32	35.6
3.	Negative teachers' attitudes	12	13.3	10	11.1	0	0	35	38.9	33	36.7
4.	Inadequate motivation to teachers	9	10	8	8.9	0	0	35	38.9	38	42.2
5.	Congested classrooms	8	8.9	6	6.7	6	6.7	26	28.9	34	37.8
6.	Larger classwork allocation	7	7.8	5	5.6	11	12.2	25	27.8	33	36.7
7.	Shortage of teachers	5	5.6	4	4.4	0	0	35	38.9	42	46.7
8.	Lack of government guiding policy	5	5.6	0	0	0	0	39	43.3	42	46.7

Source: Field data (2022)

Table 4: Challenges that prevent Teachers from applying effectively Learner-centred Pedagogy.

Variables	Frequency	Percent
Lack of adequate teaching and learning resources	5	25
Lack of proper teachers training	7	35
Negative teachers' attitudes	4	20
Inadequate motivation to teachers	2	10
Larger class work allocation	2	10
Total	20	100

Source: Field data (2022)

effectively applying learner-centred pedagogy, 13.4 percent disagreed, and 12.2 percent were neutral. Also, a shortage of teachers was identified as a barrier to effectively implementing learner-centred pedagogy, with 85.6 percent agreeing to the statement and 10 percent disagreeing. Despite their agreement, none of the respondents disagreed with the statement.

Furthermore, 90 percent of teachers agreed that a lack of government policy guidance is a challenge in effectively implementing learner-centred pedagogy, though 5.6 percent disagreed with the statements. Despite their agreement, none of the respondents expressed neutrality toward the statements. In addition, the researcher asked head teachers to describe the difficulties their teachers have in effectively implementing learner-centred pedagogy. The results are presented in (Table 4).

This study identified several barriers to the effective implementation of learner-centred pedagogy in innovative teaching. 35 percent of participants indicated a lack of proper teacher training and capacity building. In addition, 25% mentioned a lack of adequate teaching and learning resources. This is supported by Mpanju (2012) study, which revealed a mismatch between teaching in educational institutions and labour market needs. It also demonstrates that the majority of students learn from lectures and academic textbooks. He observed that "students have limited opportunities to gain practical experience by using machinery, equipment, and practical techniques associated with professions," and that "the situation is exacerbated by a lack of qualified teachers to teach vocational, innovative, entrepreneurship, and job skills."

While 20% blamed negative teacher attitudes, 10% blamed ineffective teachers on insufficient motivation and incentive. While 10% blamed increased classwork allocation, 9.6% agreed that congested classrooms were to blame. Responses from AAs and BBs on the obstacles to the implementation of innovative teaching: According to BBs, "the most common challenges faced by teachers in not effectively using learner-centred pedagogy are large classes, where instead of the class having 45 students, most of their classes have 80 to 130 students in a single class." According to Mosha (2015), despite the government's target of having 40 as the standard class size in primary and secondary and 25 in pre-primary, oversized classes are the norm rather than the exception. In over 5,100 schools, class sizes of more than 100 are the norm for Standard I. The situation is similar in Standard II, with over 6,900 schools having class sizes of more than 100 students. Although pupil teacher ratios (PTRs) have improved at both the primary (from 55:1 in 2009 to 42:1 in 2016) and secondary levels (from 43:1 to 17:1), many classes remain overcrowded, with some reaching 300 students. However, evidence suggests that with these numbers, no effective teaching and learning can take place in lower primary (MoEST, 2018a).

Other challenges include "inadequate teaching and learning resources," in which schools lack teaching and learning resources such as books, resulting in 6 to 10 students using one book. They went on to say that there is a "shortage of teachers, particularly in rural schools,

which causes teachers to have a heavy teaching load." Teachers, on the other hand, complained about a heavy workload due to a teacher shortage in their schools. This may be due in part to a lack of teacher distribution. While some schools had an excess of teachers, others had up to 15 teacher shortages. This demonstrates that some schools had a teacher shortage, while others had an excess of teachers. According to Sifuna (2007), staff shortages force teachers to work without a break from the morning until the afternoon, increasing teachers' workloads and dampening their commitment to their work and readiness.

