**PhD Viva Voce**

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| **Candidate Name:** | Alexander, Marietha |  |
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| **Registration Number:** | 2017-07-00152 |
|  | University of Dar es Salaam |
| **Institution:** | School of Education |

**Qualifications Attained**:

Ms. Marietha is a PhD candidate (Coursework and Dissertation) in the Department of Educational Psychology and Curriculum Studies (EPCS), School of Education at the University of Dar es Salaam (UDSM). In 2013, she obtained a Master of education degree from the University of Dar es Salaam. In 2009, she attained a Bachelor of Arts with Education from Dar es Salaam University College of Education (DUCE). Also, she has a Diploma in Education from Mpwapwa Teachers’ College obtained in 2002. Currently, she is an Assistant Lecturer in the department of Educational Psychology and Curriculum studies, at Mwalimu Nyerere Memorial Academy (MNMA). She teaches Curriculum Development and Teaching, Measurement and Evaluation as well as English Facilitation Methods. As a researcher, she interested in Pedagogy of Teaching, Curriculum Development as well as Assessment of Learning and Learning Outcomes.

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| **Title of Thesis:** | An Exploration of Teachers’ Strategies in Using Learner-Centered Approach in Secondary Schools in Tanzania  A Case of Geography Subject |
| **Date of Viva Voce:** | 5th June, 2024 |
| **Venue:** | Board Room-SoED |
| **Time:** | 10:00a.m |
| **Supervisors:** | Dr. Wadrine Maro & Dr. Afrael Sarakikya |

**Abstract:**

The study explored teachers’ strategies in using the Learner-Centred Approach (LCA) in teaching the Geography subject in secondary schools in Tanzania. It was guided by three objectives. First, it aimed to explore teachers’ views on the challenges experienced when implementing LCA in the teaching and learning of Geography. Second, it intended to investigate the strategies employed by teachers to facilitate the use of LCA in the teaching and learning of Geography and thirdly, the study aimed to find out how teachers used the strategies and involved the learners during the teaching and learning of the Geography subject. The study employed the interpretivist paradigm and qualitative research approach with a multiple case study design. The sample size consisted of 32 participants from four secondary schools. Purposive sampling was used to select heads of Geography departments and Geography teachers while random purposive sampling technique was used to select students. Data were collected through interviews, observation, and documentary reviews and analysed thematically. The findings revealed that about LCA are not applicable in large classes, limited knowledge and skills in using LCA, expansion of school infrastructures, implementation of LCA require sufficient materials and resources, improvement of language of instruction, the need to follow school curriculum and syllabus in teaching for efficient implementation of LCA in secondary schools. The strategies used in the implementation of LCA in Geography included the use of interactive lecture method, use of extra teaching sessions to accomplish the syllabus. However, Geography teachers employed these strategies differently depending on the nature of the sub-topic and the context of a school. It also depended on either the initial teacher training or in-service training provided to Geography teachers, availability of teaching and learning materials, resources and the school environment. It was concluded that conducive teaching and learning environment supported by trained teachers is imperative for effective implementation of LCA in schools. The study contributes knowledge of debate on whether the use of LCA is possible or not in Tanzania and African contexts where resources are limited compared to students’ population. It is recommended that collaboration between stakeholders is important for the successful implementation of LCA to develop knowledge, competences and skills relevant to individual, society and national as well as global at large.

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| **Panel Members** | | | | |
| **No** | **Name** | **Designation** | **Rank** | **Unit** |
|  |  | Chairperson | Professor Emeritus | SoED-EFMLL |
|  |  | Representing External Examiner | S/Lecturer | SoED-EPCS |
|  |  | Internal Examiner | S/Lecturer | SoED-EPCS |
|  |  | Candidate’s Supervisor | Lecturer | SoED-EPCS |
|  |  | Head of the relevant department (or his/her appointee) | S/Lecturer | SoED-EPCS |
|  |  | Co-opted Member (appointed by College/School/Institute | Lecturer | SoED-EPCS |
|  |  | Co-opted Member (appointed by College/School/Institute | S/Lecturer | SoED-EFMLL |
|  |  | Appointee of the Principal for PhD only) | Lecturer | DUCE-EPCS |