

**EFFECTIVENESS OF LEARNER-CENTERED INSTRUCTION ON  
COMMUNICATION AND COLLABORATION COMPETENCY IN  
KISWAHILI LANGUAGE IN JUNIOR SCHOOLS IN NANDI COUNTY,  
KENYA**

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**ELDORET, KENYA**

**2025**

## DECLARATION

### Declaration by the Candidate

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## **DEDICATION**

This research thesis is dedicated to my beloved family Mr. and Mrs. Samuel Cheruiyot, whose unwavering support, encouragement and love has been my greatest source of strength throughout this academic journey.

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## ABSTRACT

Learner-centered instruction is a teaching approach that prioritizes the interests, needs, and abilities of the learners. Unlike traditional instructional methods, which are often teacher centered and lecture-based, learner-centered instruction encourages active learning, interaction, and critical thinking. The purpose of this study was to evaluate the effectiveness of learner-centered instructional strategies in enhancing the achievement of communication and collaboration skills in Kiswahili language among junior school learners. The study was guided by the following objectives: To establish how teachers implement learner-centered instructional strategies in Kiswahili language classes. To assess the perceptions of teachers and learners on the effectiveness of learner-centered instruction in enhancing communication skills. To determine the extent to which learner-centered instruction influence learners' collaboration skills. Lastly, to determine the influence of learner-centered instruction on learners' overall academic performance in Kiswahili language classes. This research is based on the Constructivist Theory postulated by Jean Piaget and Lev Vygotsky with the main teaching that knowledge is actively created by learners through interaction with their environment. The study used an explanatory sequential mixed-research design. The Study used both probability and non-probability sampling designs. Stratified sampling design was used to samples schools in Nandi north Sub County. Purposive sampling was used in selection of the learners and Teachers of Kiswahili. The sample size was 112 teachers of Kiswahili languages and 390 learners in grades 7, 8 and 9 drawn from public junior schools. The study used questionnaires, observation check list and document analysis guide in data collection. Pilot study was conducted in Mosop sub county. Data was analyzed using SPSS version 29 and excel, quantitative findings were presented in tables and figures. Observations were thematically analyzed and presented in narratives. The study adhered to research ethics. The findings of the study indicated that more than average number of teachers often incorporated group discussions into their lessons. Also, the study found that both teachers and learners had a positive view of learner-centered instructional strategies. Teachers strongly supported the use of group discussions, interactive teaching and learner presentations. Learner-centered instruction significantly enhanced learners' collaboration skills and had a positive effect on their academic performance. The study concluded that although group work and discussions were employed, they were not consistently applied across all lessons, indicating a moderate integration of learner-centered strategies. Additionally, formative assessments are underutilized, yet both teachers and learners strongly support learner-centered strategies; particularly group discussions, interactive teaching, and learner presentations, which they believe enhance engagement, communication skills, and academic performance. The study recommends enhancing professional development programs by incorporating structured retooling sessions. These sessions should aim to equip teachers with practical skills for implementing learner-centered strategies such as formative assessments, differentiation techniques, and collaborative learning models. Retooling efforts should be continuous, context-specific, and responsive to the distinct challenges faced by teachers in both urban and rural school environments.

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**LIST OF ABBREVIATIONS AND ACRONYMS**

<b>CBE</b>	Competency Based Education
<b>CESA</b>	Continental Education Strategy for Africa
<b>CSO</b>	Curriculum Support Officer
<b>EFL</b>	English as a Foreign Language
<b>ELT</b>	Experiential Learning Theory
<b>KICD</b>	Kenya Institute of Curriculum Development
<b>LCE</b>	Learner Centered Education
<b>LCI</b>	Learner-Centered Instruction
<b>MoE</b>	Ministry of Education
<b>NACOSTI</b>	National Commission for Science Technology and Innovation
<b>OECD</b>	Organization for Economic Co-operation and Development
<b>SCL</b>	Student centered Learning
<b>SLT</b>	Social Learning Theory
<b>SPSS</b>	Statistical Package for Social Sciences
<b>TSC</b>	Teachers Service Commission
<b>UNESCO</b>	United Nations Educational, Scientific, and Cultural Organization

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Overview**

This chapter provides the background of the study, statement of the problem, the research objectives and research questions. It also provides the explanation of justification and significance of the study, scope and limitations, assumptions, Theoretical framework, Conceptual framework and lastly operational definition of terms.

#### **1.2 Background of the Study**

Communication and collaboration is one of the core competencies of the Competency-Based Education (CBE) in Kenya that is targeted at equipping learners with competencies for effective interpersonal relationships and collaboration. Communication competency entails the ability to express ideas effectively, listen, and use language appropriately in diverse contexts (OECD, 2018). Collaboration competency, on the other hand, entails the ability to collaborate with others, being respectful, sharing responsibilities, and resolving problems collectively (Trilling & Fadel, 2009). These competencies are particularly valuable in language learning since they enhance the ability of learners to articulate ideas, engage in meaningful discussion, and interact in academic and social contexts. Through fostering communication and collaboration with learner-centered instruction, learners are able to develop key 21st-century skills that would equip them for lifelong learning and professional growth.

All education systems have increasingly been called upon to recognize the value of learner-centered instructional strategies to promote the acquisition of communication and collaboration skills among learners. Strategies allowing active engagement on the part of the learner have been recognized as essential in developing a learner's critical

thinking, effective communication, and problem-solving ability (UNESCO, 2017). These teaching methods also contrast with traditional teacher-centered strategies, in which learners usually remain passive, by encouraging active participation, inquiry-based learning, and cooperation.

Otieno (2024) study identifies teacher shortages, uneven distribution, and inadequate training as barriers to effective teaching in Nandi County. These issues hinder learner-centered methods, especially in Kiswahili language instruction. Resource constraints and administrative inefficiencies further impact teaching quality, emphasizing the need for reforms to improve communication and collaboration skills. While learner-centered instruction (LCI) is promoted to improve learner engagement and outcomes, its implementation in these schools is hindered by these obstacles. This study focuses on assessing how effectively teachers in Nandi North apply LCI in Kiswahili classes, the impact on learners' communication, collaboration skills, and overall academic performance.

Darling-Hammond et al. (2019) show that learner-centered instruction results in greater depth and longer retention of content, especially in language acquisition. A number of organizations have also called for this revolutionizing shift, with the World Bank urging systems to build competencies among learners needed for the 21st century. According to the United Nations Educational, Scientific, and Cultural Organization (UNESCO, 2015), learner centered strategies encourage active engagement, critical thinking, and collaboration among learners. Research has shown that these methods can lead to significant improvements in learners' academic performance, motivation, and overall learning experiences (Smith, 2017).

The shift towards learner-centered instruction is driven by the need to equip learners with essential 21st-century skills, such as communication, collaboration, creativity, and

critical thinking. These skills are crucial for success in a rapidly changing global economy. According to the Organization for Economic Co-operation and Development (OECD, 2018), education systems worldwide are increasingly adopting learner-centered strategies to better prepare learners for the demands of the modern workforce. The African education landscape has undergone serious reform in order to address low levels of achievement amongst learners and innovate teaching strategies to better meet the needs of the learners. As reflected in the Continental Education Strategy for Africa, (CESA) 2016-2025 by the African Union, emphasis has been put on pedagogical strategies that actively engage learners, while promoting learner-centered strategies (African Union, 2016). Research conducted in sub-Saharan Africa has shown that learners attain more significant improvement in the acquisition of basic competencies, especially in subjects such as languages, mathematics, and science, with teachers who apply methods that are more learner-centered (Vavrus, Thomas, & Bartlett, 2011). These strategies, however, can hardly be effectively put into practice due to a variety of issues related to challenges in teacher training, class size, and resource limitations (Hardman et al., 2021). Other studies have highlighted the benefits of learner-centered instruction in enhancing learners' critical thinking, communication, and collaboration skills (Mwangi, 2016; Adebayo, 2018).

The African Union's Agenda 2063 underscores the importance of education in achieving sustainable development and emphasizes the need for innovative teaching methods that engage learners and foster lifelong learning (African Union, 2015). Various initiatives and programs have been launched across the continent to promote learner-centered pedagogy, including teacher training programs, curriculum reforms, and the integration of technology in education.

The East African countries are working toward one language policy, believing that one common language would facilitate the easy mobility of information, people, and resources across boundaries. Article 19(d) of the Treaty for the Establishment of the East African Community addresses this, on the promotion and development of indigenous languages, more especially Kiswahili, as the lingua franca for the region. In this regard, the secretariat was tasked with assisting in the formation of the East African Kiswahili Council at the 3rd East African Tripartite Commission in November 2001. Of major concern to the council is the pursuit of languages such as the standardization of vocabulary, promotion of Kiswahili literature, and advocacy for indigenous languages on international platforms (Marshall, 2015). Operating in countries like Kenya, Tanzania, and Uganda, learner-centered strategies have become core business, given the emphasis that educational reforms have had on the shift towards competency-based education (World Bank, 2018). Indeed, studies have cited Tanzania as an example of how one could effectively integrate learner-centered teaching strategies into its language curriculum. For instance, because teachers acted as facilitators rather than leaders of the learning process, it led to quite active and very proficient pupils of Kiswahili at lower primary school levels. Similar to Uganda, learner-centered strategies have been credited with bringing in improved language skills and higher-order thinking in learners (Altinyelken, 2010). Another study by Mwangi (2020) investigated the effectiveness of learner-centered instructional methods on observable academic competencies in Kiswahili language and he found that learner-centered strategies significantly improved learners' engagement, critical thinking, and overall academic performance in Kiswahili. Mwangi's study underscored the positive impact of active learner participation and individualized learning strategies on academic outcomes. The findings suggested that learner-centered methods are effective in fostering key

competencies required for learners' success, advocating for their wider adoption in Kiswahili language education. Successes from these adoptions have factored into the broader adoption of learner-centered instructional strategies throughout East Africa.

The introduction of the Competency-Based Education (CBE) in Kenya marks a significant transformation in the country's education system, shifting from the traditional 8-4-4 system to a more holistic and learner-centered approach. The CBE was designed to address the shortcomings of the previous system, which was criticized for its overemphasis on rote learning and examination performance. The CBE aims to equip learners with essential competencies required for the 21st century, including critical thinking, problem-solving, communication, and collaboration (MoE, 2017).

Kiswahili, as both a national and official language, plays an important role in Kenya's education system. It serves not only as a subject of study but also as a medium for fostering national cohesion and cultural identity. In the context of the CBE, Kiswahili education is particularly important for developing learners' communication and collaboration competencies. These skills are crucial for personal and professional success in a globalized world. However, traditional teacher-centered instructional methods have often fallen short in effectively developing these competencies among learners (KICD, 2018).

The CBE encourages the facilitator's role of the teacher in the learners' learning processes through activities that help the learner apply knowledge in appropriate situations, dialogues, and inquiries (Kinyunyu, G. 2020). However, despite this promise, a variety of studies have noted that such challenges impede a complete overcoming of such conundrums as effectively realizing learner-centered strategies, particularly in rural and marginalized settings (Chimbi & Jita, 2021). Poor teacher

preparation, shortages of instructional materials, and huge class sizes among other factors remain critical impediments to good teaching. Active participation by learners is the main priority of a learner-centered method, which involves several ways of instruction, including ideation, discussions, and question-and-answer sessions. These techniques and strategies differ from one another, yet they also share a commonality in philosophy: cooperation. Ochieng (2023) conducted a study to examine the influence of oral communication skills on the performance of Kiswahili composition in selected schools in Homabay Sub-County, Kenya. The study highlighted the importance of oral communication skills as a critical component of effective language learning and overall academic achievement.

Ochieng's findings emphasized that learners with strong oral communication skills demonstrated better performance in Kiswahili composition, indicating the need for instructional methods that focus on developing these skills. According to Koppenhaver, (2006), cooperative learning is best described as a learner-centered process that goes beyond the aspect of mere information transmission; it deals more with attaining larger ends in terms of education, such as social skills, cooperation, and critical thinking. The approach typically includes having learners work in small groups to promote better individual and group learning. Another study by Mugaya (2018) emphasized the importance of aligning teaching methods with learners' learning styles to enhance educational outcomes.

The study explored the effectiveness of learner-centered instruction on communication and collaboration skills in Kiswahili language classes within selected public junior schools in Nandi North Sub-County, Kenya. This was done by establishing how teachers implement these strategies, teachers' and learners' perception about the effectiveness of such strategies, and the challenges faced by educators in the application

of the same. This in turn would bring an improvement in the understanding of how learner-centered instruction influences academic achievement in the learning of Kiswahili.

### **1.3 Statement of the Problem**

The introduction of the Competency-Based Education (CBE) in Kenya marked a significant shift from the traditional teacher-centered method to learner-centered method, which has gained focus globally in this century, a global shift towards pedagogies that prioritize learner autonomy. Such a shift requires extensive teacher training to equip teachers with the skills needed to implement the CBE effectively.

Although teacher training on the Competency-Based Education (CBE) is still ongoing, concerns have been raised regarding its sufficiency and effectiveness, particularly in developing key competencies such as communication and collaboration in the teaching of Kiswahili (MoE, 2017; KICD, 2018). In Nandi North Sub-county, the Directorate of Quality Assurance and Standards (2023) has reported that teachers are concerned about their limited training on how to effectively implement learner-centered strategies in Kiswahili language, especially in developing communication and collaboration competencies. In addition, classroom feedback from learners has revealed low motivation and limited participation in Kiswahili lessons, suggesting a disconnect between instructional methods and learners' needs. Despite the importance of Kiswahili in the Kenyan education curriculum and the relevance of communication and collaboration skills for 21st-century learners, students in Nandi North Sub-county continue to underperform in these areas, according to the concerns of most parents.