Based on the findings, the study concluded that the challenges impeding the implementation of learner-centred innovative teaching were due to a lack of government facilitation, monitoring, and evaluation, as well as slow policy implementation.

Teachers indicated that a small group of students is needed to test the procedure and the outcomes before introducing information computer technology in their classes. It is believed that the more students in the class, the more challenging the teaching process will be, particularly when using simply teaching demonstration approaches. According to Garrett (2008), a larger class may lead to a less collaborative and engaged session in which the teacher speaks and the students only listen and take notes. Experience has shown that the teachers taught for the majority of the lessons, leaving little time for learners to present their work, engage in debates, or work in groups.

This may be linked to teachers' unfavourable views toward innovative instruction and the use of contemporary technologies. According to Ghavifekr *et al*. (2020), "most teachers avoid adopting current technology because they are unable to handle them effectively; as a result, they fear losing control of the class because some students are better computer literate than the teacher." The majority of teachers, it was further stated, "prefer using applications of tools that can work offline, as it ensures the teacher that kids can use them repeatedly without running into any issues like slow internet connection, which might interfere or even halt the class." Furthermore, implementing innovative approaches in education is significantly hampered by instructors' attitudes and natural aversion to change. A significant amount of resistance is shown by teachers, particularly those with greater experience, when they try to transition from a traditional text-based didactic style to a technology-based teaching method. For instance, some teachers are either dubious about the efficacy of the new approach or uneasy about using digital materials. This has to do with the age of the teachers or their length of employment. Those who are accustomed to the chalk-and-talk or lecturing demonstration technique are not motivated to try to integrate creative teaching using information and computer technology in their teaching, according to a study. Teachers with more teaching experiences are more reluctant to change (Ertmer, 2010). According to a review of the literature, a lack of trained teachers in developing countries prevents them from implementing innovative teaching methods in their educational systems. This situation is linked to a lack of qualified ICT personnel and skilled human resources to assist teachers in delivering lessons using modern technology. Most schools and institutions lack computer-literate instructors and ICT experts to support and manage ICT integration in learning and teaching (Paschal and Gougou, 2022; Hamlaoui, 2020).

According to the findings of this study, the government's guiding policy is to blame for the failure to re-enforce the application of curriculum on learner-centred innovative teaching. Mhando (2006) observed that there is a lack of guidelines in primary schools to direct pre-primary teachers' growth and development; programs have yet to be developed to meet the needs; and the existence of scarce funds to foster professional development is the cause.

Conclusion

The study aimed to evaluate the implementation of learner-centred pedagogy in public primary schools using innovative teaching methods. Based on the findings, the study concluded that learner-centred pedagogy and innovative teaching approaches were not adequately implemented in Maswa District, Tanzania's public primary schools. The study discovered that the most common Learner-Centred teaching pedagogies used by primary school teachers in public primary schools include group discussion, question and answer, songs, demonstration, and role plays. However, the implementation of learner-centred teaching pedagogy through innovative teaching in public primary schools was hampered by a lack of adequate teaching and learning resources, inadequate teacher training, negative teacher attitudes, insufficient teacher motivation, congested classrooms, larger class work allocation, a teacher shortage, and an inactive government guiding policy. Additionally, numerous limitations were identified, including a limited sample size due to funding issues and research that was focused on a particular District, which could lead to biased generalization. Future research on the obstacles impeding the adoption of innovative teaching practices like learner-centred pedagogy may examine how incentives and motivation could lead to the adoption of these practices in public primary schools.

