Original Article

Teachers' Views on the Effectiveness of Student-Centred Approach in Teaching English Subject in Public Secondary Schools in Tanzania

Annamweka Joseph Malisa[1] & Dr. Reginald Lyamuya, PhD[1]*

[1] Jordan University College, P. O. Box 1878, Morogoro-Tanzania.
[*] Author for Correspondence ORCID ID: https://orcid.org/0000-0003-4607-2563; Email: malisaannamweka@gmail.com

ABSTRACT

This study used a qualitative approach to examine teachers' views about the effectiveness of the student-centred approach in the implementation of free education policy in teaching English subject in secondary schools. The study used a case study design to collect qualitative data from 30 participants who were English teachers, academic officers, and heads of schools. Data collection was done by using interviews, focus group discussions, and observation. Data analysis was done under thematic analysis. The findings of the study revealed that the teachers had the view that the student-centred approach depended on the nature of students, the teaching and learning environment, and the nature of the teachers. The findings also revealed that the free education policy violated the principles of the student-centred approach by enrolling unqualified students and without considering the adequacy of teaching/learning resources. It was concluded that an effective student-centred approach depends on some factors such as the ability of the students, the learning environment, the number of students in the class, the ability of the teacher, and the economic background of the families of the students. It was recommended that the government should prepare the pupils from the primary level for secondary education.

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INTRODUCTION

The students-centred teaching approach is at the heart of many curriculum innovations in the world today (Msonde & Msonde, 2019). It is given priority worldwide because it is considered to affect learners' learning process by improving their innovative ability to face the challenging problems in their current and potential societies (Sakata, 2021). In the rapidly changing world with great technological changes, the education systems and teaching approaches have also changed. The students-centred teaching approach is quickly replacing the traditional approach (teacher-centred teaching approach), which is characterised by less participation of the learners. This connects to the increasing demand that best educational practices should dominate the centre of intellectual inquiry which is one of the characteristics of a student-centred teaching approach (Onwe & Uwaleke, 2019).

In Tanzania, the student-centred teaching approach is currently emphasised in the education policies to replace the teacher-centred approach. After the review, it was found that the teacher-centred teaching approach was no longer appropriate in Tanzania with the changing world (Kafyulilo et al., 2013). Tanzania introduced a competence-based curriculum in 2005 which led to the development of a competency-based curriculum for learning and assessments in secondary education to match the economic, political, and cultural changes (Kafyulilo et al., 2013). The review of the curricula was prompted by economic development needs in the current fast-growing science and technology in the globalised world where stiff competition prevails in every sector. Komba and Kira (2013) argued that the old curriculum (teacher-centred approach) was

ineffective as the graduates failed to demonstrate the skills and competencies that fully addressed local, national, and global market demands. In this regard, the motive behind the shift in the teaching paradigm in Tanzania was to put the curriculum at the heart of what is taught and learnt alongside constructivist methods of delivering the subject content. As a consequence, the curriculum was designed in such a way that it would help learners to become knowledge constructors and emphasises the active role of teachers in the process of constructing this knowledge. In this regard, the learners are prepared to gain knowledge and competencies that would enable them to compete in a fast-changing world environment.

The studies by Komba and Mwandanji (2015), Makunja (2015), and Kafyulilo et al. (2013) have shown that a learner-centred approach is a current requirement for the modern teaching and learning process. They have pinpointed that learner's centred learning involves the learner in the whole process of learning and as a result it stimulates creativity among learners due to the fact that it enhances activeness. The above-mentioned studies have also emphasised that learners' centred learning enhances effective learning which ultimately imparts to learners the ability to construct knowledge and comprehension of ideas.

