

The use of student-centred approaches in teaching business subjects in Tanzania: A case study of Benjamin Mkapa secondary school in Ilala municipality

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Abstract

This study examined the use of student-centered teaching and learning approaches (SCTLA) in business subjects at Benjamin Mkapa Secondary School in Tanzania. Student-centered teaching and learning approaches in business subjects have gained increasing prominence in contemporary education due to their effectiveness in engaging students, fostering critical thinking, and preparing learners for real-world challenges. This study investigated the implementation and effectiveness of these approaches at Benjamin Mkapa Secondary School in Ilala Municipality, Tanzania. A mixed-methods cross-sectional design was adopted, involving data collection through questionnaires, interviews, classroom observations, and document analysis with teachers, students, and administrators. A total of 33 participants were involved, including 28 students and 5 business subject teachers. The study explored various student-centered strategies, including active learning, flipped classrooms, problem-based learning, collaborative learning, self-directed learning, role-playing, and simulations. Integration of technology, personalized learning, and reflective feedback were also examined. Findings reveal that these approaches significantly enhance student engagement and learning outcomes in business education. The study contributes valuable empirical evidence supporting educational reforms aimed at promoting student-centered pedagogy in Tanzania. Practical implications for teachers, administrators, and policymakers are discussed to improve instructional quality and student achievement. Data were analyzed qualitatively through thematic analysis and quantitatively through descriptive and associational analysis. Results are presented in descriptive texts, charts, and tables, which inform the study's conclusions and recommendations.

Keywords: student-centered teaching, learning approaches, business subjects, Tanzania

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1. Introduction

Student-centered teaching and learning approaches (SCTLA) have gained prominence in educational reforms globally. Unlike teacher-centered models, SCTLA place learners at the center of the learning process, emphasizing active participation, critical thinking, and collaborative engagement. Despite various reforms, SCTLA adoption in Tanzanian secondary schools, particularly in business subjects, has remained inconsistent. This study aimed to investigate how SCTLA are used in business subjects at Benjamin Mkapa Secondary School, identifying the associated challenges and prospects for improvement.

Background of the study - In the education sector today, the term *student-centered approach in teaching and learning* or *student-centered instruction* denotes a significant shift away from traditional teacher-centered education. In teacher-centered models, the focus is primarily on delivering knowledge and fulfilling curriculum requirements, often guided strictly by syllabi. Knowledge transmission tends to be unidirectional, with limited meaningful interaction between teachers and students. Students are often regarded as passive recipients of information, receiving instructions on what they need to learn and achieve (Kaino, 2015). Teachers are seen as the primary holders of knowledge, with minimal student contribution to the learning process. This approach can limit students' ability to direct their own learning and engage autonomously.

Student-centered learning, grounded in constructivist theory, aims to empower and actively engage students in their learning. It shifts the locus of knowledge acquisition from teachers to students, who take greater responsibility for gathering and interpreting information, while teachers act as facilitators (Lojdova, 2019; Tang, 2023). Ideally, students select courses, develop learning materials, and design their learning paths. Teacher-centered and student-centered approaches are not mutually exclusive but rather exist on a continuum (Lojdova, 2019). Full implementation of student-centered learning requires gradual facilitation and efforts to shift students' learning perspectives, especially in contexts where respect for teachers traditionally limits student participation.

Between these extremes, hybrid modes exist that go beyond curricula to provide comprehensive knowledge, supporting students to learn, apply, and synthesize information (Emaliana, 2017). For example, content traditionally defined by curricula in teacher-centered approaches gradually shifts towards student involvement in defining learning content under student-centered models. Knowledge ownership similarly transitions from lecturers to social construction among learners. Despite its advantages, student-centered approaches also face challenges. Murphy (2021) notes that teachers must clearly understand their roles to avoid loss of classroom control, as placing full responsibility on students may lead to disorganized learning environments. The effectiveness of student-centered classrooms varies by student maturity; it is more challenging in primary schools where students need clear instructions but easier in secondary and tertiary institutions where students have greater autonomy (Muganga, 2019). Collaborative learning and teamwork are core to student-centered pedagogy, helping students develop skills valuable for societal and workplace integration. However, some students prefer independent work over group collaboration.