Recommendations and practice

Based on the findings of the study, the researcher suggests that the government enact an effective education and training policy that emphasizes the implementation of learner-centred pedagogy through innovative teaching methods such as group discussions,

question and answer sessions, singing, role plays, and field studies. Similarly, they should strive to provide adequate teaching and learning materials, as well as a conducive environment for teaching and learning, and prioritize teacher motivation and incentives as a means of ensuring moral and financial support for teachers.

REFERENCES

Adu-Gyamfi, K., Ampiah, J.G., and Agyei, D.D. (2020). Participatory Teaching and Learning Approach: A framework for Teaching Redox Reactions at High School level. *International journal of Education and Practice*, 8(1), 106 – 120.

Bingimlas, K. A. (2009). Barriers to the Successful Integration of ICT in Teaching and Learning Environments: A Review of the Literature. *Eurasia Journal of mathematics, Science and Technology Education 5(3), 235 – 245.*

Creswell, J. W. and Plano Clark, V. L. (2011). *Designing and Conducting Mixed Methods Research.* 2nd Edition, Sage Publications, Los Angeles, USA.

Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B & Others, D. (2019). Implications for Educational Practice of Science of Learning and Development. *Applied Development Science,* 24(2), 97–140.

Ertmer, P.A. (2010). Teachers Technology Change: How Knowledge, Confidence, Beliefs, and Culture intersect. *Journal of Research on Technology in Education*, 42(3), 255 – 284.

Ghavifekr, S., Kunjappan, T., Ramasamy, L., & Anthony, A. (2016). Teaching and Learning with ICT Tools: Issues and challenges from Teachers' Perceptions. *Malaysian Online Journal of Educational Technology*, 4(2), 38 – 57.

Gloria, M., & Demetria, G.M. (2022). The Implementation of Learner Centred Approach and Reposition of Education in Public Secondary Schools in Nyamagana District, Mwanza- Tanzania. *Journal of Humanities and Education Development* (JHED), 4(1), 85 – 99.

Gov.UK, (2012). Learning to read through phonics. Department of education, UK. Retrieved from https://www.gov.uk/government/publications/learning-to-read-through-phonics-information-for-parents.

Hamlaoui, S. (2020). Teachers' Resistance to Educational change and innovations in Middle East and North Africa: A case study of Tunisian Universities. Re-configuration, Pp 171 – 184.

Joseph, J., & Mathew, M. (2019). Innovative Pedagogy for the Twenty-First Century Learners: Issues and Challenges for Teachers and Principals. *International Journal of Applied Social Science* 6(8), 2074 – 2083.

Kafyulilo, A.C., Rugambuka, I.B., and Moses, I. (2013). Implementation of Competency Based Teaching in Morogoro Teachers Training College, Tanzania. *Makerere Journal of Higher Education,* 4(2), 311 – 326.

Mandal, S. (2018). The Competencies of the Modern Teacher. *International Journal of Research in Engineering, Science and Management.* 1(10), 351 – 360.

Mbalamula, Y.S. (2016). Professional scaffolding of student teachers during practicum in Tanzania: Roles, Skills, and Challenges. *Asian Research Journal of Arts & Social Sciences*. 1(6), 1-14.

Mhando, E. (2006). First Meeting of the National Coordinators for UNESCOs Teachers Training Initiative for Sub-Saharan Africa: A note on the Teachers Status in Tanzania. 7 – 9 March 2006; Breda, Dakar, Senegal.

Mligo, I., Mitchell, L., & Bell, B. (2019). Pedagogical Practices in Early Childhood Education and care in Tanzania: Policy and Practices. *Journal of Education and Practices*, 7(33), 83 – 92.

Moate, R.M., and Cox, J.A. (2015). Learner-Centred Pedagogy: Considerations for Application in a Didactic Course. *The Professional Counsellor, 5(3), 379 – 389.*

MoEST, (2019). *National Curriculum Framework for Basic and Teacher Education.* First edition. Tanzania Institute of Education, Dar Es Salaam, Tanzania.

MoEST. (2018). Education Sector Development Plan (2016/17 – 2020/21). Tanzania Institute of Education, Dar Es salaam, Tanzania.