Like any other subject in secondary education, learning English subject requires the student to possess such abilities. Learning English subject in secondary school is very important and compulsory as it provides knowledge and a basis for learners to master other subjects. In Tanzania, from secondary to the University level, the language of instruction is English. Without teaching English subject effectively, the learners cannot be able to

understand the other subjects which are basically instructed in English. However, with the fee-free education policy, the school climates have changed, witnessing a number of challenges such as overcrowded classrooms, little participation from parents, the unwillingness of students to participate in the class, and poor class management. These all have been a problem in teaching the English subject. The objective of the study was:

- To examine teachers' views about the effectiveness of a student-centred approach in teaching English subject in secondary schools under the implementation of free education policy.

METHODOLOGY

The study was conducted in selected public secondary schools in Morogoro Municipality in Tanzania. Hipolite (2019) noted that most secondary schools, especially the public ones do not perform well in form four national examinations leading to the need for the assessment of the student-centred approach practices used in teaching and learning.

This study used a case study design to collect qualitative data from 30 participants selected from six (6) public schools by using interviews, Focus Group Discussions, and observation. The semi-structured interviews were done with the heads of schools. From the English teachers, data were collected through interviews and FGDs while academic officers were interviewed.

The study used an interpretative analysis in analysing data, meaning that it must test the assumptions about the word, but the assumptions were reproduced. The researcher interpreted the respondent's views and the analysed data were matched with literature and empirical findings from other studies for detailed discussion.

STUDY FINDINGS

Approach Used by Teachers

The study was interested to know the pedagogical approaches the teachers used in teaching English subjects. The teachers were asked to tell the pedagogical approach they were using in their class when teaching English subjects. The data collected were thematically coded as follows; Student Comprehension Capabilities (SCC); Number of Students in the Class (NSC); Student-Centred is Difficult in School (SCDS); Students' Poor Background to utilise Resources (SPBR); Students are Unable to Participate (SUP); Students are not Prepared well in Primary Schools (SPPS); Teachers' Creativity (TC); and Student-Centred Motivates the Students (SCMS).

Table 1: Approach Used by Teachers

Verbatim quotes	Theme	Code
I employ both student-centred and teacher-centred methods. We categorise students based on their comprehension capabilities. For example, we have placed fast learners in streams A through E. Slow learners are placed in streams F and G where information is spoon-fed to them (ET1).	Student Comprehension Capabilities	SCC
It is a 50/50 method based on the number of students we have. Some students have no foundation in English and have a very limited understanding. These are heavy, unable to participate in lesson learning, and must rely on the teacher (ET2).	Number of Students in the Class	NSC
There are some environments that are better suited for student-centred and others that are best suited for teacher-centred approach. In our ward school, we fail to use a student-centred approach because it is difficult to obtain information from students (ET3).	Student-Centred is Difficult in School	SCDS
I employ both approaches of student and teacher-centred learning. We are currently living in a digitalised world, but because of our environment, we are unable to utilise it. Many children come from low-income families and are unable to use the digital world both at home and school (ET4).	Students' Poor Background to utilise Resources	SPBR

It reaches a time you put aside the student centred and continue with a teacher-centred approach. Our students are unable to participate and share information because they lack prior information. If you remain silent and wait for them, they will also remain silent (ET5).	Students are Unable to Participate	SUP
Students are not well prepared for secondary school, whether they pass or their primary school exams are of lower quality. Primary school students' preparation is of lower quality because some students are unable to fit into the secondary level. For example, primary exams require them to fill in the blanks, whereas secondary exams require details (ET6).	Students are not Prepared well in Primary Schools	SPPS
Teachers must be inventive in order to find new ways to teach. Participatory approaches are incomprehensible because books are unavailable and the digital world is prohibitively expensive. We should have computers and access to the internet in our library so that students can find materials (ET7).	Teachers' Creativity	TC
We encourage the Student Centre Approach because it helps students develop memory, motivates them, and they enjoy the subject. We discourage Teacher Talk Time (TTT) and encourage Student Talk Time (STT) for the better learning of English (ET8).	Student-Centred Motivates the Students	SCMS

Student Comprehension Capabilities (SCC)