Student-centered learning has emerged as a leading educational methodology, with student activities significantly influencing learning quality and outcomes (Zohrabi et al., 2012). It is closely related to self-directed, flexible, and experiential learning (Acat & Dönmez, 2009). In student-centered classrooms, teachers encourage active participation, acting more as facilitators than instructors by guiding and supporting learning processes. Students may work individually, in pairs, or groups, engaging in activities like brainstorming, discussions, role-plays, debates, and collaborative writing, which improve communication and critical thinking skills

(Nagaraju, 2013; Zohrabi et al., 2012).

In Tanzania, student-centered teaching and learning methodologies are increasingly recognized as important for improving educational quality in business subjects. These approaches better prepare students for the demands of the modern business world. However, several challenges hinder their effective implementation, including limited understanding of student-centered approaches among teachers and students (Prensky, 2007), inadequate professional development opportunities for educators (Sawamura et al., 2019), resource constraints, assessment misalignment, and teacher competency issues (Wambugu & Changeiywo, 2013; Biggs & Tang, 2011). Moreover, business subjects such as Economics, Business Studies, Entrepreneurship, Bookkeeping, and Accountancy have historically shown low performance in Tanzanian secondary schools (Mhonyiwa, 2014). Factors contributing to this include low interest, limited use of student-centered teaching and learning approaches (SCTLAs), insufficient educational resources (Msonde, 2011), teacher incompetence, negative attitudes towards SCTLAs, resistance to pedagogical change, and sociocultural norms (Judica, 2017). This highlights the need to explore the role of SCTLAs in enhancing performance in business subjects, particularly at schools like Benjamin Mkapa Secondary School.

2. Methodology

The study employed a case study design supported by a mixed-methods approach. Quantitative data were gathered through structured questionnaires administered to 28 students and 5 business subject teachers. Qualitative data were collected through semi-structured interviews with the teachers.

Population and Sampling Techniques - Sample size refers to the number of elements to be included in the study (Blumberg, 2018). Similarly, Krishnaswami (2015) emphasized that selecting an appropriate sample is crucial for collecting valid data and defined sampling as the process of selecting a sample from a broader population. According to Kothari (2015), sampling techniques are generally classified into two categories: probability sampling and non-probability sampling. The target population for this study consisted of 33 participants, including 28 students and 5 teachers of business subjects at Benjamin Mkapa Secondary School. The study employed purposive sampling to select 28 out of 60 students enrolled in commercial subjects at Advanced Level. Similarly, purposive sampling was used to select 5 out of 6 business subject teachers, who were expected to provide in-depth information through interviews, classroom observations, questionnaires, and focus group discussions with students (9 students per group).

Validity and Reliability - Before the research instruments were printed and disseminated, two colleagues with expertise in research methodology reviewed them to ensure content, construct, and face validity. The researchers' supervisors were also consulted to test content, face validity, and reliability of the instruments. After their confirmation, the instruments were approved for use in the study. Several corrective recommendations were provided and addressed before data collection. To reduce measurement errors, researchers carefully reviewed all research tools before use. Triangulation was applied to enhance the reliability of the findings through the use of multiple data collection methods, including focus group discussions, questionnaires, interviews, and document analysis.

Logistical and Ethical Considerations - Logistical and ethical considerations were observed throughout the research process to protect respondents' rights and confidentiality and to enhance the credibility of the findings. Prior to data collection, the researchers obtained an official letter of authorization from the Open University of Tanzania to conduct the study at the selected site. Verbal consent was sought from all participants after the authorization letter was presented. All respondents voluntarily agreed to participate in the study.