Studies by Kang'ahi et al. (2013) and Mugaya (2018) have identified the effectiveness of learner-centered strategies in improving academic performance and teaching

methods that best suit the learners' learning styles. Another study by Arishaba and Balimuttajjo (2024) showed that such methods realize a significant improvement in performance in Kiswahili. Mwangi (2020) also pointed out that learner-centered instructional methods enhance observable academic competencies in Kiswahili. Ochieng (2023) found a positive effect of oral communication skills on learners' performance in Kiswahili, emphasizing the importance of instructional strategies that foster communicative competence. Building on this evidence, the present study sought to evaluate the effectiveness of learner-centered instruction in enhancing communication and collaboration competencies in Kiswahili language learning. The study focused on Nandi North Sub-County, Nandi County, Kenya, because despite the implementation of the Competency-Based Curriculum (CBC), local reports and education reviews indicate persistent gaps in learner engagement and language performance, particularly in communication skills.

#### **1.4 Purpose of the Study**

The purpose of study was to evaluate the effectiveness of learner-centered instructional approach in enhancing communication and collaboration skills in Kiswahili among junior schools in Nandi North Sub-county

#### **1.5 Main Objective**

The main objective of this study was to evaluate the effectiveness of learner-centered instructional approach in achieving communication and collaboration skills in Kiswahili language among junior school learners in Nandi north Sub County.

### **1.5.1 Specific Objectives**

The study was guided by the following specific objectives:

- i. To establish how teachers, implement learner-centered instructional strategies in Kiswahili language classes.
- ii. To examine the perceptions of teachers and learners on the effectiveness of learner centered instruction in enhancing communication skills in Kiswahili language.
- iii. To determine the extent to which learner-centered instruction influences learners' collaboration skills in Kiswahili language classes.
- iv. To investigate the influence of learner-centered instruction on learners' overall academic performance in Kiswahili language classes.

### **1.5.2 Research Questions**

- i. How do teachers implement learner-centered instructional strategies in Kiswahili language classes in Nandi North sub county?
- ii. What are the perceptions of teachers and learners on the effectiveness of learner centered instruction in enhancing communication competency in Kiswahili language?
- iii. To what extent does learner-centered instruction influence learners' collaboration skills in Kiswahili language classes?
- iv. How does learner-centered instruction in Kiswahili language classes influence learners' overall academic performance?

## **1.6. Justification of the Study**

The justification for this study stems from the growing need to align classroom instruction with the goals of Kenya's Competency-Based Education (CBE), which emphasizes the development of core competencies such as communication and collaboration. While learner-centered instruction is a central tenet of the CBE, there is limited empirical evidence demonstrating its effectiveness in Kiswahili language instruction, particularly at the junior school level in rural and diverse contexts such as Nandi North Sub-County. This lack of context-specific data presents a critical gap in the literature, especially given the disparities in educational resources, teacher preparedness, and learner needs across different regions of Kenya.

Focusing on the public junior schools in Nandi North Sub-County, this study addresses an important knowledge gap regarding how effectively learner-centered strategies are being implemented and whether they contribute meaningfully to the achievement of communication and collaboration competencies in Kiswahili. The study is significant in that it provides data-driven insights that can inform classroom practice, teacher training, and curriculum implementation in similar contexts. Moreover, it supports the national education agenda by contributing to the body of knowledge required to refine instructional methods and promote equitable learning outcomes. The findings are expected to guide policy-makers, educators, and stakeholders in strengthening CBE implementation and ensuring that learners acquire skills essential for their academic and social development.

This is also very relevant to the diversity among the learners in this region and in the peculiar challenges faced in education, such as under-resourced conditions. The study aspired to enhance teaching practices and educational policies, ensuring learners

achieve communication and collaboration competency in Kiswahili for their overall development and future success.

### **1.7 Significance of the Study**

The study is important as it aims to contribute to the teaching and learning of the Kiswahili language in public junior schools, with the main focus being on learner-centered instructional strategies. The findings would be useful in ascertaining how these strategies promote the communication and collaboration competencies of learners, thereby enhancing academic success. Such research would benefit the teachers because, for one, it would give them an insight into more effective learner-centered instruction and how to realistically deliver such instruction. It would also look into their problems and suggest solutions to mitigate the impediments in their best practice.

Learners would also benefit because the findings are bound to enhance their communication and cooperation skills, thus enabling them to participate in classroom activities and group tasks. These skills would not only boost their academic performance in Kiswahili but also enhance their confidence and ability to work collaboratively in diverse contexts. To the education policymakers, the research would provide evidence-based insights to help in the formulation of policies promoting active learning and acquisition of skills. Recommendations would also be given toward addressing some of the systemic challenges: teacher training, resource allocation, and classroom management.

Moreover, curriculum developers would be informed on how learner-centered strategies support the aims of CBE. This study would also inform on the integration of teaching strategies that promote communication, collaboration, and critical thinking, among other key competencies. For education administrators, they would benefit in

learning how to support teachers with resources, training, and enabling teaching environments toward using these strategies.

Researchers would find the study particularly useful in that it covers existing literature gaps in the use of learner-centered instruction in Kiswahili language education in resource constrained and rural schools. The findings shall lay a foundation for future research in the same field on alternative methods of teaching. The study, therefore, generally hopes to contribute to the wider education landscape by enhancing effective teaching practices that best meet the demands for 21st-century learning and improving the quality of Kiswahili education within Kenya.

### **1.8 Scope and Delimitation of the Study**

The study established the way teachers apply learner-centered instructional strategies to realize the core competencies in the Kiswahili language among junior school learners in Nandi North Sub-County, Nandi County, Kenya. The study was carried out in junior schools within the sub-county and precisely explored how learner-centered methods influence the acquisition of communication and collaboration competence in Kiswahili language learning. The population for this study included Teachers of Kiswahili and learners in junior schools. Data was obtained through questionnaires, document analysis guide and observation checklists.

This study was delimited by the following: Junior schools within Nandi North Sub-County; thus, the findings can be generalized to other regions or counties with different educational dynamics and resources, Grade 7, 8 and 9 learners and Teachers of Kiswahili of the sampled schools only. Finally, Nandi North Sub-County as the geographical region.

## **1.9 Assumptions of the Study**

The following assumptions guided the study:

- i. The learners were cooperative enough in answering the questionnaires without interfering with their studies.
- ii. The teachers were willing to share appropriate experiences working with diverse learners.

## **1.10 Theoretical Framework**

This study was informed by Constructivism Theory pioneered by Jean Piaget and Lev Vygotsky in 1962 and revised by Abobo, F. (2019), whose main teaching postulates that knowledge is built by the learner through interactions with the environment. According to this theory, learners are considered active participants in the learning process. They are, thus, quite relevant to a learner-centered instructional approach in the Kiswahili language. The Constructivist theory, Piaget's focus on individual mind development is extended by Vygotsky through his propositions on the Zone of Proximal Development, where the learner benefit from social contact and peer collaboration. Learners within a learner-centered classroom are confronted with real problems and critical thinking, where learners take responsibility for their learning.

### **1.10.1 Strengths of Constructivist Theory**

One of the key strengths of the constructivist theory is that it encourages active learning active learning, where learners engage in practical exercises and genuine problem-solving, leading to a better grasp of the subject matter. It also encourages critical thinking and reflection, since learners are tasked with synthesizing new information with their existing knowledge. Constructivist teaching allows for individualized learning experiences, adjusting to each learner's prior knowledge and learning pace.

Moreover, it promotes cooperation and social interaction because learning is often achieved in groups where learners can share and negotiate with each other. Finally, constructivist methods make learning more engaging and enjoyable by involving learners in interactive and learner-focused activities. (Bright Hub Education, 2022; Simply Psychology, 2021)

### **1.10.2 Weaknesses of Constructivist Theory**

Despite its relative strengths, constructivist theory has the following weaknesses. One major concern is that this may be very time-consuming since the process of knowledge construction via exploration and collaboration usually takes more time in most instances than traditional methods of teaching. Besides, constructivist strategies to learning in practice often require many materials, technology, and an environment of learning that must be highly conducive. Finally, some learners may feel uneasy about the motivation and self-direction needed for independent learning, especially if they are more familiar with teacher-directed learning (Synonym, 2023)

### **1.10.3 How to Overcome the Weaknesses of Constructivist Theory**

While some constructivist strategies have resource and time-intensive elements, productive use of class time, in which lesson construction can balance exploratory work with moments of focused learning using scaffolding techniques, is a way to ameliorate such requirements. Resource intensiveness can similarly be mitigated through resource sharing within schools and utilizing technology, incorporating open-access materials to lighten the resource burden on any given classroom. Lastly, providing learners with help and guidance making them self-regulatory and collaborative, thus encouraging and persuading them to be active participants in their learning process (Efgivia et al., 2021).

#### **1.10.4 Application of Theory of Constructivist to the Study**

The present study investigated the effectiveness of learner-centered instructional strategies in Kiswahili language classroom and aims at establishing how teachers implement the approach and how well the approach may lead to the improvement of learners' communicative and collaborative abilities in the first objective. In the second objective, this study aimed to ascertain how teachers integrate the learner centered approach into their teaching and what perceptions were held by the teachers and learners about its effect on the ability in communication in Kiswahili. Thirdly, it also probes the depth to which these strategies may influence learners in terms of their collaboration by researching how interactive and group-based activities foster teamwork and peer learning.

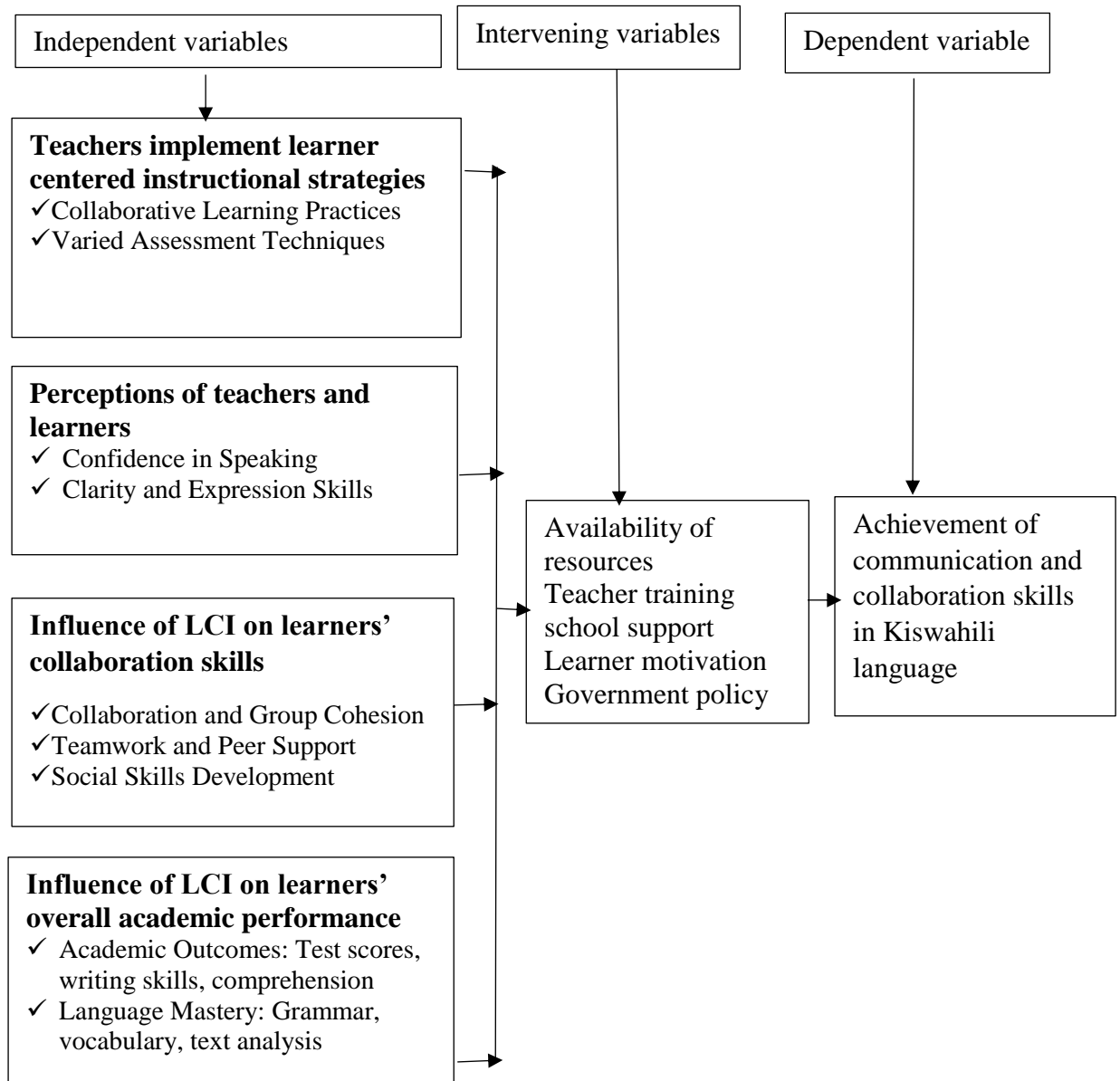
Finally, in the fourth objective it investigated the wider implications these strategies have for learners' general Kiswahili academic achievements with regard to whether such strategies enhance learning achievements. Against this background, this study focused on establishing the potential and limitations of using learner-centered instruction in Kiswahili language education.