It was found by the study that some of the teachers used both student-centred and teacher-centred approaches depending on the comprehension capabilities of the students. It was revealed that the students were categorised based on their comprehension abilities. For the fast learners, the teachers used a student-centred approach, while for the slow learners, the teachers were obliged to use a teacher-centred approach. During the interviews with the English teachers, it was revealed that the student-centred approach needs the active participation of the students, especially in the preparation of the topic. In this case, the slow learners were not able to prepare for the presentation because they were facing difficulties in the English Language. One of the teachers had this to say:

> *I employ both student-centred and teacher-centred methods. We categorise students based on their comprehension capabilities. For example, we have placed fast learners in streams A through E. Slow learners are placed in streams F and G where information is spoon-fed to them (ET1).*

The implication of the findings is that the use of a student-centred approach was determined by the nature and type of students in the class. For the fast learners, the student-centred approach was easy to use and the learners were ready to participate. The

slow learners, on the other hand, needed a teacher-centred approach for their participation in learning was very limited. The findings are comparable to those of Mkimbili (2018), that found that students in Tanzania were facing difficulties in engaging in group discussion and class presentations. The difficulties were identified as their inability to participate in critical thinking, problem-solving and open-minded discussions that needed more clarification from them. This was attributed to the African culture that gives much authority to the teachers who hardly give power to students to show their abilities.

However, the findings are contradictory to those of Kawishe (2016) that discovered that a student-centred approach was possible for both slow learners and fast learners at the same time. Some strategies such as think pair share and jig saw were fit to bring the fast-learners and slow learners together to practice a student-centred approach. It was suggested that in order to make student-centred approach to be applicable to both fast learners and slow learners, the teacher is required to form groups that mix the two kinds of learners so that the fast learners can help the slow learners to grasp what is taught/learned in the topic.

The Number of Students in the Class

It was found that the use of a student-centred pedagogical approach was determined by the

number of students in the class. It was revealed through the interviews that when the students were overcrowded, student-centred became difficult to practice. This was due to the fact that with the implementation of a fee-free education policy, a large number of students were enrolled without consideration of the resources available. The classes were not sufficient to carry all students enrolled. The interviews with the English Teachers revealed that the enrolment of students did not also consider the quality of students enrolled. Most of the enrolled students lacked foundations in the English language causing difficulties in teaching them. Those with limited understanding of English were said to be heavy and unable to participate in the lesson. It was further revealed that because of overcrowded classes, the teacher decided to use what the teachers called the banking system (teacher-centred). One of the interviewees said:

> *It is a 50/50 method based on the number of students we have. Some students have no foundation in English and have a very limited understanding. These are heavy, unable to participate in lesson learning, and must rely on the teacher (ET2).*

The implication of these findings is that the public schools were facing difficulties in practising a student-centred pedagogical approach due to the overcrowded classes. The student-centred approach needs spaces in the class so that the students can actively participate in the lesson. When the classroom is overcrowded, the teacher is not convinced to give all that he/she has, and creativity becomes low.

These findings are in line with those of Mashala (2019), that identified the challenges resulting from the implementation of a fee-free education policy. It was learned that due to the free education policy, there is student congestion in classrooms causing difficulties in managing school climate and difficulties in student discipline cases that sometimes result in havoc. This goes hand in hand with school climate becoming unsuitable; unfavourable students' disciplinary cases caused by congestion thus making school a place for social disorder, and teachers' stress and fatigue, causing the school to become unsuitable.

The findings also suggest that the students in the public schools were mostly of low quality with slow understanding mixed with a few of high understanding. Those students of low understanding were pulling down the students of high understanding, causing difficulties in practising a student-centred pedagogical approach. In this regard, the teachers did not have any options more than using the teacher-centred approach to teaching the English Language.