Data collection and Analysis - The purpose of this study was to explore the use of student-centered teaching and learning approaches (SCTLAs) in business subjects in Tanzania, with specific reference to Benjamin Mkapa Secondary School. Data analysis involved both quantitative and qualitative techniques. Quantitative data from questionnaires were analyzed using SPSS version 26 to generate descriptive statistics. Subsequently, qualitative

data obtained from interviews and focus group discussions were subjected to thematic content analysis (Creswell, 2012). Thematic analysis was conducted by categorizing data into themes based on the research questions. The findings were presented using text descriptions, tables, and figures where appropriate. Regarding the study's response rate, data were successfully collected from all 33 targeted participants, achieving a 100% response rate. This is in line with Mugenda (2003), who categorizes a response rate of 50% as sufficient for analysis, 60% as good, and 70% or higher as excellent.

3. Results and discussion

This section presents the research findings and it was guided by the study's research questions as follows.

3.1 Demographic Information of Respondents

The demographic characteristics of the respondents included sex, age, education level, and experience in business subjects. These characteristics provided essential background information for interpreting the research findings.

Table 1
Demographic Information of Respondents (N = 33)

Variable	Frequency	Percentage
Sex		
Male	17	51.5%
Female	16	48.5%
Age		
Below 20 years	27	81.8%
21–30 years	6	18.2%
Education Level		
Secondary education	25	75.8%
Certificate	3	9.1%
Degree	5	15.2%
Experience in Business Subjects		
1–5 years	31	93.9%
6–10 years	1	3.0%
15+ years	1	3.0%

Source: Field Data (2025)

Age of Respondents - The age distribution indicates that the majority of the respondents, 27 (81.8%), were below 20 years, while 6 (18.2%) were between 21 and 30 years old. This suggests that the study predominantly reflects the views and experiences of younger students, who are likely to be more adaptable to and engaged with modern student-centered teaching approaches.

Gender of Respondents - The gender distribution was relatively balanced, with 17 males (51.5%) and 16 females (48.5%). This balance ensures that the perspectives of both genders are adequately captured, offering a comprehensive understanding of gender-related dynamics in the implementation of student-centered teaching and learning approaches in business education in Tanzanian secondary schools, particularly in Ilala Municipality.

Educational Background of Respondents - The majority of respondents, 25 (75.8%), were secondary school students, while 3 (9.1%) held certificates, and 5 (15.2%) had degrees. This distribution reflects the demographic profile of students enrolled in business subjects at the secondary school level. It emphasizes the importance of tailoring student-centered approaches to meet the educational needs of secondary students to enhance their learning outcomes.

Experience in Business Subjects - Regarding experience in business subjects, 31 respondents (93.9%) had

between 1 and 5 years of experience. Only 1 respondent (3.0%) reported 6 to 10 years of experience, while another 1 (3.0%) indicated over 15 years of experience. This predominance of respondents with relatively limited exposure to the subject might influence their openness to adopting innovative teaching methods such as student-centered learning.

3.2 Descriptive Statistics on impacts of teachers' training and professional development programs on the adoption of student-centered teaching and learning approaches at Benjamin Mkapa Secondary School.

Descriptive statistics in this objective was to assess the impacts of teachers' training and professional development programs on the adoption of student-centered teaching and learning approaches at Benjamin Mkapa Secondary School.

Table 2
Impact of Teachers' Training and Professional Development Programs on the Adoption of Student-Centered Teaching and Learning Approaches (N = 33)

Statement	SA %	A %	N %	D %	SD %
The training and professional development programs provided adequate guidance on implementing student-centered teaching and learning methods.	2 6.1%	23 69.7%	6 18.2%	1 3.0%	1 3.0%
I feel confident in my ability to apply student-centered teaching and learning approaches after participating in the training programs.	8 24.2%	18 54.5%	5 15.2%	1 3.0%	1 3.0%
The training programs effectively equipped me with the necessary skills to engage students in active learning.	8 24.2%	19 57.6%	3 9.1%	1 3.0%	2 6.1%
The training programs positively influenced my perception of student-centered teaching and learning methods.	4 12.1%	23 69.7%	2 6.1%	3 9.1%	1 3.0%
I have observed noticeable improvements in student engagement and learning outcomes since implementing student-centered approaches learned from training programs.	9 27.3%	13 39.4%	7 21.2%	3 9.1%	1 3.0%

Source: Field Data (2025)