#### **1.11 Conceptual Framework**

According to Camp (2001), a conceptual framework is used to explain the key concepts or variables and the relationships between them that need to be studied. This conceptual framework explores the effectiveness of learner-centered instructional strategies in developing communication and collaboration competencies among learners attending Kiswahili language classes. This is informed by the idea that a shift in focus from the instructor to more active kinds of learning in learner-centered instruction continues to evolve. It puts emphasis on learner-centered activity, autonomy, and collaborative

learning with the view of optimizing academic performance and necessary skills in communication and teamwork.

These are research questions that would lead to the establishment of a relationship between instructional strategy issues and learner outcomes. Particularly, they are aimed at establishing how teachers of Kiswahili are implementing the instructional strategies, perceptions of both teachers and learners about the effectiveness of the strategies, the influence of learner centered methods on collaboration skills, the challenges faced by teachers in the implementation of such strategies, and the general effect of all these on the learners' academic performance in Kiswahili language classes.



**Figure 1.1: Conceptual Framework**

**Source: Author, (2025)**

The conceptual framework for this study, illustrates the relationship between learner-centered instructional strategies, contextual factors, and the achievement of communication and collaboration skills in Kiswahili. The framework is anchored on the premise that learner-centered instruction (LCI) enhances students' active participation, self-expression, and teamwork, which are essential for developing communicative and collaborative competencies in language learning.

The independent variables of the study comprise four main components. The first is teachers' implementation of learner-centered instructional strategies, which focuses on how teachers employ collaborative learning practices and varied assessment techniques to promote active engagement among learners. These approaches shift the instructional focus from teacher-dominated methods to interactive and participatory learning environments that enhance communication and collaboration. The second variable, perceptions of teachers and learners, captures the attitudes and beliefs that both groups hold toward learner-centered instruction. Positive perceptions are expected to increase learners' confidence in speaking, clarity of expression, and overall willingness to communicate in Kiswahili.

The third component, influence of LCI on learners' collaboration skills, examines how learner-centered practices foster teamwork, group cohesion, peer support, and social skill development. Through group discussions, role plays, and cooperative tasks, learners not only enhance their language abilities but also develop the interpersonal skills necessary for effective collaboration. The fourth component, influence of LCI on learners' overall academic performance, assesses how learner-centered approaches contribute to improved academic outcomes such as test scores, writing, and comprehension. Furthermore, it considers the mastery of linguistic elements including grammar, vocabulary, and text analysis, which are essential indicators of proficiency in Kiswahili.

The framework also recognizes several intervening variables that may influence the effectiveness of LCI in promoting communication and collaboration competencies. These include the availability of resources, teacher training and school support, learner motivation, and government policy. Such factors determine the extent to which learner-

centered methods can be successfully implemented in classroom settings. For instance, adequate training and access to teaching resources enable teachers to integrate learner-centered strategies effectively, while supportive institutional and policy environments sustain their application.

Finally, the dependent variable is the achievement of communication and collaboration skills in Kiswahili language. This represents the desired learning outcome, where learners demonstrate improved ability to express themselves clearly and work cooperatively with others in Kiswahili contexts. The framework therefore posits that the effective implementation of learner-centered instructional strategies, mediated by supportive institutional and policy conditions, leads to enhanced communication and collaboration competencies among junior school learners.

### **1.12 Operational Definitions of Key Terms**

**Achievement** refers to the measurable progress or outcomes attained by learners as a result of the implementation of learner-centered instructional strategies in Kiswahili language classes

**Collaboration and communication skill** is the capacity of learners to work cooperatively with peers, share ideas, and contribute to group tasks in Kiswahili learning activities. Also refers to the ability of learners to effectively express ideas, articulate thoughts, and engage in meaningful conversations in Kiswahili.

**Effectiveness** refers to the extent to which learner-centered instructional strategies achieve their intended objectives in improving communication and collaboration skills, as well as overall academic performance in Kiswahili language classes

**Public Junior schools** refer to educational institutions offering primary education, typically focusing on learners in grade 7, 8 and 9 in Nandi North Sub-County.

**Kiswahili language** refers to a subject taught in public junior schools. In this study, it serves as the focus for evaluating how learner-centered teaching impacts learners' communication and collaboration skills.

**Learner centered instruction** an educational approach where teaching methods are designed to actively involve learners in the learning process, prioritizing their needs, interests, and abilities. It emphasizes interactive, participatory, and collaborative strategies to enhance learning outcomes.

**Sub-County** refers to an administrative region within a county in Kenya, such as Nandi North Sub-County, which serves as a localized area for implementing and assessing educational policies and practices

**Overall Academic Performance** refers to the improvement in learners' academic results or grades in Kiswahili, reflecting their mastery of the language's skills and content

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

The existing research on the effectiveness of learner centered instructional approach on the achievements of communication and collaboration competency in Kiswahili language in Nandi North Sub County was reviewed in this chapter. It analyzed the literature on the how teachers implement learner-centered instructional strategies, the perceptions of teachers and learners on the effectiveness of learner-centered instruction in enhancing communication skills, the extent to which learner-centered instruction influence learners' collaboration skills and the influence of learner-centered instruction on learners' overall academic performance.

#### **2.2 Review of Theories**

In addition to constructivist theory, this study draws upon two other theories that provide complementary perspectives: Bandura's Social Learning Theory and experiential learning theory of David Kolb. These theories offer a deeper understanding of how LCI are implemented.

##### **2.2.1 Social Learning Theory**

This theory was developed by Albert Bandura in 1977. According to this theory, people learn from others through observation, imitation, and modeling. In a learner-centered classroom, learners are often involved in activities that involve interacting with their peers, observing their behaviors, and modeling effective communication and collaboration strategies. This concurs with Bandura's argument of learning through

social interaction and further consolidates the notion of a conducive learning environment where learners learn from one another.

However, from a language teaching perspective, specifically Kiswahili, Social Learning Theory would imply that learners learn Kiswahili by observing their peers and instructors using the language and then imitating this use. For instance, during group discussions or in some collaborative projects, learners are able to observe how their peers use Kiswahili, learn new words, and practice pronunciation. From observing others, learners internalize these patterns of the language in their communicative occurrences, henceforth improving the competency of the language. In addition, positive reinforcement and feedback from peers and teachers during these activities further motivate learners to improve their language skills.

Moreover, the collaborative aspect of learner-centered instruction is supported by Social Learning Theory's emphasis on social interactions as a critical component of learning. When learners work in projects or groups, they learn from each other and also establish a sense of collaboration, which is important in any form of communication. The study, therefore, seeks to create an appropriate learning environment for social interactions and collaborative learning that would better learners' competency in communication and collaboration in Kiswahili. This approach therefore follows the principles of Social Learning Theory, which places great emphasis on social context as influencing responses in a learning process.

### **2.2.2 The Experiential Learning Theory**

David Kolb developed experiential learning theory in 1984. The theory states that learning is the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming

experience. Therefore, learning in ELT is through experience, which coincides with the principles of learner-centered instruction. In concrete experiences, explained as collaborative projects and interactive activities, learners will be able to take an active role in the process of learning and developing their communicative and collaborative skills. A hands-on activity will encourage learners to reflect upon experiences, which is a very important part of Kolb's learning cycle.

Experiential learning could be through role-playing, group discussions, and real-life communication scenarios. Activities like these give the learner a chance to exercise their language skills in a non-threatening and interactive atmosphere. Through such experiential activities, learners will be able to develop a deeper understanding of the language and effective communication in Kiswahili. Another collaborative method is how learners collectively and cooperatively address a task at hand and its eventual solution, which is important in achieving this communication and collaboration competency mentioned above.

Regarding reflective observation, which in itself is pertinent to learner-centered teaching instruction, activities which are experiential in nature are usually followed by encouragement toward reflection of learners on what is experienced and/or felt about it. This helps learners to internalize their learning through relating experiences with theoretical lessons. In relation to language learning, such as Kiswahili, reflection upon communicative and collaborative experiences will help learners establish areas that need improvement and develop strategies to advance in those areas. The reflection and self-assessment processes also constitute an important part of learner-centered teaching and support the study's objective about improvement in the competency of communication and collaboration.

Finally, there is the promotion of active experimentation in experiential learning, that is, applying newly acquired knowledge and skills in different contexts. In a learner-centered Kiswahili classroom, learners can try a variety of communication strategies and collaboration techniques in different settings, such as peer-to-peer interactions, group work, and community-based projects. Such active experimentation enables learners to apply what they have learned in real-life situations, reinforcing their communication and collaboration skills. This study will be integrating experiential learning into the learner-centered approach in developing an interactive learning environment that will help in building up communication and collaboration competencies among the learners of Kiswahili.

## **2.3 Empirical Reviews**

### **2.3.1 Teachers' Implementation of Learner-Centered Instructional Strategies**

The implementation of learner-centered instructional strategies in Kiswahili language classes has been widely discussed in recent scholarship, with numerous studies affirming the significance of these strategies in promoting learner engagement, academic competence, and self-directed learning. For example, Arishaba and Balimuttajjo (2024) established a positive correlation between learner-centered methods and observable academic competencies in Kiswahili language in Uganda. Their quasi-experimental study found that training teachers on learner-centered methods led to a rise in the use of such strategies from 34.4% to 85.4%, resulting in improved academic outcomes. However, their study was contextually limited to Mbarara Municipality and did not consider how such methods may perform in different linguistic or sociocultural settings, including Kenyan schools.

In Tanzania, Mhando and Almasi (2024) reported that while teachers acknowledged the usefulness of learner-centered methods (LCMs) such as debates and group discussions, their implementation was hampered by overcrowded classrooms, lack of materials, and time constraints. The study highlights a practical gap in capacity and infrastructure, but its focus on English language instruction leaves a gap in understanding how these challenges manifest in the context of Kiswahili language education. Similarly, Ishemo (2021) chronicled the progress of learner-centered education in Tanzania, citing systemic barriers and lack of localized adaptation as core impediments. While the paper underscores the importance of context-aware implementation, it largely focuses on policy and structural challenges, offering limited insights into the day-to-day classroom realities of Kiswahili instruction.

In a broader comparative context, An and Mindrila (2020) identified six major categories of learner-centered strategies used by teachers across subjects, including personalized learning and collaborative techniques. They also documented barriers such as lack of time and inadequate technological support. While their study provides a valuable framework for designing learner-centered classrooms, it was conducted in a generalized setting without attention to language-specific subjects like Kiswahili, suggesting a need for more specialized research in that area.

Blumberg (2023) contributed a practical guide on how faculty can implement learning-centered teaching progressively, offering rubrics and tools for both self-assessment and institutional review. However, the strategies provided are mainly intended for higher education and may not directly address the unique dynamics of secondary school Kiswahili classes in East Africa. Likewise, Tzenios (2022) emphasized the benefits of learner-centered teaching such as increased engagement and improved learning

outcomes. Yet, the study was theoretical in nature, with limited empirical evidence or focus on language instruction in resource-constrained environments.

Tran (2022) explored learner-centered strategy implementation in higher education, underpinned by Dewey's educational theory and personalized learning models. The study illuminated the philosophical underpinnings and strategic frameworks of learner-centered education, but its focus on tertiary-level institutions leaves a notable gap in applicability to secondary education and Kiswahili language classrooms specifically.

Du (2021) examined the use of learner-centered strategies in Chinese college English instruction and found that they increased motivation and learning outcomes. This cross-cultural insight is valuable but lacks relevance to Kiswahili language instruction and the socio-linguistic context of East Africa.

Sunzuma and Luneta (2023) investigated learner-centered methods among mathematics pre-service teachers in Zimbabwe and found inconsistent adoption and minimal use of technology. This reveals a broader issue of teacher preparedness, also relevant in Kiswahili instruction, though the subject matter and educational level limit the direct applicability of the findings. Zintgraff and Hirumi (2023) highlighted misalignment between theory, philosophy, and classroom practices in learner-centered design, underscoring the need for coherent implementation strategies. However, the study was theoretical and lacked direct empirical focus on language education.

Muhajir, Tambak, and Sukenti (2024) found that project-based learning a key learner-centered strategy enhanced the personality competence of madrasah teachers and increased learner engagement. This outcome suggests the potential for similar strategies in Kiswahili teaching, though the religious context of madrasahs and subject matter may not translate seamlessly into general secondary school environments. Lee et al.

(2022) examined personalized learning in K-12 U.S. schools and identified gaps in practice and implementation. While informative, this study's Western educational context limits its applicability to Kiswahili classes in East Africa, where challenges such as limited infrastructure and high learner-teacher ratios persist.

Bremner (2021) conducted a survey of English language teachers' perspectives on learner-centered education and found considerable variation in its interpretation. The study confirms the need for contextual definitions and localized applications of LCE, yet it fails to extend its findings to Kiswahili language instruction or East African classrooms. Similarly, Esfandiari, Arefian, and Lam (2025) emphasized reflective assessment and learner autonomy in teacher education but focused on Iranian EFL pre-service teachers, suggesting a geographical and pedagogical gap in the literature.

Lastly, Almuhammad and Al-Ahdal (2021) explored the perspectives of Saudi pre-service teachers and found favorable attitudes toward LCE alongside challenges such as insufficient training and technological support. While their insights align with global challenges in implementing LCE, the cultural and linguistic setting differs significantly from Kiswahili instruction in Kenya, indicating a gap in region-specific implementation research.