Student-Centred is Difficult in School

It was revealed in the study that the school environment of most of the public schools did not support a student-centred approach. It was revealed in the interviews that the student-centred approach needed a suitable environment for the students to have prior preparation before the lesson. The teachers explained that their schools did not have sufficient resources to make the students prepare and have the required information before the classes. Their schools lacked resources like textbooks, the internet, and computers. It was moreover revealed that in most of the ward (community) schools, the situation was even worse as the students came from poor families that could not afford to serve their children with resources and when they come to school, they find the same situation. As a result, they rely entirely on what is given by the teacher. One of the interviewees had this to say:

> *There are some environments that are better suited for student-centred and others that are best suited for teacher-centred approach. In our ward school, we fail to use a student-centred approach because it is difficult to obtain information from students (ET3)*

The implication of the findings is that the student-centred approach was determined greatly by the school environment. The school environment encompasses a variety of environments starting from the learner's family and home background to the school where active learning takes place. This suggests that for a successful student-centred approach to happen, the school environment should be conducive. That is, the learner should be prepared from home with adequate teaching and learning resources so as to create the learner's

readiness and interest to participate actively in learning. Learning is currently influenced by the digital world; the students need to be introduced to the digital world so that they have learning materials from multiple streams to enhance their learning. However, this is difficult for most Tanzanian schools, especially the community schools, which are built by poor parents in a poor environment where the learning resources for students' preparation are not accessible.

The findings are supported by Mugyabusa and Tangi (2022) that identified the unsupportive school environment to be the impediment to practising a student-centred learning approach. Moreover, the findings are in line with those of Gabriel (2013) the revealed that teachers encountered a number of transitional problems in implementing the Learner-Centred Approach, identifying the challenges such as overcrowded classes, lack of students' readiness and interest, language problem among learners, lack of in-service training on LCA, poor students' participation in class, and inadequate instructional resources such as textbooks and reference materials.

Students' Poor Background to utilise Resources

It was revealed by the study that most of the students in the public schools come from poor backgrounds and are unable to utilise the available resources. Most of the students are unable to take advantage of the available resources such as smartphones, computers, learning institutions, and libraries to enhance their learning. The reason for this was that most of them come from poor families with lower incomes that cannot afford these resources. During the interviews with the English teachers, it was revealed that despite the fact that learning is conducted in time of digital, the learners are unable to utilise this resource because of their low-income families. One of the interviewees had this to say:

> I employ both approaches of student and teacher-centred learning. We are currently living in a digitalised world, but because of our environment, we are unable to utilise it. Many children come from low-income families and are unable to use the digital world both at home and school (ET4).

The implication of the findings is that the learning environment was already digitalised, but the public

schools were not ready or prepared to embrace its integration with teaching and learning English subject as it is in private schools. In today's life, parents and some students have ICT devices, but they are hardly taught to use them in learning school subjects. The findings suggest the conservativism of the schools from allowing ICT to be integrated into the teaching and learning process. It would be expected that the school should encourage the students in collaboration with the teachers to utilise the few available ICT resources owned by some of the students/parents and teachers, such as laptops and smartphones for learning purposes. This is likely to motivate the students to actively learn English subject.

These findings are contrary to those of Daudi and Nzilano (2019), that found that in Dar es Salaam, students had a positive perception of ICT integration in teaching and learning. The findings showed that the students demonstrated knowledge and skills in using different ICT devices such as computers, laptops, smartphones, smart boards, and iPads. However, the problem revealed was the students were provided with insufficient time to spend on the computer programmes in the school computer labs, that they were banned from bringing their personal ICT devices with them to school and that ICT was only limited to learning computer subjects instead of being used in all subjects.

Students are Unable to Participate

It was revealed in the study that students in public schools lacked the ability to participate actively in the lesson. The key reason mentioned during the interviews with the English teachers was that most of the students lacked prior information to share in the class. This made them depend on the teacher to give everything without giving their ideas and contribution. One of the interviewed teachers said:

> It reaches a time you put aside the student centred and continue with the teacher-centred approach; our students are unable to participate and share information because they lack prior information. If you remain silent and wait for them, they will also remain silent (ET5).