The data indicate that the majority of respondents felt that the training and professional development programs provided adequate guidance on implementing student-centered teaching and learning methods, with 69.7% agreeing and 6.1% strongly agreeing. Only a small percentage of respondents disagreed or strongly disagreed with this statement (3.0% each), suggesting a generally positive reception to the guidance provided by these programs. Confidence in applying student-centered approaches was also high, with 54.5% agreeing and 24.2% strongly agreeing that they felt confident after the training. This finding suggests that the programs were effective in building teachers' competence in these methods. Similarly, the effectiveness of the training in equipping teachers with the necessary skills to engage students in active learning was well-regarded, with 57.6% agreeing and 24.2% strongly agreeing. This highlights the value of practical, skills-based training in promoting student-centered teaching practices. Moreover, 69.7% of respondents agreed that the training positively influenced their perception of student-centered methods, with 12.1% strongly agreeing. This indicates that professional development programs can successfully shift teachers' attitudes towards adopting more learner-focused strategies. Finally, noticeable improvements in student engagement and learning outcomes were observed by 39.4% of respondents agreeing and 27.3% strongly agreeing. These findings underscore the tangible benefits of such programs in enhancing students' participation and academic performance in business subjects.

3.3 Qualitative Findings from Interviews on impacts of teachers' training and professional development programs on the adoption of student-centered teaching and learning approaches at Benjamin Mkapa Secondary School.

To complement the questionnaire data, the researchers used interview method to collect data where they asked respondents on how they can describe the training and professional development programs they have participated in regarding student-centered teaching and learning methods and what ways do business subjects

teachers think the training and professional development programs have prepared them to implement student-centered teaching and learning methods effectively? This section presents the findings on the impact of teachers’ training and professional development programs on the adoption of student-centered teaching and learning approaches at Benjamin Mkapa Secondary School. One of the interviewed respondents commented that:

“The training I’ve had on student-centered teaching methods taught me how to make classes more interactive. For example, I use group activities and discussions to engage students. It’s helped me create a better learning environment where students are more involved and understand topics better.”

This statement reflects the positive influence that training and professional development programs have had on the instructional practices of teachers at Benjamin Mkapa Secondary School. Teachers recognized that the training fostered more interactive classroom environments, which contributed to students’ understanding and participation. These findings collectively suggest that teachers’ training and professional development programs have had a significant positive impact on the adoption of student-centered teaching and learning approaches in business subjects at Benjamin Mkapa Secondary School.

3.4 Descriptive Statistics on relationship between the availability of educational resources and the utilization of student-centered teaching and learning methods in business subjects.

The researchers used descriptive analysis to examine the data and draw meaningful conclusions from the findings. They employed two descriptive techniques, namely frequency and percentage, to analyze the data in a comprehensive and understandable manner. The findings were captured through questionnaire.

Table3
The Relationship Between the Availability of Educational Resources and the Utilization of Student-Centered Teaching and Learning Methods in Business Subjects at Benjamin Mkapa Secondary School (N = 33)

Statement	Response	SA %	A %	N %	D %	SD %
The availability of educational resources (e.g., textbooks, technology, teaching aids) enhances my ability to implement student-centered teaching and learning methods effectively.	Frequency 9	27.3	19 57.6	2 6.1	2 6.1	1 3.0
Adequate access to educational resources motivates me to integrate more student-centered activities into my teaching.	Frequency 8	24.2	19 57.6	3 9.1	2 6.1	1 3.0
Limited availability of educational resources hinders my ability to implement student-centered teaching and learning methods in business subjects.	Frequency 13	39.4	17 51.5	1 3.0	1 3.0	1 3.0
Utilization of student-centered teaching and learning methods is facilitated by the availability of diverse educational resources.	Frequency 9	27.3	20 60.6	3 9.1	1 3.0	- -
I believe that with better access to educational resources, student engagement and learning outcomes in business subjects would improve significantly.	Frequency 13	39.4	17 51.5	2 6.1	- -	1 3.0

Source: Field Data (2025)