The reviewed literature consistently acknowledges the value of learner-centered strategies in improving teaching and learning outcomes. However, it also reveals persistent gaps in consistent implementation, context-specific adaptation, and reflective practice. The current study builds on these insights by providing empirical evidence from Kiswahili language classrooms in Kenya, highlighting both progress and areas needing improvement. While lesson plans and teaching schemes demonstrate a clear orientation toward learner-centered instruction, actual classroom practices show

variability, especially in assessment diversity and instructional responsiveness. These findings noted the importance of targeted teacher support, continuous monitoring, and localized intervention strategies to bridge the gap between planning and practice in the implementation of learner-centered instructional strategies.

### **2.3.2 Perceptions of Teachers and Learners on the Effectiveness of Learner-Centered Instruction in Enhancing Communication skills**

Learner-centered instruction (LCI) has gained global traction as a progressive pedagogical approach that fosters active engagement and enhances language competencies. Kerkhoff et al. (2025) explored Kenyan teachers' perceptions of learner-centered teaching following professional development, using a culturally responsive and postcolonial lens. The findings revealed a strong theoretical support for active learning and democratic teacher roles. However, practical implementation was hindered by technological limitations and resource scarcity, especially in rural settings. While the study provided insight into teacher attitudes and broader instructional practices, it did not assess specific learner outcomes such as communication skills development in Kiswahili language instruction.

Sivri and Sahin (2021) examined the adoption of learner-centered psychological principles by school administrators and teachers and its relationship with perceived school effectiveness. They found a positive correlation between learner-centered adoption and school performance. Although informative for understanding institutional readiness for LCI, the study focused more on perceptions of organizational effectiveness rather than exploring the pedagogical impact of LCI on learner communication outcomes, especially in subject-specific contexts like Kiswahili.

Benlahcene et al. (2020) investigated learner perceptions of learner-centered language instruction at a Malaysian university using the ECAM model. The results showed that learners positively perceived the approach, particularly cognitive mediation techniques. However, the study was limited to higher education and English language instruction, reducing its applicability to secondary school Kiswahili classes, which may have different classroom dynamics and pedagogical demands.

Du Plessis (2020) provided a South African perspective by exploring learner teachers' experiences and challenges with LCI. The study revealed that while pre-service teachers valued learner-centered methods, they often lacked a deep understanding and struggled with real-world application due to poor resource availability and inconsistent mentor support. Although the study highlighted practical challenges in adopting LCI, it focused on learner-teacher training and did not examine the role of LCI in communication skills development among learners.

Hemmati and Malayeri (2022) examined Iranian EFL teachers' perceptions of LCI and identified institutional and cultural barriers to its implementation. The study highlighted a gap between teachers' theoretical understanding and classroom practices. Despite this valuable insight, the study focused on foreign language instruction in a non-African context, thus lacking relevance to Kiswahili language teaching in Kenya's cultural and educational environment.

Abdelmageed and Omer (2020) focused on the Communicative Language Teaching (CLT) approach in Sudan, revealing that teachers believed CLT enhanced learner speaking skills, but challenges like large class sizes and lack of authentic materials hindered its use. While CLT aligns closely with learner-centered philosophy, this study was confined to English instruction and did not consider learner perspectives, nor did

it assess broader instructional strategies that contribute to communication development in Kiswahili.

Ly (2024) conducted a theoretical review of the role of teachers in promoting learner-centered learning. The findings emphasized that teachers must act as facilitators and adapt to learners' needs to foster autonomy and communication. Although the study synthesized valuable theoretical roles of teachers, it lacked empirical data and subject-specific focus necessary for understanding how such roles manifest in secondary Kiswahili instruction.

Khoury (2022) investigated SCL in online translator training in Jordan and revealed general learner and teacher support for the model, but also identified issues with time management and peer review. While this study offered relevant insights into learner-centered challenges and perceptions, it was situated in a higher education and online learning context, lacking relevance to in-person secondary Kiswahili classrooms in Kenya.

Bremner (2022) explored teachers of English conceptualizations of learner-centered education in Colombia. Teachers focused more on practical strategies like learner engagement than epistemological aspects such as power sharing. While this study broadened the scope of what constitutes LCI, its focus on teacher conceptual understanding, rather than observed instructional practices or learner outcomes in language learning, limits its utility for examining communication skills in Kiswahili.

Pan et al. (2024) studied the role of emotions and self-efficacy among teachers in Taiwan, finding that self-efficacy strongly predicted LCI adoption. Although the study contributes to understanding the psychological underpinnings of teacher engagement

with learner-centered practices, it did not assess the impact on learner communication skills or consider cross-cultural contextual differences such as language subject specificity.

Tadesse et al. (2021) analyzed Eritrean teachers' perceptions of learner-centered interactive pedagogy and noted a disconnect between policy and practice, largely due to a lack of foundational support. Though the study was regionally relevant and used qualitative data to explore instructional challenges, it focused on general pedagogy and did not directly address communication development or learner perceptions in language classes.

The reviewed literature collectively emphasizes a strong theoretical and practical advocacy for learner-centered instructional strategies. However, gaps are evident across these studies, particularly in their limited focus on the specific impact of such methods on learners' communication skills in Kiswahili. Most studies either center on English instruction, higher education, or the perspectives of teachers alone, without triangulating with learner experiences or actual classroom practices. In contrast, our study fills these gaps by integrating both teacher and learner perspectives within the specific context of Kiswahili instruction in Kenyan secondary schools, offering empirical evidence on how learner-centered strategies such as group discussions, presentations, and interactive activities directly influence communication skill development. While our findings echo global concerns such as large class sizes and insufficient resources, they also highlight the promise of LCI in building learners' verbal confidence and expressive abilities. This localized, dual-perspective insight provides a more comprehensive understanding of how learner-centered methods can be refined to meet the communicative needs of Kiswahili learners.

### **2.3.3 Influence of Learner-Centered Instruction on Learners' Collaboration**

#### **Skills in Kiswahili Language Classes**

Nyaki, Abdi, and Kileo (2022) examined the application of learner-centered methods in early grade reading development in Tanzania. Their study, though focused on reading skills in early primary pupils, highlighted significant barriers such as limited resources and inadequate teacher training, which impeded the effective use of LCI. While it confirmed the potential of LCI in literacy development, it did not explicitly address its influence on collaboration skills on learners, indicating a gap in exploring LCI's role in promoting interpersonal competencies such as teamwork.

Emanuel, Vuzo, and Maro (2022) investigated Kiswahili literature teachers' beliefs about learner-centered strategies in Tanzania. Though the study acknowledged partial adoption of LCI and called for continuous professional development, it lacked focus on learner collaboration as an outcome of instructional strategy. The research was belief-oriented rather than impact-driven, creating a gap in assessing how beliefs translate into collaborative classroom practices and learner outcomes.

Kimeli and Kuboja's study on the effects of teaching strategies on learner academic performance in Arumeru District recognized the academic value of LCI. However, it did not delve into the social outcomes of LCI, such as collaboration, peer interaction, or cooperative learning. This omission underscores a limitation in understanding the broader developmental benefits of LCI beyond academic grades. Dewali (2022) focused on the impact of LCI on writing skills among university EFL learners and noted that group work and learner presentations were preferred and effective. However, this study was situated in a university context, lacking application to secondary school

settings or in Kiswahili instruction, leaving a contextual gap in generalizing findings to basic education and local languages.

Markina and Garcia Mollá (2022) compared teacher-centered and learner-centered methods, finding that LCI improved classroom participation by 20%. The study acknowledged challenges in managing equal participation in group tasks but did not directly measure or analyze collaboration outcomes such as shared responsibility or group dynamics. This leaves a gap in understanding the deeper effects of LCI on peer-to-peer learning behavior. Bashang and Zenouzagh (2021) assessed LCI's influence on critical thinking and pragmatic competence in Iran, finding only moderate impact on critical thinking. Collaboration was not a variable of interest, showing a need for studies that explore more holistic skillsets like teamwork, which are crucial in language education.

Shah and Kumar (2020), through a document review of learner-centered teaching, observed that most studies focused on psychosocial behaviors rather than academic gains, with little attention to structured collaboration. The review also found variability in how LCI was conceptualized, suggesting a need for clearer operational definitions of collaborative learning within LCI.

Kiran (2020) emphasized learner independence and active learning through models like flipped classrooms and jigsaw techniques. While collaboration was implicit in these strategies, it was not systematically measured. There is a methodological gap in evaluating specific collaboration indicators such as peer accountability or role assignment in group tasks.

Namaziandost, Homayouni, and Rahmani (2020) studied cooperative learning's effect on EFL speaking fluency. Their findings showed significant gains in oral skills through methods like “think-pair-share,” suggesting the power of peer collaboration. However, this study was confined to fluency and lacked exploration of emotional or behavioral aspects of collaboration such as patience and group responsibility. Abdullah, Mohammad, and Ameen (2024) explored LCI’s influence on motivation in Kurdish secondary schools, highlighting autonomy and positive teacher-learner relations. Despite the motivational angle, there was minimal analysis on collaboration as an instructional or behavioral outcome, suggesting the need for studies that link motivation with teamwork.

Jacobs and Chau (2021) promoted cooperative learning and positive psychology, emphasizing values like peer support, accountability, and kindness. While highly relevant to collaboration, the study was conceptual and based on principles rather than empirical data in Kiswahili classrooms, showing a practical gap in implementation evidence. Chowdhury (2021) clarified the conceptual distinction between cooperative and collaborative learning, noting both foster autonomy and shared responsibility. Yet, the study was theoretical and lacked empirical data from actual language classrooms, highlighting a gap in observed classroom dynamics under LCI frameworks.

Nsenga and Andala (2022) explored learner-centered techniques and engagement in Rwanda's English classrooms. They found a high correlation between LCI and learner engagement, but the study focused broadly on engagement without separating collaboration as a distinct construct. This calls for deeper analysis of collaboration-specific strategies such as role assignments and group dynamics.

The reviewed literature affirms the benefits of learner-centered instruction across various domains including engagement, fluency, critical thinking, and motivation. However, there are consistent gaps regarding the specific influence of LCI on collaboration skills especially in Kiswahili classrooms. Few studies focused on structured peer interaction or measured collaboration outcomes like teamwork, role responsibility, or equitable participation. Our current study addresses this gap by empirically demonstrating how LCI significantly improves learners' collaboration in Kiswahili lessons. With 97% of lesson plans incorporating group activities and 96% of schemes targeting collaboration as a learning outcome, the study provides contextual, subject-specific, and behaviorally focused evidence that LCI strategies foster not only academic achievement but also essential life skills such as patience, peer support, and shared accountability among learners.

#### **2.3.4 Influence of Learner-Centered Instruction on Academic Performance**

Learner-centered instruction (LCI) has increasingly been recognized as a pivotal strategy in improving academic performance across disciplines, including language education. Bara and Xhomara (2020) examined the impact of learner-centered teaching and problem-based learning on academic performance in science subjects. They found that learners exposed to problem-based, learner-centered strategies achieved higher academic outcomes than those taught using traditional methods. However, their study was limited to science disciplines and did not address language subjects such as Kiswahili, thus creating a contextual gap in the literature.

Precious and Feyisetan (2020) conducted a study in Delta State, Nigeria, comparing the influence of teacher-centered and learner-centered methods on senior secondary biology learners' academic achievement. Their findings supported the superiority of

learner-centered methods in enhancing academic performance. However, their scope was restricted to biology, and the study used a relatively small sample size, raising questions about generalizability to other subjects like Kiswahili. Furthermore, the study relied heavily on self-reported data without classroom observation, limiting its depth.

Jaiswal and Al-Hattami (2020) explored the use of Bloom's Taxonomy-based instructional methods to enhance vocabulary acquisition in English language courses in higher education. They found that LCI increased retention and transfer of knowledge. Nevertheless, their study focused on vocabulary development only and did not explore the wider spectrum of language skills such as comprehension and grammar, particularly in Kiswahili, a Bantu language with unique linguistic structures.

Tambak et al. (2022) investigated the relationship between project-based learning and pedagogical competence among Madrasah teachers in Indonesia. Their findings showed a positive correlation between learner-centered methods and teacher competence, which indirectly impacts academic outcomes. Yet, the study did not measure learners' academic achievement directly, and its religious education context may not fully reflect the dynamics in Kiswahili language classes.

Bremner, Sakata, and Cameron (2022) conducted a systematic review of 62 studies on learner-centered pedagogy (LCP) in low- and middle-income countries. They found strong evidence of non-cognitive gains such as improved motivation and confidence, but limited empirical data directly linking LCP to academic performance. This points to a clear research gap in the objective measurement of academic gains from LCP, particularly in African language instruction contexts like Kiswahili.

Lee and Boo (2022) assessed the impact of instructional styles on learners' academic interest and performance in English and mathematics. Their results indicated mixed outcomes: while learner-centered methods improved learning interest, academic achievement gains were inconsistent and varied by gender and prior interest. The study highlights the importance of individualized instruction but leaves a gap in understanding how such dynamics play out in Kiswahili language settings.

Sibomana, Ukobizaba, and Nizeyimana (2021) evaluated the impact of teaching strategies on learner achievement in mathematics in Burundi. Teachers perceived learner-centered strategies as more effective, yet classroom observations revealed a persistent reliance on teacher-centered methods. Although the study provided useful insight into perception versus practice, it focused on mathematics and thus did not account for the linguistic and cultural nuances in Kiswahili instruction.