The implication of the findings is that students' readiness and interest in the taught subject were one of the determinants of the use of the student-centred

approach. In a class where the students are ready to participate and interested in the subject, the student-centred approach becomes easy to use. The findings suggest the need for teachers to motivate their students to love their subjects so that participation can increase and make the subject enjoyable. The teachers can use various techniques to motivate their students to love their subjects, such as using simple language in teaching, showing care to students, and using the available resources and teaching aid to make the students understand the subject more.

The findings are similar to those of Gabriel (2013), that found that the student-centred approach was constrained by the poor participation of the students. The reasons given for the poor participation of students were because of a lack of readiness and interest in the subject. Also, the students had problems with language (English) that made them lose confidence before their fellows to express themselves.

Students are not Prepared well in Primary Schools

The findings of the study showed that the student-centred approach was difficult in school because the students were not used to it. It was revealed that the lower classes of pre-primary and primary schools did not prepare them to participate actively in class. During the interviews with the teachers, it was revealed that the primary schools did not prepare their pupils for the higher classes. One of the interviewed teachers said:

> Students are not well prepared for secondary school, whether they pass exams or their primary school exams are of lower quality. Primary school students' preparation is of lower quality because some students are unable to fit into the secondary level. For example, primary exams require them to fill in the blanks, whereas secondary exams require details (ET6).

The implication of the findings is that the education system lacked a link between one stage with the other. According to the findings, the primary school pupils were taught lower skills that completely change when these pupils are enrolled in secondary schools.

Moreover, the findings imply that there is an unfilled gap between primary school and secondary school. For example, the language of instruction in primary school is Kiswahili, but in secondary school, the language of instruction is English. The shift from Kiswahili medium of instruction to English subject becomes abrupt to the extent that understanding English becomes a problem.

The findings suggest the need to fill the gap between primary and secondary schools. For the student to perform well, the question of language needs to be given keen attention. Either the students learn in Kiswahili or English from primary through secondary school. The abrupt change of language confuses the students instead of making them master what they are taught in class.

The Need for Teachers' Creativity

It was revealed by the findings that because the students were different in understanding and from varied backgrounds, the teachers were obliged to be creative and innovative in using a student-centred approach. This was so because the teachers were working in a difficult teaching environment in which the schools lacked important teaching/learning materials. In this regard, according to the interviews with the teachers, the use of the student-centred remained in the hands of teachers to decide. During the interviews with teachers, one said:

> Teachers must be inventive in order to find new ways to teach. Participatory approaches are incomprehensible because books are unavailable and the digital world is prohibitively expensive. We should have computers and access to the internet in our library so that students can find materials, but it is not the case (ET7).

The implication of the findings is that the use of a student-centred pedagogical approach was encouraged by the government at different levels and the education stakeholders, but due to the unfavourable teaching and learning environment, the teachers were the ones to decide which approach to use. The findings imply that the public schools did not have a conducive environment to conduct a student-centred pedagogical approach.

The findings here suggest the need for teachers with their students to prepare using the readily available materials to create a proper environment for the use of a student-centred approach. The findings revealed unavailable technology policy, insufficient technology equipment, a lack of teachers qualified in technology integration, and maintenance and technical problems as the major challenges affecting the effective integration of technology at the school level. Despite the fact that the schools are operating in the age of science and technology, most schools are still lagging behind in the use of digital advantages to enhance the student-centred approach in class.

Student-Centred Motivates Teachers

It was revealed in the study that the teachers had a positive attitude towards the implementation of a student-centred approach. For the teachers, the student-centred approach is the best learning approach as it develops their memory, motivates them, and makes them enjoy the subject. During the interviews with teachers, one of the interviewees said:

> We encourage the Student Centre Approach because it helps students develop memory, motivates them, and they enjoy the subject. We discourage Teacher Talk Time (TTT) and encourage Student Talk Time (STT) for the better learning of English (**ET8**)

The findings imply that majority of teachers had positive feelings, attitudes, and perceptions towards the use of a student-centred approach in the English subject class. It is not surprising that this is so with respect to the modern role of media in our globalised world, that is, most teachers are more exposed to instructional technology and they tend to adopt them in their day-to-day activities of teaching. With a positive perception about the use of a student-centred approach, one can use their perception as a guide to instructional technology courses in school for the best performance of students.