The data in Table 3 indicates that the availability of educational resources significantly enhances teachers’ ability to implement student-centered teaching and learning methods effectively. A majority of respondents, 57.6% agreed and 27.3% strongly agreed with this statement, highlighting the critical role that resources such as textbooks, technology, and teaching aids play in facilitating these teaching methods. Adequate access to educational resources was found to motivate teachers to integrate more student-centered activities into their teaching. With 57.6% agreeing and 24.2% strongly agreeing, it is clear that having the necessary tools and materials encourages teachers to adopt more interactive and engaging teaching practices. Conversely, the limited availability of educational resources was seen as a hindrance to the implementation of student-centered methods. A significant portion of respondents, 51.5% agreed and 39.4% strongly agreed that the lack of resources impedes their ability to utilize these methods effectively. This suggests that resource constraints are a major barrier to the adoption of innovative teaching approaches in business subjects.

The facilitation of student-centered teaching methods by diverse educational resources was supported by 60.6% of respondents agreeing and 27.3% strongly agreeing. This indicates that a variety of resources, not just quantity but also quality and diversity, are important for supporting student-centered learning. Finally, there was a strong belief that better access to educational resources would significantly improve student engagement and learning outcomes in business subjects. With 51.5% agreeing and 39.4% strongly agreeing, this underscores the potential impact of enhanced resource availability on educational effectiveness and student success. These findings collectively suggest that the availability of educational resources is a crucial factor in the successful implementation of student-centered teaching and learning methods in business subjects. Better resource provision can significantly motivate teachers, facilitate diverse teaching methods, and ultimately improve student engagement and learning outcomes.

3.5 *Qualitative Findings from Interviews on Relationship Between the Availability of Educational Resources and the Utilization of Student-Centered Teaching and Learning Methods in Business Subjects at Benjamin Mkapa Secondary School.*

To complement the questionnaire data, qualitative information about the relationship between the availability of educational resources and the utilization of student-centred teaching and learning methods in business subjects at Benjamin Mkapa secondary was obtained through interviews with business subject teachers. Via interview sessions, respondents collectively revealed that the availability of educational resources significantly enhances teachers' ability to implement student-centered teaching and learning methods effectively and lack of enough educational resources makes impossible to adopt student-centred methods for both students, teachers and even parents. Respondent X to emphasise, he revealed that:

“Our school has limited resources and accessing them is restricted by administration for example, attending school library by students, attending computer rooms and extra, so how can a student pass with this self-service learning approach the so called student-centred teaching and learning?”

Table 4
The Influence of Cultural Factors and Social Norms on the Implementation of Student-Centered Teaching and Learning Approaches in Business Subjects at Benjamin Mkapa Secondary School (N = 33)

Statement	Response	SA %	A %	N %	D %	SD %
Cultural factors significantly impact the adoption of student-centered teaching and learning approaches in business subjects.	Frequency -	-	14 42.4	8 24.2	8 24.2	3 9.1
Social norms play a crucial role in shaping teachers' willingness to implement student-centered teaching and learning methods in the classroom.	Frequency 7	21.2	10 30.3	6 18.2	6 18.2	4 12.1
Cultural sensitivity is essential when designing and implementing student-centered activities in business subjects.	Frequency 4	12.1	15 45.5	7 21.2	3 9.1	4 12.1
Resistance to change from traditional teaching methods is influenced by cultural factors and social norms.	Frequency 5	15.2	17 51.5	7 21.2	2 6.1	2 6.1
Addressing cultural and social barriers is necessary to foster a supportive environment for implementing student-centered teaching and learning approaches in business subjects.	Frequency 8	24.2	15 45.5	8 24.2	2 6.1	- -

Source: Field Data (2025)

The data suggests that both cultural factors and social norms significantly influence the implementation of student-centered teaching and learning approaches in business subjects at Benjamin Mkapa Secondary School.

Cultural Impact: A considerable proportion of respondents (42.4%) acknowledged that cultural factors significantly impact the adoption of student-centered teaching methods. This indicates that cultural considerations such as beliefs, values, and traditions play a substantial role in shaping teaching practices.