Mosha, M.A. (2015). The role of Techers Resource Centre in Teachers Professional Development and Enhancing Primary Education in Zanzibar. *Journal of Education and Practice, 6(8), 44 – 61.*

Mosweunyane, D. (2013). The African Educational Evaluation: From traditional Training to Formal Education. *Higher Education Studies, 3(4), 50 – 59.*

Mpanju, A. (2012). Employment Impact of Foreign Direct Investment, Lambert, Academic Publishing. Natrass, N. (2002b). Should Youth Employment be targeted as a Part of a Comprehensive Welfare Policy in South Africa. *Social Dynamics, 28(2), 207-236.*

Muhammad, Y. (2021). *Choosing an Appropriate Teaching Methodology*. Retrieved from https://xaqubz.medium.com/choosing-an-appropriate-teaching-methodology

Munna, A.S and Kalam, M.A. (2021). Teaching and learning process to enhance teaching effectiveness: A Literature review. *International Journal of Humanities and Innovation*, 4 (1), 1 – 4.

Nyoni, K.Z. (2018). Challenges facing Teachers in Tanzania: The implementation of the Paradigm shift towards a Competence-based curriculum in Public Secondary Schools in Iringa municipality. *Kervan-International Journal of Afro-Asiatic studies*, 22(1), 195 – 215.

O'Sullivan, M. C. (2006). Lesson observation and quality in primary education as contextual teaching and learning processes. *International Journal of Educational Development*, 26(3), 246 - 260.

Paschal, M. J. & Gougou, S. A-M. (2022). Promoting 21st Century Skills in English Language Teaching: A Pedagogical Transformation in Ivory Coast. *Global Journal of Educational Studies, 8(2), 50-74.DOI: https://doi.org/10.5296/gjes.v8i2.20333*

Paschal, M. J. & Mkulu, D. G. (2020). Teacher-Students' Relationship and Students 'Academic Performance in Public Secondary Schools in Magu District, Tanzania. *Journal of Research in Education and Society, 11(1),20-3. http://www.icidr.org/jresv11no1-content.php*.

Paschal, M. J. (2022, a). Investigating teachers' awareness of gifted children and resource accessibility for their learning in Tanzania. *Asian Journal of Education and Social Studies, 27(4), 9-31. https://doi.org/10.9734/ajess/2022/v27i430660*

Paschal, M. J. (2022, b). Integrating Global Citizenship Education in Higher Education in Tanzania: Lessons from the Literature. *Global Research in Higher Education 5(2), 24-43. DOI: https://doi.org/1022158/grhe.v5n2p*24 URL:*https:/dx./doi.org/1022158/grhe. v5n2p*24*.*

Paschal, M. J., Nyoni. T. T. & Mkulu, D. G. (2020). The Role of Cooperative Learning in Attaining Inclusive Learning in the Classroom, Creativity and Innovation in Secondary Schools in Mwanza Region – Tanzania. *International Journal of English Literature and Social Sciences, (IJELS), 5(2). http://journal-repository.com/index.php/ijels/article/view/1730*

Sifuna, D. (2007). The Challenge of Increasing Access and Improving Quality: An Analysis Universal Primary Education Interventions in Kenya and Tanzania Since the 1970s. *International Review of Education, 53(5), 687–699.*

Solvik, R.M and Glenna, A.E.H. (2022). Teachers' potential to promote Students' deeper learning in whole-class teaching: An observation study in Norwegian classrooms. *Journal of educational change*, 23(1), 343 – 369

Vavrus, F., Thomas, M., & Bartlett, L. (2011). Ensuring Quality by Attending to Enquiry: Learner-Centred Pedagogy in Sub-Sahara Africa. *International Institute for Capacity Building in Africa*, Addis Ababa, Ethiopia.

Yamane, T. (1967). *Statistics: An Introductory Analysis.* 2nd Edition., Herpes and Row. New York, USA.