The findings are supported by Baeten et al. (2010), revealing that students whose personality is characterised by openness to experience, extraversion, conscientiousness, agreeableness, and emotional stability, intrinsically motivated, feel self-confident and self-efficacious and prefer teaching methods that support learning and understanding.

Teachers' positive attitude toward the student-centred approach embraces the positive feelings and the way the teacher considers the student-centred approach in the teaching and learning process. The way the teacher views the role of the student-centred approach in classroom teaching will to a large extent, determine the level and degree of its users regardless of the situation of the class.

Teachers' Views on the Participation of Students in the class

The study was interested to know the teachers' views of how the students participated in the class during teaching/learning English Language subject. The teachers were asked to give their views regarding their experience in teaching the subject. The data collected were thematically coded as follows; Teacher Centred for Slow Learners (TCSL); Bright Students are Active Participants (BSAP); and Minimal Participation in Ward School (MPWS).

Table 2: Teachers' Views on the Participation of Students in the Class

Verbatim quotes	Theme	Code
Using a teacher-centred approach to teaching allows me to move my students to match their more understanding peers. Even if you give them homework or assignments from Monday to Friday, they will not complete them because they do not know where to begin. It is not a way to make the teacher go faster, but it is a way of ensuring that they get something (ET1).	Teacher Centred for Slow Learners	TCSL
Bright students perform admirably on homework, assignments, and discussions. Slow learners are unable to conduct discussions or work on their own; they passively rely on the teacher for everything. I ask them	Bright Students are Active Participants	BSAP

questions (oral questions) and give them exercises and corrections to see if they can understand (ET4).		
The teacher decides to continue with the teacher-centred approach because of time. Our school is a "kata" school, and the majority of the students are slow learners. You give space for them to express themselves, they cannot. They become silent because they lack prior information and research ability (ET5).	Minimal Participation in Ward Schools	MPWS

Teacher-Centred Approach for Slow Learners

The findings of the study revealed that teachers were obliged to use a teacher-centred approach instead of a student-centred approach because of the poor participation of the learners in the class. During the interviews with the English teachers, it was revealed that some of the students were unable to pay for their participation to share what they knew with their fellows in the class. It was revealed that when the students were not active in participating in class, it took too long to complete the syllabus. For the sake of completing the syllabus, the teachers decided to use teacher centred approach so as to make the slow learners match with their peers, the fast learners in their other classes. One of the interviewees had this to say:

> *Using a teacher-centred approach to teaching allows me to move my students to match their more understanding peers. Even if you give them homework or assignments from Monday to Friday, they will not complete them because they do not know where to begin. It is not a way to make the teacher go faster, but it is a way of ensuring that they get something (ET1).*

These findings are in line with those of Komba and Mwandanji (2015), that found that in Tanzania, the student-centred approach was ineffective because of the poor involvement of the students in the classroom. Supporting these findings, Mkimbili et al. (2017) found that most secondary schools in Tanzania were facing the challenge of utilising the available resources in the surroundings to foster students' investigations that can help them to participate in the classroom. Al-Ghafri (2018) added that the poor participation of the students in the class was due to their shyness which the students saw as a positive natural feeling that showed mutual respect for the students in the class.