Role of Social Norms: Social norms are also deemed crucial, with 30.3% of respondents agreeing and

21.2% strongly agreeing that they play a significant role in shaping teachers' willingness to implement student-centered methods. This suggests that societal expectations and norms influence educators' decisions regarding teaching methodologies.

Cultural Sensitivity: A significant majority of respondents (45.5%) agreed that cultural sensitivity is essential when designing and implementing student-centered activities. This underscores the importance of considering cultural diversity and inclusivity in educational practices to ensure relevance and effectiveness.

Resistance to Change: The data also indicates that resistance to change from traditional teaching methods is influenced by both cultural factors and social norms. A notable portion of respondents (51.5%) agreed with this statement, emphasizing the need to address cultural and societal barriers to facilitate pedagogical innovation.

Addressing Barriers: Nearly half of the respondents (45.5%) agreed that addressing cultural and social barriers is necessary to foster a supportive environment for implementing student-centered approaches. This highlights the importance of proactive measures to overcome resistance and create an inclusive learning environment.

These findings underscore the complex interplay between cultural factors, social norms, and educational practices, emphasizing the need for culturally sensitive and contextually relevant approaches to promote effective teaching and learning in business subjects

Table 5
Effectiveness and Outcomes of Student-Centered Teaching and Learning Approaches in Business Subjects at Benjamin Mkapa Secondary School (N = 33)

Statement	Response	SA %	A %	N %	D %	SD %
Student engagement in classroom activities has noticeably increased since the implementation of student-centered teaching and learning methods.	Frequency 8	24.2	12 36.4	10 30.3	2 6.1	1 3.0
Students demonstrate a deeper understanding of business subjects when engaged in student-centered learning activities.	Frequency 8	24.2	17 51.5	7 21.2	- -	1 3.0
The application of student-centered teaching and learning approaches has led to a more collaborative learning environment among students.	Frequency 7	21.2	19 57.6	6 18.2	- -	1 3.0
Students exhibit higher levels of motivation and enthusiasm towards learning business subjects through student-centered methods.	Frequency 5	15.2	16 48.5	10 30.3	- -	2 6.1
The adoption of student-centered teaching and learning approaches has positively impacted overall student performance and achievement in business subjects.	Frequency 6	18.2	17 51.5	7 21.2	1 3.0	2 6.1

Source: Field Data (2025)

The results in Table 5 demonstrate that student-centered teaching and learning approaches yield multiple positive outcomes in business subjects at Benjamin Mkapa Secondary School.

Increased Student Engagement - A substantial portion of respondents (36.4% agreed, 24.2% strongly agreed) indicated that student engagement in classroom activities has noticeably increased with the use of student-centered methods. These findings emphasize the capacity of these approaches to actively involve learners in the educational process. In other ways, a majority (51.5%) of respondents agreed that students demonstrate a deeper understanding of business subjects through student-centered learning. These findings suggest that such methods foster active learning, critical thinking, and meaningful comprehension of content.

Collaborative Learning Environment - More than half of the respondents (57.6% agreed, 21.2% strongly agreed) indicated that student-centered methods promote a collaborative classroom environment. This suggests that students benefit from teamwork, communication, and peer interaction facilitated by these approaches.

Increased Motivation - Findings show that students display higher levels of motivation and enthusiasm for learning business subjects when engaged through student-centered techniques. Nearly half of respondents

(48.5%) agreed with this view, highlighting the motivational role of participatory learning.

Positive Impact on Performance - Finally, 51.5% of respondents agreed that adopting student-centered teaching and learning approaches has positively impacted overall student performance and achievement in business subjects. This suggests that active engagement contributes to better academic outcomes and mastery of content. Collectively, these findings demonstrate that student-centered approaches enhance learning outcomes by increasing engagement, promoting deeper understanding, fostering collaboration, motivating learners, and improving academic achievement in business subjects.