Choi et al. (2023) assessed the effectiveness of Eye Movement Modeling Examples (EMME) in science learning. Their study showed that learner-centered interventions, especially those using visual prompts, enhanced reading strategies and comprehension. While valuable, the study's focus on scientific illustrations limits its application to text-heavy subjects like Kiswahili literature or grammar instruction.

Francis, Mukhtar, and Sadiq (2023) explored the effects of scaffolding and gender on academic achievement in Islamic Studies. Their quasi-experimental design found no significant gender differences, and highlighted that scaffolding supports learning across groups. However, the study did not delve into broader learner-centered strategies or the impact of group work and peer learning in language contexts.

El Hammoumi, Bakkali, and El Youssfi (2020) evaluated LCI implementation in Moroccan high school physics and chemistry classes. Although teachers were generally supportive of learner-centered strategies, few adopted them fully. The paper dwelt on motivational factors but lacked empirical data on learner academic outcomes, especially in non-science subjects like Kiswahili.

Mambwe (2020) investigated teacher preparedness for implementing learner-centered education in Zambian colleges. The study highlighted major deficiencies in teacher training, with low use of inductive methods and limited pedagogical practice. While highly relevant to education reform, this study focused on pre-service training and not on actual classroom outcomes or learner performance.

Haack and Jambor (2020) implemented problem-based learning in a flipped classroom environment for engineering learners in Germany. They observed improved learner performance and engagement, affirming the efficacy of learner-centered strategies. However, the context engineering education differs significantly from language learning, limiting direct application to Kiswahili instruction.

The findings from the reviewed literature converge on the idea that learner-centered instructional strategies positively impact learners' academic performance, particularly by enhancing engagement, motivation, and deeper understanding. However, most studies either focus on STEM subjects, use self-reported data, or do not directly assess the impact of LCI on African language instruction. In contrast, the current study specifically addresses this gap by examining the impact of learner-centered strategies on Kiswahili language performance. It found that these strategies improved comprehension, vocabulary acquisition, and analytical skills through collaborative activities such as group discussions and peer feedback. Unlike many previous studies,

it also highlighted practical classroom-level challenges, including poor group structure and uneven participation, which hinder the full realization of learner-centered benefits. This underscores the need for structured implementation and ongoing teacher support to maximize the academic potential of learner-centered instruction in Kiswahili classrooms.

#### **2.4 Critique of the Existing Literature Relevant to the Study**

This critique examined Social Learning and Experiential Learning theories as frameworks for learner-centered instruction in the education of Kiswahili, with a focus on how they develop communication and collaborative skills. Researchers indicate that interactive strategies like debates and group discussions enhance learners' motivation, cooperation, and class performance. Nevertheless, due to the current challenges facing this approach, such as large classes, lack of adequate teacher training, and resource limitations, its consistent implementation is difficult. Teachers and learners recognize its benefits but call for better support, smaller classes, and training in collaborative techniques. These challenges must be addressed through policies, professional development, and resources if the approach is to realize its full potential for improved learning outcomes.

#### **2.5 Research Gap**

The reviewed literature reveals a clear gap in research on the implementation of learner-centered instructional strategies within the context of Kiswahili language teaching in Kenyan secondary schools. Studies from Uganda and Tanzania (Arishaba & Balimuttajjo, 2024; Mhando & Almasi, 2024) highlight the effectiveness and challenges of learner-centered methods, but they are either focused on different subjects, such as English, or situated in distinct sociolinguistic and policy

environments, limiting their applicability to Kiswahili instruction in Kenya. Furthermore, much of the existing scholarship is either theoretical (Tzenios, 2022; Zintgraff & Hirumi, 2023) or based on higher education and pre-service teacher contexts (Blumberg, 2023; Tran, 2022), leaving a gap in empirical studies targeting in-service secondary school teachers. Methodologically, prior studies often rely on single data collection approaches, such as surveys or theoretical reviews, without integrating quantitative and qualitative methods to capture both perceptions and actual classroom practices. This study addresses these gaps by employing an explanatory sequential design in Kenyan Kiswahili language classrooms, combining questionnaires, interviews, and document analysis to provide context-specific, evidence-based insights into how learner-centered strategies are planned, implemented, and experienced in real classroom settings.

On the teachers and learners' perspectives, the reviewed literature demonstrates strong global support for learner-centered instruction (LCI) but reveals significant gaps concerning its impact on communication skills within Kiswahili language classrooms in Kenya. Most existing studies focus on English or foreign language instruction (Abdelmageed & Omer, 2020; Hemmati & Malayeri, 2022) or are situated in higher education contexts (Benlahcene et al., 2020; Khoury, 2022), making their findings less applicable to secondary school Kiswahili settings. Furthermore, many studies emphasize teacher perceptions or institutional readiness (Kerkhoff et al., 2025; Sivri & Sahin, 2021) without triangulating data from learners or examining specific communication outcomes. Methodologically, a large proportion of the research relies on single approaches such as surveys or theoretical analyses, providing limited insight into actual classroom practices and learner experiences.

The reviewed literature reveals a notable gap in research examining its specific influence on learners' collaboration skills, particularly within Kiswahili language classrooms in Kenyan secondary schools. Most studies either address LCI's role in general engagement (Nsenga & Andala, 2022), focus on other language competencies like speaking or writing (Namaziandost et al., 2020; Dewali, 2022), or remain theoretical without empirical classroom evidence (Jacobs & Chau, 2021; Chowdhury, 2021). Furthermore, studies conducted in East Africa (Nyaki et al., 2022; Emanuel et al., 2022) primarily analyze teacher beliefs or systemic challenges, rather than measuring behavioral outcomes like teamwork, shared responsibility, and peer accountability. Methodologically, few studies operationalize collaboration as a distinct variable, leaving a gap in understanding how structured group activities within LCI frameworks shape interpersonal skills in real classroom contexts.

Lastly, most studies on the Influence of learner-centered instruction on academic performance predominantly target STEM subjects (Bara & Xhomara, 2020; Precious & Feyisetan, 2020) or focus on English and foreign language learning in higher education contexts (Jaiswal & Al-Hattami, 2020; Dewali, 2022), leaving a significant gap in research on African language subjects like Kiswahili in secondary schools. Moreover, many investigations rely heavily on self-reported perceptions rather than empirical classroom observations (Precious & Feyisetan, 2020; El Hammoumi et al., 2020), or emphasize teacher preparedness and motivation without linking these factors to measurable academic outcomes (Mambwe, 2020). While systematic reviews (Bremner et al., 2022) acknowledge non-cognitive benefits such as engagement and confidence, they highlight limited direct evidence connecting LCI to improved academic achievement in resource-constrained, language-learning contexts. Therefore, this study sought to investigate the effectiveness of learner centered approach on the

achievement of communication and collaboration competency in public junior schools in Nandi North Sub County.

## CHAPTER THREE

### RESEARCH DESIGN AND METHODOLOGY

#### 3.1 Introduction

The chapter covered the following sections: Research design, Study area Target Population, Sample and Sampling Procedures, Research Instruments, Validity and Reliability of Instruments, Data Collection Procedures, Data Analysis Procedures and Ethical Considerations.

#### 3.2 Research Design

A research design is a plan that guides the researcher in the process of collecting, analyzing and interpreting data (Magigi, 2015). There are three types of research designs, namely:

Quantitative, Qualitative and Mixed Research.

Mixed research is the combination of qualitative and quantitative methods in collecting, analyzing and interpreting data in a single study so as to gain more understanding of a research problem. There are three types of mixed designs; the convergent parallel design, in which both qualitative and quantitative data are collected and analyzed simultaneously; the exploratory sequential design, in which collection begins with qualitative data in order to explore a phenomenon, followed by quantitative data in order to test the findings; and the explanatory sequential design, which involves collection and analysis of quantitative data followed by collection and analysis of qualitative data (Creswell & Plano Clark, 2017).

The explanatory sequential design served well the purpose of this study on learner-centered instruction, whereby quantitative data was first collected and analyzed from

the questionnaires for teachers and learners; afterwards, the collection of data through interviews and document analysis. In this the qualitative data was used to explain the quantitative data. The explanatory sequential design was appropriate because it allowed initial quantitative findings from questionnaires to be elaborated and contextualized through qualitative data from interviews and document analysis, thereby providing a deeper and more comprehensive understanding of learner-centered instruction

### **3.3 Study Area**

This study was carried out in Nandi North Sub County, Nandi County, Kenya. Nandi County is situated in the highland region of the Great Rift Valley and boasts a diverse agricultural region. Nandi North Sub County lies approximately between latitude 0°10'N and 0°34'N and longitude 34°45'E and 35°25'E. Nandi North Sub County is located approximately about 38 kilometers from Kapsabet Town, headquarters for Nandi County.

Nandi County spans about 2,884 km<sup>2</sup> and has a population of 885,711 according to the 2019 census, with the Nandi North Sub County accounting for 166,171 people at that time. The region's economy is agrarian, with agriculture particularly tea, maize, coffee, sugarcane, and dairy farming contributing roughly 58% of Gross Value Added in the county. Permanent crops such as tea and avocado are significant both in acreage and economic output, while fruit and vegetable production (e.g., bananas, mangoes, pawpaw) brings substantial value to local livelihoods. Beekeeping is also a notable livelihood activity, with nearly 23,740 hives producing honey worth over KSh 35 million annually (Ministry of Agriculture, 2023). This agricultural and agro-tourism foundation provides the socio-economic backdrop against which Kiswahili instruction and learner engagement are situated in the study.

### 3.4 Target Population

Kothari (2011) describes the target population as the entire group of respondents relevant to the research. In this study, the target population included 155 Teachers of Kiswahili and 16116 grade 7, 8 and 9 learners across 151 public junior schools within Nandi North Sub-County.

**Table 3.1 Target Population**

<b>Category</b>	<b>Target population</b>
Public Schools	151
Teachers of Kiswahili	155
Learners Grade 7, 8 and 9 learners	16116

**Source: Nandi North Sub-County Educational offices**

The target population for this study comprised 151 public schools, 155 teachers of Kiswahili and 16,116 learners in Grades 7, 8, and 9 within Nandi North Sub County. Public schools were included as they provide the institutional context for implementing learner-centered instructional strategies, with variations in schools offering insights into relative influences on pedagogy. Teachers of Kiswahili formed a critical category since they are the primary implementers of these strategies, and their knowledge, attitudes, and classroom practices directly affect learner outcomes. Learners, the largest group, were included because they are the ultimate beneficiaries of instructional methods, and their experiences and perceptions offer valuable evidence on engagement, comprehension, and performance improvements. These groups provided a comprehensive basis for examining the effectiveness and practical application of learner-centered instruction in Kiswahili language learning.

### 3.5 Sampling Frame

A sample frame is a subset of the population, selected so as to be representative of the larger population. Since the entire population cannot be studied, studies need to take a sample (Acharya et al., 2013). Teachers of Kiswahili and junior secondary learners from Nandi North Sub-County make up the study's sample frame.

### 3.6 Sampling Designs and Sampling Technique

Kombo and Tromp (2013) define a sample as a subset of the population being studied, while sampling is the process of selecting this subset from a larger group to help address the research questions. The study used both probability and non-probability sampling designs. Stratified sampling design was used to sample schools in Nandi North Sub County. Whereby schools were sampled according to boarding school and day school. Purposive sampling were used in selection of the learners and Teachers of Kiswahili. Yamane's formula was used to calculate a representative sample for each of the categories. The formula gives a reasonable amount of sample that can be studied in a population (Hasan, & Kumar, 2024).

$$n = \frac{N}{1 + N(E)^2}$$

Where n= Sample size

N= finite population

e= level of significance (0.05)

1= unit (a constant value)

Therefore

For schools N=151

$$n = \frac{151}{1+151(0.05)^2} = 151/1.3775 \approx 110$$

Teachers of Kiswahili N= 155

$$n = \frac{155}{1+155(0.05)^2} \approx 112$$

Learners N=16116

$$n = \frac{16116}{1+16116(0.05)^2} \approx 390$$

**Table 3.2 Sample Size Table**

<b>Group</b>	<b>Population</b>	<b>Sample Size</b>
Schools	151	110
Teachers of Kiswahili	155	112
Grade 7, 8 & 9 Learners	16,116	390

Table 3.2 shows the sample of the participants. To select participating public schools 110 out of 151, stratified random sampling was employed to ensure fair representation across various subgroups such as day and boarding schools. This method was chosen because schools differed significantly across these strata, and stratifying helped capture the diversity within the education system. The 151 public schools were first categorized into appropriate strata based on predefined characteristics. Then, a proportionate number of schools were randomly selected from each stratum, resulting in a final sample of 110 schools. This approach enhanced the representativeness of the sample and reduced selection bias.

For the selection of Teachers of Kiswahili 112 out of 155, a combination of purposive and simple random sampling techniques were used. Since the research focused specifically on Kiswahili instruction, purposive sampling was applied to target only

those teachers who teach Kiswahili in the 110 sampled schools. Once the relevant teachers were identified, simple random sampling was used in cases where the number exceeded the desired sample size of 112 to avoid any bias in the selection process. Conversely, when fewer than 112 Teachers of Kiswahili were found in the initially selected schools, a few additional schools were included to meet the sample requirement. This dual approach ensured the sample was both targeted and randomly selected.