Bright Students are Active Participants

The findings of the study showed that students' active participation in the classroom was mostly applied to the class with brighter students and less applied to the class with slow learners. During the interviews with the English teachers, it was revealed that the classrooms of bright students were active in participating in the lesson. One of the interviewees had this to say:

> *Bright students perform admirably on homework, assignments, and discussions. Slow learners are unable to conduct discussions or work on their own; they passively rely on the teacher for everything. I ask them questions (oral questions) and give them exercises and corrections to see if they can understand (ET4).*

The implication of the findings is that most of the secondary schools in Tanzania failed to use a student-centred approach due to poor participation of the students in the class. This can stem from the inability of the teachers to make use of the available resources as teaching aids in the classroom. The findings suggest the poor utilisation of the available resources as teaching aids. It is expected that when the teachers use teaching aids that are from the common environment, the students are likely to participate actively. This means that the classroom is a small complex world which has its unique culture and context. This calls for teachers' understanding of the complexity of the classroom and involving their learners in understanding and constructing this min-society context for a better learning environment.

The findings of the study suggest that the student-centred approach was most useful to bright students. This is due to the reason that the bright/fast learner students were able to search for information before the class. The implication here is that the fast learners were motivated to learn English subject and

had created interest in the subject. Students' interest is an act of engaging and appealing to the students to stimulate their emotions, feeling and affection towards the learned topic.

Minimal Participation in Ward Schools

The findings of the study revealed that in most of the ward (community) schools, students' participation in the lesson was minimal. During the interviews and discussions with the teachers, it was revealed that in the word schools, the learners did not have good foundations in the basics of the English language. It was, moreover, revealed that the students in the ward schools were mostly slow learners with minimal ability to research for prior information. One of the interviewees said:

> The teacher decides to continue with the teacher-centred approach because of time. Our school is a "kata" school, and the majority of the students are slow learners. You give space for them to express themselves, they cannot. They become silent because they lack prior information and researching ability (**ET5**)

The implication of the findings is that the student-centred approach was less appropriate for slow learner students. This means that the slow learners need special attention from the teachers to make them create interest in the subject. The majority of the students in the ward schools are from low- and middle-income families. Most of them do not have access to the important information as their counterparts in high-income families. These students are not connected to an internet network; they do not have computers and smartphones to search for information. In this way, they come to class uninformed and it becomes difficult for them to share their knowledge because they cannot share what they do not have.

Teachers' Views on the Implementation of SCA Under Fee-Free Education

The study was interested in examining the views of English teachers on the implementation of the student-centred approach during the implementation of the free education policy in Tanzania. The data collected were thematically coded as follows; unqualified students (US), insufficient resources (IR), and little participation of parents (LPP).

Table 3: Teachers' Views on the Implementation of SCA Under Fee-Free Education

Verbatim quotes	Theme	Code
Some students who complete primary school and join secondary schools but are illiterate; they cannot read and write. These students are incapable of preparing a topic and delivering an understandable presentation. Some students become unqualified to be enrolled at the secondary school level. The policy seems greatly concerned with quantity rather than the quality of students.	Unqualified Students	US
Also, due to free education, many students are enrolled beyond the capacity of the school. Due to this, it becomes difficult for schools to have the resources to satisfy all of the students. It also becomes difficult to control the class due to a large number of students in a class. For example, here in our school, the smallest number of students in one class you find there are 69. In this way, you cannot go through each student.	Insufficient Resources	IR
Children have forgotten themselves, lacking a push from parents. When we give them homework, many do not attend to them, and parents do not encourage them to study. The free education policy has affected to some extent. Parents think everything is available at school and forget their responsibility for children's education.	Little Participation of Parents	LPP

Unqualified Students

It was revealed in the study that the implementation of the free education policy was one of the challenges in the implementation of the student-centred approach in English subject. It was revealed by the teachers that most of the enrolled students for free education policy were unqualified for secondary education. That is, the major concern of the implementation of the education policy was the number of students enrolled rather than the quality. During the interviews with the teachers, one of the interviewees had this to say:

> Some students who complete primary school and join secondary schools but are illiterate; they cannot read and wright. These students are incapable of preparing a topic and delivering an understandable presentation. Some students become unqualified to be enrolled at the secondary school level. The policy seems greatly concerned with quantity rather than the quality of students.