4. Summary, Conclusion, and Recommendations

Summary of the Findings - The study at Benjamin Mkapa Secondary School in Tanzania sought to evaluate the efficacy and challenges of implementing student-centered teaching and learning approaches in business subjects. Through descriptive analysis, the researchers examined various dimensions of this endeavor, aiming to provide insights into its effectiveness and the factors influencing its implementation. Demographically, the study encompassed 33 participants, evenly split between male and female respondents. The majority of participants were below 20 years old, primarily holding secondary education qualifications. Notably, most had between 1 to 5 years of teaching experience in business subjects, indicating a relatively young and early-career cohort of educators. The impact of teachers' training and professional development programs emerged as a crucial aspect of the study. The findings revealed a generally positive perception among teachers regarding the effectiveness of these programs. Specifically, participants acknowledged the programs' role in providing guidance and equipping them with essential skills for implementing student-centered teaching methods effectively.

Furthermore, the relationship between the availability of educational resources and the utilization of student-centered methods was explored. Adequate access to resources emerged as a significant motivator for teachers to integrate student-centered activities into their teaching practices. Conversely, limited resource availability posed a notable barrier to the effective implementation of such methods. Further, Cultural factors and social norms also emerged as influential factors in the adoption of student-centered teaching methods. Participants recognized the importance of cultural sensitivity in designing and implementing student-centered activities. Additionally, resistance to change from traditional teaching methods was attributed to cultural factors and prevailing social norms.

In terms of outcomes, the study found that student-centered teaching and learning approaches yielded several positive results. These included increased student engagement, deeper understanding of subjects, and a more collaborative learning environment. Moreover, students exhibited higher levels of motivation and enthusiasm, while overall performance and achievement in business subjects showed improvement. The study sheds light on the multifaceted nature of implementing student-centered teaching and learning approaches in the context of Benjamin Mkapa Secondary School. It underscores the significance of teacher training, resource availability, cultural sensitivity, and addressing social norms in promoting effective student-centered practices. Despite challenges, the outcomes suggest promising prospects for enhancing student engagement, understanding, motivation, and academic performance through student-centered approaches in business subjects

Conclusions - This study provided critical insights into the implementation of student-centered teaching and learning approaches at Benjamin Mkapa Secondary School. Through descriptive analysis, the research examined the influence of teacher training, resource availability, cultural factors, and social norms on the effective use of student-centered methodologies. The findings underscore that teacher professional development plays a pivotal role in empowering educators with the skills required for effective implementation. Similarly, the availability of adequate educational resources is essential for fostering an environment where innovative teaching methods can thrive. Furthermore, cultural sensitivity and the addressing of social norms emerged as key components in facilitating successful pedagogical innovation. By acknowledging cultural diversity and challenging outdated teaching practices, schools can create a more inclusive and supportive learning environment. Importantly, the

adoption of student-centered teaching methods demonstrated positive educational outcomes, including increased engagement, improved comprehension, collaborative learning, enhanced motivation, and better academic performance in business subjects. In summary, student-centered approaches present a significant opportunity for improving the quality of secondary education in Tanzania, particularly in business subjects. For sustained success, continued investment in teacher capacity building, resource provision, and cultural responsiveness will be essential.

Recommendations - To optimize student-centered teaching and learning approaches in business subjects at Benjamin Mkapa Secondary School, a comprehensive strategy should be adopted. Firstly, continuous professional development programs tailored to equip educators with the necessary skills and guidance for implementing student-centered methodologies are essential. These programs should not only focus on initial training but also offer ongoing support and opportunities for skill enhancement to ensure sustained effectiveness in the classroom. More to the above, addressing resource disparities is critical to fostering an environment conducive to student-centered learning. Investing in adequate educational resources, including textbooks, technology, and teaching aids, is imperative to support teachers in implementing innovative teaching methods. Equitable access to these resources across classrooms is paramount to mitigate any disparities and ensure consistent quality in education delivery. Lastly, promoting a culture of collaboration, innovation, and inclusivity within the school community is essential. Encouraging collaboration among teachers, students, parents, and the wider community fosters a supportive environment for student-centered approaches. Additionally, fostering a school culture that values experimentation and embraces diverse perspectives will further enhance the effectiveness and sustainability of student-centered teaching and learning practices at Benjamin Mkapa Secondary School. A recommended area for future research should explore SCTLA implementation in multiple secondary schools for broader generalization

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