The sampling of learners was conducted using a combination of stratified sampling and systematic sampling, but this time stratification was done only by grade level (Table 3.3). The goal was to ensure equal representation from Grade 7, Grade 8 and grade 9 learners across the selected schools. First, learners in each school were grouped into three strata: Grade 7, Grade 8 and Grade 9. From each grade, a proportional number of learners were allocated based on enrollment figures in each school. Then, within each stratum, systematic sampling was used to select participants. For example, if a school had 100 Grade 8 learners and the study required 10 learners from that grade in that school, every 10th learner was selected from an alphabetically ordered class list after choosing a random starting point. This approach ensured a fair and manageable selection of learners across grade levels.

**Table 3.3 Sampling Procedure**

<b>Group</b>	<b>Sampling Procedure</b>
Public Schools	Stratified Random Sampling
Teachers of Kiswahili	Purposive → Simple Random Sampling
Grade 7,8 & 9 Learners	Stratified → Systematic Sampling

Stratified random sampling was appropriate because it ensured proportional representation of different school categories within Nandi North Sub County. By dividing the schools into homogeneous strata and randomly selecting from each, the study minimized sampling bias and enhanced representativeness, making the findings generalizable across different school types (Kombo & Tromp, 2013).

Purposive sampling was initially used to identify teachers of Kiswahili since they possess specific expertise and experience relevant to the study objectives. This ensured the inclusion of respondents with the required knowledge. After identifying the target group, simple random sampling was applied to give each Kiswahili teacher an equal chance of being selected, thereby reducing selection bias and increasing the reliability of the results.

Learners were stratified based on their grade level to capture variations across Junior schools (Grades 7, 8, and 9), ensuring that each level was proportionally represented. Within each stratum, systematic sampling was used to select learners at regular intervals from class registers. This method is efficient, easy to apply, and ensures that the sample is evenly spread across the population, thereby improving representativeness and reducing bias.

### **3.7 Research Instruments**

The researcher used research instruments to gather data from respondents in the field. Data from primary and secondary sources, both qualitative and quantitative, were gathered for this study. The systematic gathering of data from a sample population in order to fully address a question in a particular area of interest is known as a data collection method. In this study, primary sources were gathered through the use of questionnaires, document analysis and observation checklist

### **3.7.1 Questionnaires for Learners**

According to Ogula (2010), a questionnaire is a carefully designed instrument for collecting data directly from people. The questionnaire had three sections which include: Section A consisting of demographic information of the learners such as gender, age bracket. While Section B dealing with perception of learners on effectiveness of learner centered instruction in enhancing communication competency and Section C focuses on the overall academic performance in Kiswahili.

### **3.7.2 Questionnaires for Teachers of Kiswahili**

The questionnaire contains five sections which include: Part A demographic information of the teacher such as gender, age bracket, teaching experience, level of academic qualification. while Part B dealing with implementation of learner centered instructional strategies. Part C focuses on the perception of teachers on effectiveness of learner centered instruction in enhancing communication skills. Part D the extent to which learner centered influence collaboration skills of the learner. Part E the use of learner centered instruction in determining the overall academic performance of the learners.

### **3.7.3 Observation Checklist**

The observation checklist was employed as a non-intrusive data collection instrument to gather first-hand insights into the actual classroom practices of Teachers of Kiswahili. This tool was designed to assess the implementation of learner-centered instructional strategies by observing teacher-learner interactions, teaching methods, and learner behavior during Kiswahili lessons.

The checklist consisted of clearly defined observation indicators aligned with learner-centered teaching principles. These indicators included: Use of Interactive Teaching

Methods (e.g., group discussions, peer teaching, role-playing); Learner Participation and Engagement (e.g., asking and answering questions, active involvement); teachers' Responsiveness (e.g., acknowledgment and incorporation of learner input); Learner Confidence and Willingness (e.g., ability to express ideas in Kiswahili); Group Work Opportunities (e.g., structured peer collaboration during lessons); Cooperation and Teamwork (e.g., effective collaboration and communication within groups); Language Skills Improvement (e.g., observable progress in comprehension, writing, and speaking).

Each indicator was marked as "Observed" or "Not Observed" during classroom visits. This method provided qualitative context to complement questionnaire data, enabling a deeper understanding of how learner-centered strategies were enacted in practice. The observation helped verify whether reported teaching practices were reflected in real classroom settings, enhancing the validity of the study findings.

#### **3.7.4 Document Analysis Guide**

This study used document analysis as a qualitative data collecting method to investigate how learners-centered instructional practices Kiswahili instructors apply to improve lesson time management. Document analysis is the systematic study and interpretation of current documents aimed at extracting significant information, trends, and topics pertinent to the study goals (O'Leary, 2019). This strategy provided contextual, historical, and practice-based insights from real-world school records, therefore augmenting other data collecting techniques.

Reviewed were lesson plans, schemes of work, documentation of work, classroom observation notes, learner academic performance records, and professional development portfolios of teachers. These records offered both qualitative and

quantitative information that clarifies how instructional resources and techniques were scheduled, carried out, and evaluated across time (Gross, 2020). The study's core topics of inquiry matched the six thematic divisions the analysis was arranged in.

Document analysis turned out to be quite helpful in providing a non-intrusive, reasonably priced, and real way to grasp teaching strategies. Documents minimize respondent bias by reflecting actual planning and execution efforts unlike those of questionnaires. Moreover, triangulation with data from other sources made possible by document analysis helped to increase the validity and dependability of the study conclusions (Creswell & Guetterman, 2019). This approach also enabled a longitudinal perspective of how instructional materials and tactics changed over academic years and under different learning environments.

### **3.8 Pilot Study**

In this study, it was important to test the research tools in a pilot setting before employing them to gather data. This assisted the researcher in identifying items that respondents did not understand and other issues with the questionnaire that might have skewed the findings of the study. Five public junior schools in Mosop Sub County were chosen by the researcher to participate in the pilot study. This was done to make it easier for the researcher to spot any mistakes that might have been made when making the instruments. The researcher was able to predict how the tools functioned in the real investigation as shown in Table 3.4

### **3.9 Validity and Reliability of Instruments**

#### **3.9.1 Validity**

Validity refers to the extent to which instrument accurately measures the concept in question (Okendo, Atoni, & Kitula, 2020). Content validity was evaluated prior to

distributing the questionnaires, observation checklist and document analysis guide to the targeted group. Creswell (2014) strongly advises consulting trained professionals when assessing an instrument's validity. The instruments were presented by the researcher to the University supervisors in order to verify content validity. To make sure the instruments fully addressed the research topics, these professionals were asked to review the instruments. After which the researcher modified them in accordance with the advice of the professionals to strengthen the content validity.

### **3.9.2 Reliability**

Johnson and Christensen (2012) define reliability as the consistency of a research instrument's results over multiple trials. Reliability test of research instruments were evaluated using test retest. Test-retest reliability is a method used to assess the consistency of a measurement instrument over time. It involved administering the same test to the same group of participants at two different times and then comparing the results. A high correlation between the two sets of scores indicates that the instrument produces stable and consistent results, making it reliable. Thereafter, the identified errors are modified prior to the main field study.

**Table 3.4 Reliability Test for Teacher and Learner Questionnaires**

Research Objective/Questions	Respondents	Number of Items	Cronbach's Alpha	Interpretation
1. Implementation of learner-centered instructional strategies	Teachers	12	0.82	Good reliability
2. Perceptions on effectiveness of learner-centered instruction	Teachers/Learners	8, 6	0.79	Acceptable reliability
3. Extent of Influence on learners' collaboration skills	Teachers	6	0.76	Acceptable reliability
4. Influence on overall academic performance	Teachers/Learners	8, 6	0.84	Good reliability
Overall Reliability for Teacher Questionnaire	Teachers	26	0.87	Good reliability
Overall Reliability for Learner Questionnaire	Learners	18	0.81	Good reliability

Table 3.4 Presents the Reliability Analysis for the Research Instruments Using Cronbach's Alpha, which measures internal consistency. For the first research objective on the implementation of learner-centered strategies, teachers responded to 12 items, yielding a Cronbach's Alpha of 0.82, indicating good reliability. The second objective assessed perceptions of effectiveness, with teachers and learners responding to 8 and 6 items respectively. The Alpha score of 0.79 shows acceptable reliability.

The third objective, focused on collaboration skills, had 6 items for teachers and achieved 0.76, also indicating acceptable reliability. The fourth objective, examining academic performance, included 8 items for teachers and 6 for learners, with an Alpha of 0.84, indicating good reliability.

Overall, the teacher questionnaire (26 items) had a reliability score of 0.87, and the learner questionnaire (18 items) scored 0.81—both reflecting good reliability. These results confirm that the tools used were consistent and reliable for data collection.

### **3.10 Data Collection Procedure**

Prior the survey, the researcher obtained an introductory letter from the University, and later used it to obtain a research permit from NACOSTI, then used it to obtain an authorization letter from the county commissioner and Nandi North Sub-County Director of Education. The researcher then visited the selected schools to seek permission from the head teachers to allow the researcher to carry out the research in their schools. Upon agreeing on the scheduled date and time for administering the questionnaires. The researcher then distributed the questionnaires and gave the respondents instructions on what to do. The researcher assured them that the data they will give will be confidential. The researcher collected the questionnaires after dully filled.

### **3.11 Data Analysis Procedures**

Data analysis, according to Kombo (2004), is the process of looking at study data and making connections and conclusions. The study's data was first adjusted to remove errors before being statistically analyzed. Quantitative data were analyzed using SPSS version 29 and Excel to generate the measures of central tendency presented in tables and figures. Observations from the checklists and document analysis were analyzed by thematic analysis and presented in quantitative text.

### **3.12 Ethical Considerations**

Ethics were taken very seriously when doing the research. Magde (1994) defines ethics as the practice of obtaining consent and information from respondents, respecting the

rights of those being studied, and acting in a way that does not damage those being studied.

Additionally, they evaluate sensitivity to cultural variations, gender, anonymity, privacy, and secrecy (Madge, 1994). While conducting this study, ethical considerations were followed. To obtain a permit for the study, permission was requested from the National Commission for Science, Technology, and Innovation (NACOSTI), Nandi north sub-County

Commissioner, the Nandi north County Director of Education, and the Nandi north Sub County Education Officer. During the material day, permission was also requested from the head teachers of the individual schools, who then introduced the researcher to the class instructors. Before the study, all participants from the chosen schools were notified about it and asked for their consent. The respondents' privacy, respect and confidentiality was strictly protected, and where appropriate, numbers were used (Maina, 2012). Both verbally and in a written introduction, the study's goal was described. During the study, high integrity levels was upheld.

## CHAPTER FOUR

### DATA ANALYSIS, INTERPRETATION AND DISCUSSION OF FINDINGS

#### 4.1 Introduction

This chapter presents the data analysis, interpretation, and discussion of findings based on the research objectives and research questions. The purpose of study was to evaluate the effectiveness of learner-centered instructional strategies in enhancing communication and collaboration skills in Kiswahili language classes among junior school teachers and learners in Nandi North Sub-county. The specific objectives of the study were:

- i) To establish how teachers' implement learner-centered instructional strategies in Kiswahili language classes;
- ii) To examine the perceptions of teachers and learners on the effectiveness of learner centered instruction in enhancing communication skills in Kiswahili language.
- iii) To determine the extent to which learner-centered instruction influence learners' collaboration skills in Kiswahili language classes.
- iv) To determine the influence of learner-centered instruction on learners' overall academic performance in Kiswahili language classes.

The first section presents the description of the demographic information of the respondents.

#### 4.2 Response Rate of Sampled Groups for the Study

The response rate is a critical indicator of the reliability and representativeness of data collected from the sampled groups for study. In this case, the response rates across

schools, teachers, and learners reflect a generally high level of participation, which enhances the credibility of the research findings as seen in Table 4.1.

**Table 4.1 Response Rate**

<b>Group</b>	<b>Population</b>	<b>Sample Size</b>	<b>Response rate</b>
Schools	151	110	102 (93%)
Teachers of Kiswahili	155	112	102 (91%)
Grade 7, 8 & 9 Learners	16,116	390	291 (75%)

Table 4.1 shows the response rate for schools, Teachers of Kiswahili and Grade 7, 8 & 9 Learners who participated in this study. Schools, a response rate of 93% (102 out of 110 sampled schools) signifies excellent institutional cooperation. This high participation level indicates that the majority of the sampled schools were willing and available to contribute to the study. It also means that the findings derived from school-level data are likely to be comprehensive and reflective of the broader school population in the area.

Among Teachers of Kiswahili, the response rate of 91% (102 out of 112 sampled) is similarly strong. This suggests that teachers were highly engaged and interested in the subject of the research. Their active participation ensured that the data concerning instructional strategies and classroom experiences are both rich and reliable.

In contrast, the response rate among Grade 7, 8, and 9 learners was slightly lower, at 75% (291 out of 390). While this is not as high as the rates for schools and teachers, it

still represents a solid level of participation for learner respondents in educational studies.