The findings are in line with those of Mashala (2019) that found that the implementation of the free education policy in Tanzania had a number of challenges including the enrolment of less qualified students. The free education policy was implemented in such a way that all pupils who finish primary education have a chance to be enrolled in secondary education regardless of their understanding abilities.

Insufficient Resources for Student-Centred Approach

It was found by the study that due to the free education policy, the classes were overcrowded due to the exceeded enrolment of the students. It was revealed that the school enrolled a larger number of students than their capacities. In this regard, the school did not have sufficient resources to satisfy all the students. In this situation, the student-centred approach became difficult to implement. It was revealed to the study through interviews and discussions with the English teachers that their schools were not able to satisfy the needs of the students; there were insufficient textbooks, inadequate classrooms etc. One of the teachers said:

> Due to free education, many students are enrolled beyond the capacity of the school. Due to this, it becomes difficult for schools to have the resources to satisfy all of the students. It also becomes difficult to control the class due to a large number of students in a class. For example, here in our school, the smallest number of students in one class you find there are 69. In this way, you cannot go through each student.

The implication of the findings is that the free education policy has brought a challenging climate to the teaching and learning process. This is due to the reason that it has attracted an increased number of students without increasing the resources. The enrolled students needed resources such as books, classrooms, computers and so on. In this context, it is difficult to implement a student-centred approach because the students lack resources for their investigation.

The findings are similar to those of Mashala (2019) found that free education policy had caused a number of challenges, including student congestion in classrooms causing difficulties managing classes and schools, and poor relationships between parents and schools, causing difficulties in student disciplinary cases that sometimes result in havoc. These make some schools a place for social disorder, teachers' stress and fatigue causing the school climate to be unsuitable. Moreover, Shukia (2020) found that despite the benefits of the free education policy in Tanzania, one of the great challenges was that it increased the number of students in the class-leading to the difficult management of the class, causing chaos and poor discipline in students.

Little Participation of Parents

It was revealed by the study that the free education policy had caused negligence among the parents of the students enrolled in school. It was revealed that with the free education policy, the parents were not encouraging their children to study. Moreover, it was revealed that parents had deserted their parental responsibilities of buying learning materials such as textbooks, dictionaries, and others for their children. During the interviews with the teachers, one of the interviewees said:

Children have forgotten themselves, lacking a push from parents. When we give them homework, many do not attend to them, and parents do not encourage them to study. The free education policy has affected to some extent. Parents think everything is available at school and forget their responsibility for children's education.

The findings are contrary to those of Saritepeci (2021), who discovered that parents had a favourable attitude toward using digital storytelling and other digital devices that were entertaining and appealing to their children's change to make them be participative in class. The findings imply that parental involvement in their children's learning is critical, as parents spend a significant amount of time with their children. Furthermore, the children trust their parents as the point of reference. In this regard, the parents can be used to persuade their children to be good participants in the class. This demonstrates the power of parents in their children's teaching and learning processes, which cannot be overstated. The involvement of parents in the teaching and learning process is critical because it fosters a stronger relationship between the school and the children's families. This may necessitate responsible parental actions in collaboration with teachers in order to shape the behaviour of the students. This is especially important so that they can grow in accordance with the needs of the community.

CONCLUSION

Based on the findings, a number of conclusions can be drawn. First, it is concluded that the implementation of the effective student-centred pedagogical approach depends on some factors such as the ability of the students, the learning environment, the number of students in the class, the ability of the teacher, and the economic background of the families of the students. The school needs to prepare the teaching/learning environment, the students, and the educators in order to have an effective student-centred pedagogical approach. It is concluded that the re-adoption of the freed education policy did not consider the environment in which it would be implemented. Instead of enrolling quality students, the free education policy caused the enrolment of unqualified and slow learner students who were difficult to practice a student-centred approach. It can also be concluded that it is difficult to implement a student-centred approach in free education policy where the education stakeholders are not effectively involved. The implementation of the free education policy needs to involve other education stakeholders in order to make it to be effective.

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