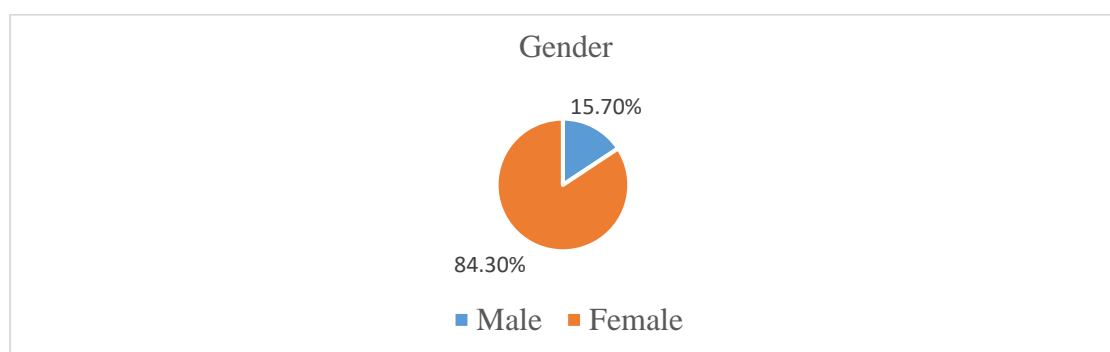
According to Sataloff and Vontela (2021), a response rate exceeding 60% is sufficient for adequately representing the target population and supports the validity of conclusions and recommendations based on the collected data.

### 4.3 Demographic Information of Teachers and Learners

The demographic characteristics of respondents provide valuable context for understanding the perspectives and practices reported in the study. The data below captures gender, age, teaching experience, and academic qualifications of Teachers of Kiswahili involved in the study. This is vital in understanding the background and diversity of the participants involved in the study. These variables provide critical insights into how different teacher characteristics may influence the implementation of learner-centered instructional strategies. For example, teaching experience and academic qualifications can affect a teacher's pedagogical approach, adaptability to curriculum changes, and openness to new instructional methods. Gender and age may also contribute to different perspectives and classroom practices.

#### 4.3.1 Teacher Respondents

**n= 102**

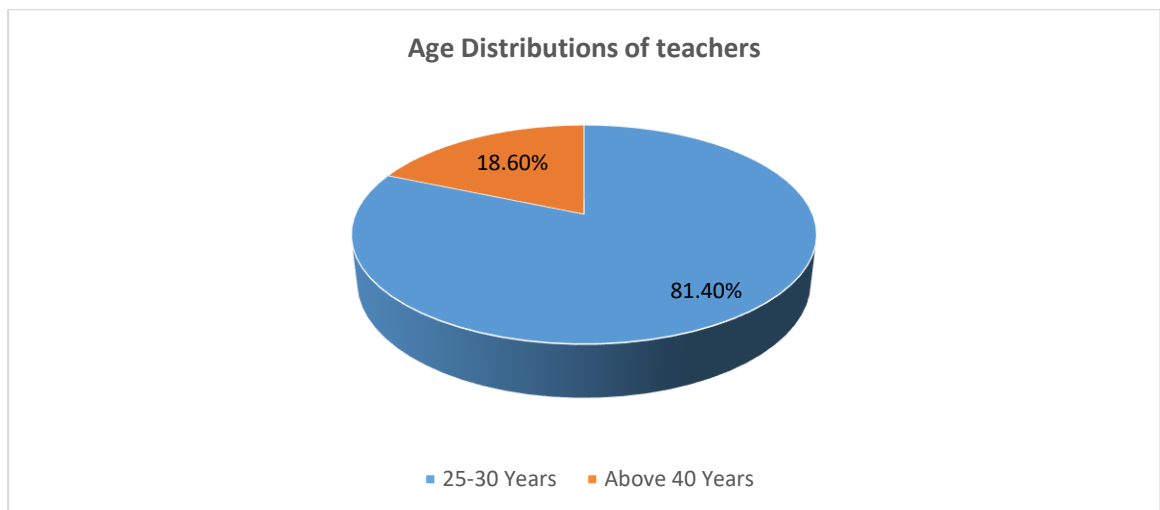


### Figure 4.1 Teacher Gender Distribution

Figure 4.1 presents the gender demographic characteristics of Teachers of Kiswahili. The sample consisted of 84.3% female teachers and 15.7% male teachers. This notable gender imbalance suggests that Kiswahili teaching at the primary level in the study area is predominantly female-driven. The findings align with national trends in Kenya where female teachers often dominate lower-level teaching positions, particularly in language and arts subjects (TSC, 2021). This gender dynamic may influence teaching styles, classroom management strategies, and the adoption of learner-centered instructional strategies, as research indicates that female teachers are often more open to collaborative and participatory teaching methods (Murungi & Ondigi, 2020).

### 4.3.2 Age Distribution of the Teachers

n=102



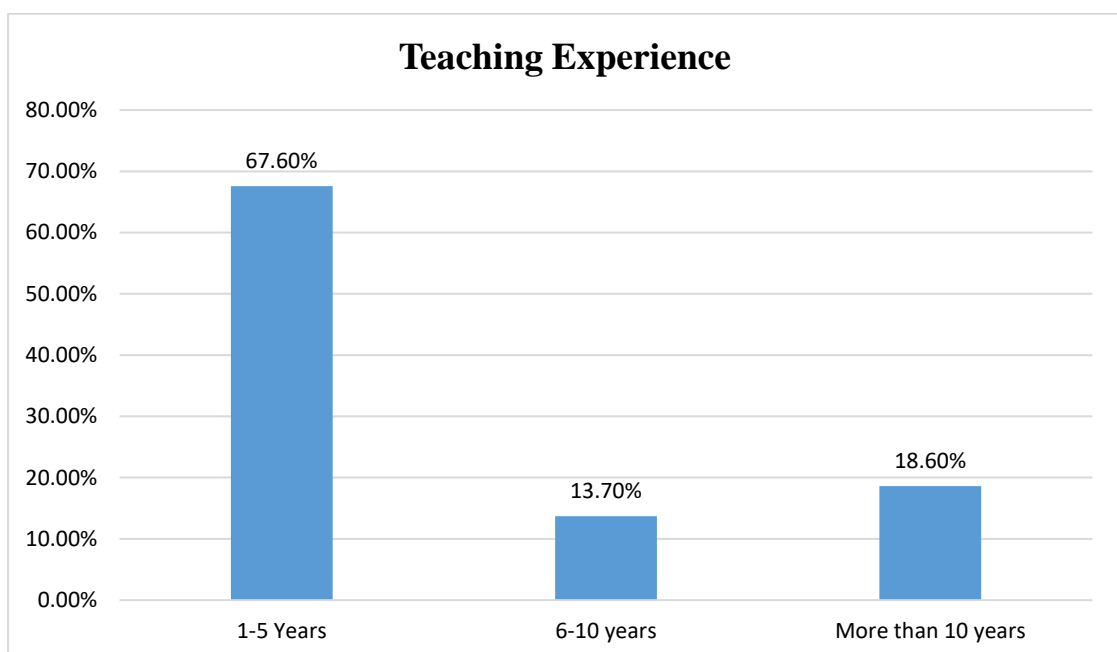
### Figure 4.2 Teacher Age Distribution

Figure 4.2 presents the age distribution of Teachers of Kiswahili. A significant majority of the respondents (81.4%) fall within the 25–30 years age bracket, while 18.6% are above 40 years. This indicates a relatively young teaching workforce, which may be

more open to adopting innovative and learner-centered pedagogies, as younger teachers tend to have more recent training aligned with competency-based Education (CBE) and current educational trends. The younger age group also suggests high potential for growth and adaptability in implementing modern classroom strategies.

### 4.3.3 Teaching Experience

n=102



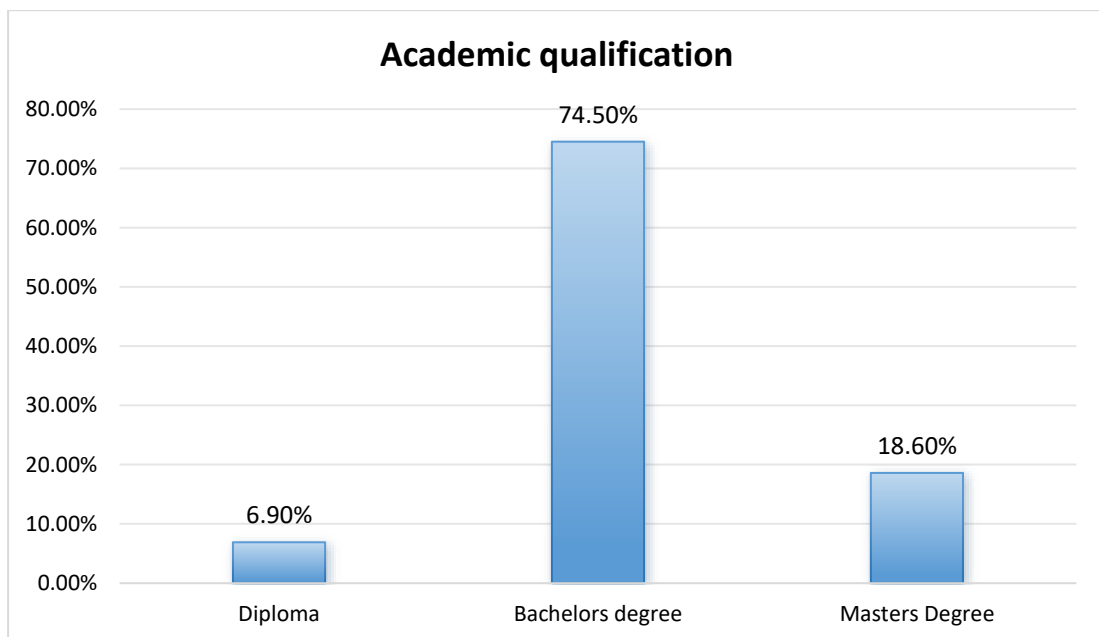
**Figure 4.3 Teaching Experience**

Figure 4.3 presents information about teaching experience of Teachers of Kiswahili Nandi north sub-county. In terms of experience, 67.6% of the teachers had between 1–5 years of teaching, 13.7% had 6–10 years, while 18.6% had more than 10 years of experience. The predominance of less experienced teachers aligns with the earlier age findings. While newer teachers may bring fresh perspectives, they may also require more mentorship and professional development to effectively apply learner-centered

instructional strategies, particularly in areas requiring classroom management and curriculum integration (Ngware et al., 2019).

#### 4.3.4 Academic Qualification

n=102



n=102

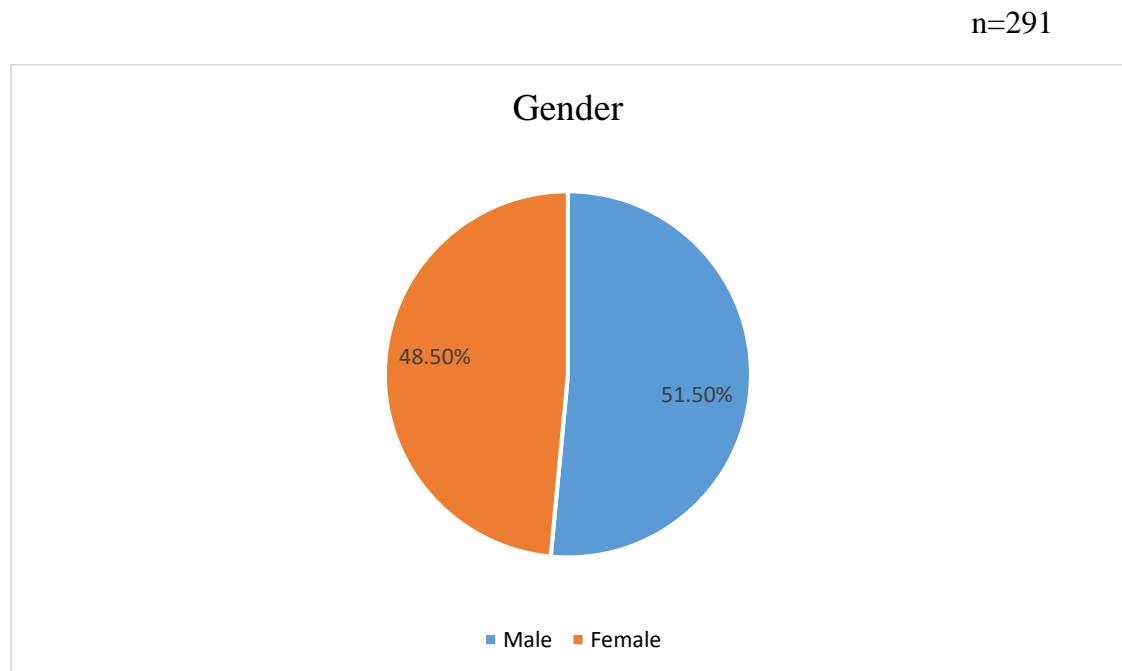
**Figure 4.4 Academic Qualification**

Figure 4.4 shows the academic qualification of Teachers of Kiswahili in Nandi north sub-county. The majority of respondents (74.5%) held a bachelor's degree, followed by 18.6% with master's degrees, and a small number (6.9%) with diplomas. This high level of qualification suggests that the teachers are academically well-prepared, with sufficient theoretical grounding to understand and apply pedagogical innovations such as learner-centered instruction. The presence of postgraduate-trained teachers further adds to the credibility of the responses and indicates a strong potential for reflective teaching and research-based instructional decisions.

#### 4.4 Learner Demographics

The demographic data from 291 learners provides important insights into the composition of learners engaged in Kiswahili language classes. The variables examined include gender, age, grade level, exam type, and academic performance.

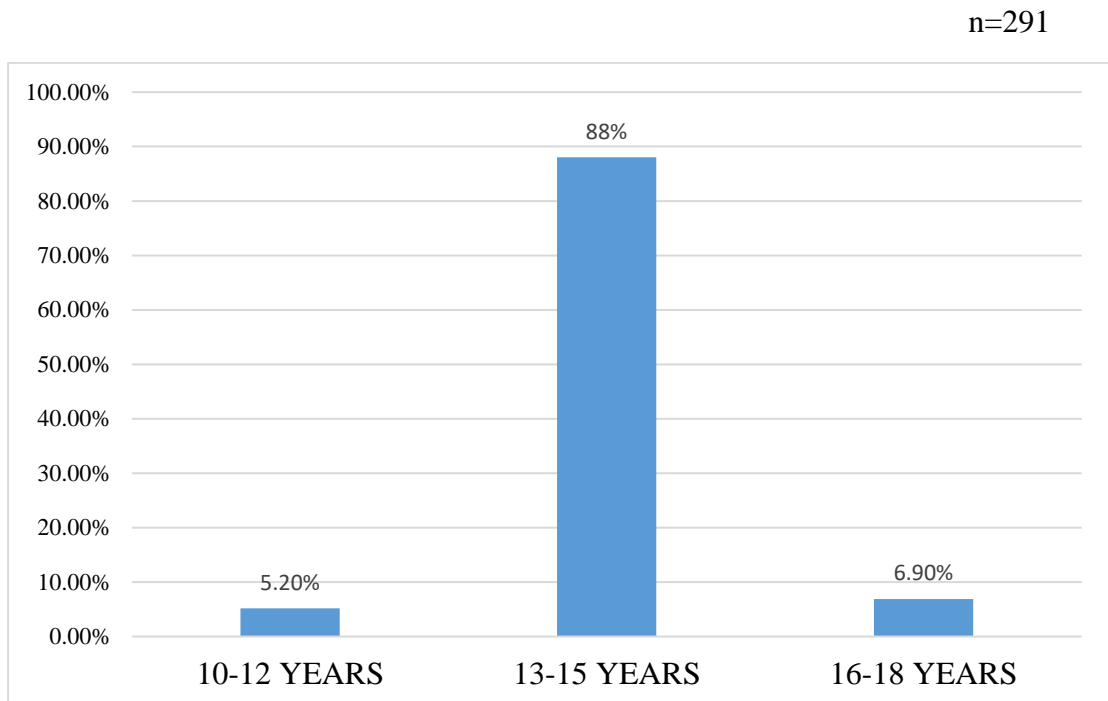
##### 4.4.1 Gender Distribution



**Figure 4.5 Learner Gender Distribution**

Figure 4.5 presents learners' gender distribution. The sample consisted of 51.5% male learners and 48.5% female learners, indicating a fairly balanced gender representation. This balanced distribution allows for equitable comparisons in how different instructional strategies affect both male and female learners. Studies such as Orodho et al. (2020) suggest that gender-balanced classrooms promote inclusive teaching practices and minimize gender biases in learning engagement and outcomes.

#### 4.4.2 Age Distribution of the Learners

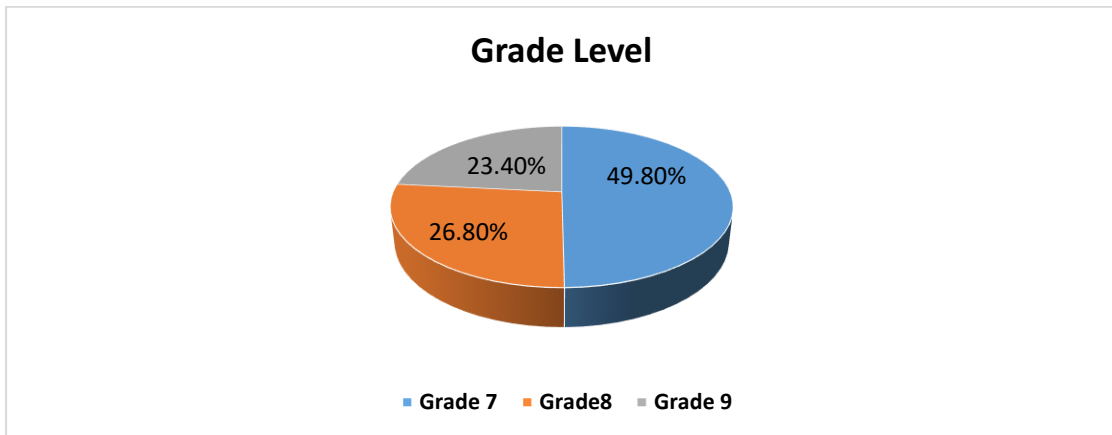


**Figure 4.6 Learner age distribution**

Figure 4.6 presents learners age distribution. A majority of learners (88.0%) were aged between 13–15 years, with only 5.2% aged 10–12 years and 6.9% aged 16–18 years. This indicates that most respondents are in the typical age range for junior secondary school (Grades 7–9) under Kenya's Competency-Based Education (CBE). According to MoE (2022), this age group is highly receptive to learner-centered pedagogies, especially interactive and collaborative strategies, which align with their cognitive and social development stages.

#### 4.4.3 Grade Level

n=291

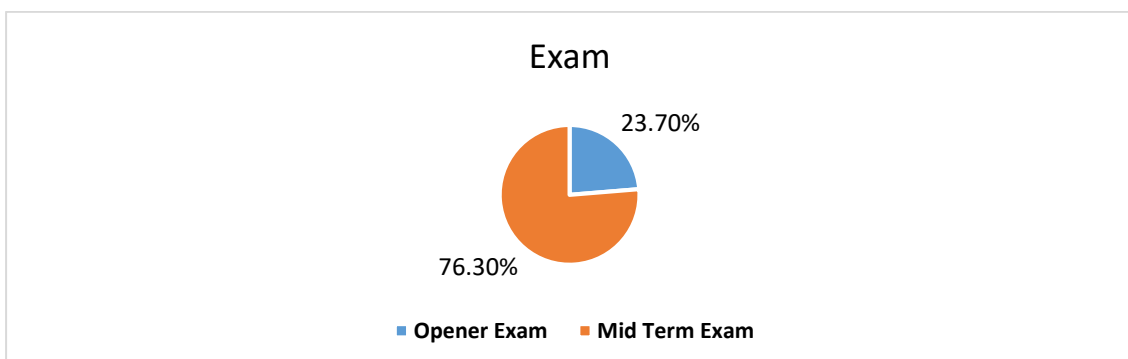


**Figure 4.7 Grade Level**

Figure 4.7 presents grade level of learners. Learners were drawn from Grade 7 (49.8%), Grade 8 (26.8%), and Grade 9 (23.4%). The slightly higher representation from Grade 7 may be due to greater enrollment following the recent transition to CBE at the junior secondary level. This grade-wise breakdown allows for tracking of instructional impact across early, middle, and final stages of lower secondary education.

#### 4.4.4 Exam Participation

n=291



**Figure 4.8 Exam Participation**

Figure 4.8 presents exam participation of learners in different schools. A large proportion (76.3%) of learners had sat for the mid-term exam, while 23.7% had completed the opener exam. The dominance of mid-term exam data enhances reliability of performance assessment, as it reflects a broader scope of content coverage and more comprehensive evaluation than opener exams.

#### 4.4.5 Academic Performance

**Table 4.2 Academic Performance**

**n=291**

<b>Performance</b>	<b>Frequency</b>	<b>Percent</b>
Exceed expectation	69	23.7
Meet expectation	180	61.9
Approach expectation	24	8.2
Below expectation	18	6.2
Total	291	100

Table 4.2 shows the data on the academic performance of learners in Kiswahili. In terms of performance, 61.9% of learners were found to meet expectations, while 23.7% exceeded expectations, indicating a positive learning trend. A smaller proportion either approached expectations (8.2%) or performed below expectations (6.2%). These outcomes suggest that most learners are progressing well in Kiswahili, which may reflect the positive impact of learner-centered instructional strategies. This supports findings by Waweru & Muthoni (2019), who observed that learner-centered strategies often enhance engagement and academic performance in language subjects through active participation and peer interaction.

#### 4.5 Implementation of Learner-Centered Instructional Strategies

The first research objective and research question sought to establish how teachers implement learner-centered instruction strategies in Kiswahili language classes in Nandi North-Sub County.

##### 4.5.1 Teachers' Implementation of Learner-Centered Instruction Strategies

This section presents the findings on teacher's implementation of learner centered instruction strategies as presented in Table 4.3

**Table 4.3 Learner-Centered Instructional Strategies**

n=102					
Learner-centered instructional strategies	Descrip tive F/%	Rar ely	Someti mes	Oft en	alwa ys
How often do you incorporate group discussions into your lessons?	Freq	0	21	58	23
	%	0	20.6	56.9	22.5
How often do you provide multiple types of assessments (e.g., tests, presentations, projects)?	Freq	0	39	40	23
	%	0	38.2	39.2	22.5
How often do you use group work or collaborative projects in your classroom?	Freq	0	0	54	48
	%	0	0	52.9	47.1

Table 4.3 shows the learner-centered instructional strategies used by Teachers of Kiswahili in Nandi North sub-county. The results indicated that over half of the teachers by 56.9% often incorporated group discussions in their lessons. Only 22.5% always do so, while 20.6% sometimes used this method. While group discussions are being used, they are not consistently applied across classrooms, suggesting a moderate integration of this strategy.

Further findings indicated that a number of teachers often (39.2%) or sometimes (38.2%) used diverse assessments such as presentations, tests and projects. Only 22.5% always do. This means that there is limited diversity in assessment strategies, which may hinder comprehensive evaluation of learners' strengths and learning styles.

None of the teachers indicated "Rarely" or "sometimes" using group work. Over half (52.9%) often use group work, and 47.1% always do. This suggests group work is relatively well-adopted, though not yet habitual enough to be marked as "sometimes" used. Teachers recognize its importance but may face barriers to consistent implementation.

On the other hand, as shown in appendix V, majority of observations showed that interactive teaching methods such as group discussions, peer teaching, and role-playing were not observed in the classroom. This indicates that the teaching approach predominantly followed a more traditional style, which could limit learner engagement and participation. These methods are essential for active learning and deeper understanding, so their absence may hinder effective learning outcomes.

Moreover, document analysis findings as indicated in appendix VI found that the integration of learner-centered instructional strategies in the teaching of Kiswahili was evident in both planning and classroom practice. Analysis of lesson plans revealed that 95% of the reviewed documents incorporated a variety of learner-centered activities such as group discussions, role-playing, pair work, simulations, and collaborative writing exercises. These methods emphasized learner engagement, active participation, and the co-construction of knowledge. Teachers deliberately shifted the focus from teacher-led instruction to learner-driven learning, with the teacher assuming a facilitative role.

Furthermore, 98% of lesson plans provided structured opportunities for learners to actively participate in the learning process. These opportunities were evident through interactive questioning, brainstorming sessions, and peer-teaching strategies. Learners were consistently positioned as active agents in their learning journey, rather than passive recipients of information. The classroom environment observed in several schools affirmed this approach, with learners confidently contributing to lessons, asking questions, and engaging in dialogue both with peers and the teacher.

Notably, 97% of the lesson plans included collaborative activities aimed at enhancing interpersonal learning. Teachers made deliberate efforts to organize learners into small working groups for joint tasks, such as composing dialogues or analyzing Kiswahili literary texts. These groupings provided rich opportunities for learners to develop interpersonal skills, take initiative, and assume various roles such as note-taker, presenter, or discussion leader.

The schemes of work further supported the qualitative findings from lesson plans. A significant 94% of the reviewed schemes showed alignment with learner-centered pedagogical principles. Teachers included varied instructional strategies such as think-pair-share, project-based learning, and inquiry-based strategies across different content areas in the Kiswahili curriculum. In addition, 93% of the schemes of work explicitly linked learning outcomes with these active strategies, suggesting an intentional effort to structure lessons around learner engagement.

The study findings confirm the broader academic consensus that while learner-centered strategies are valued and partially practiced, full integration remains a challenge. This calls for targeted professional development and systemic support to bridge the gap between knowledge and consistent application in classrooms

The findings from the study on the integration of learner-centered strategies among teachers show moderate to limited application of key instructional practices, aligning with concerns raised in the existing literature. An and Mindrila (2020) emphasize that for learner-centered instruction to be effective, educators must consistently use strategies such as group discussions, collaborative tasks, and formative assessments. The current findings indicate that while 56.9% of teachers often use group discussions and 52.9% often use group work, only 22.5% always apply these methods. This supports An and Mindrila's view that although such strategies are recognized, they are not uniformly practiced. The inconsistency in implementation reveals a gap between theoretical awareness and practical application.

Muhajir, Tambak, and Sukenti (2024) explore the connection between learner-centered education and the development of teachers' personality competencies, particularly through project-based learning. The data shows only 22.5% of teachers always used diverse assessments such as presentations and projects. This indicates a limited use of project-based methods, suggesting that teachers may not fully embrace learner-centered strategies that could enrich their professional growth, as proposed by Muhajir and colleagues.

Tzenios (2022) underscores that learner-centered teaching requires deliberate planning and consistent application to be transformative. The fact that a majority of teachers rarely (38.2%) or sometimes (42.2%) adjust instruction based on formative assessments reflects a missed opportunity for reflective teaching and real-time responsiveness. This inconsistency supports Tzenios' argument that there are systemic or individual barriers preventing full adoption of learner-centered practices.

Lastly, Khadka et al. (2022) found that teachers struggled to apply learner-centered instruction during online mathematics classes in Nepal, particularly due to lack of training and resource constraints. Similarly, the current findings may suggest a lack of adequate training or support structures that limit consistent use of strategies like differentiated assessments and instructional adjustments based on learner feedback.

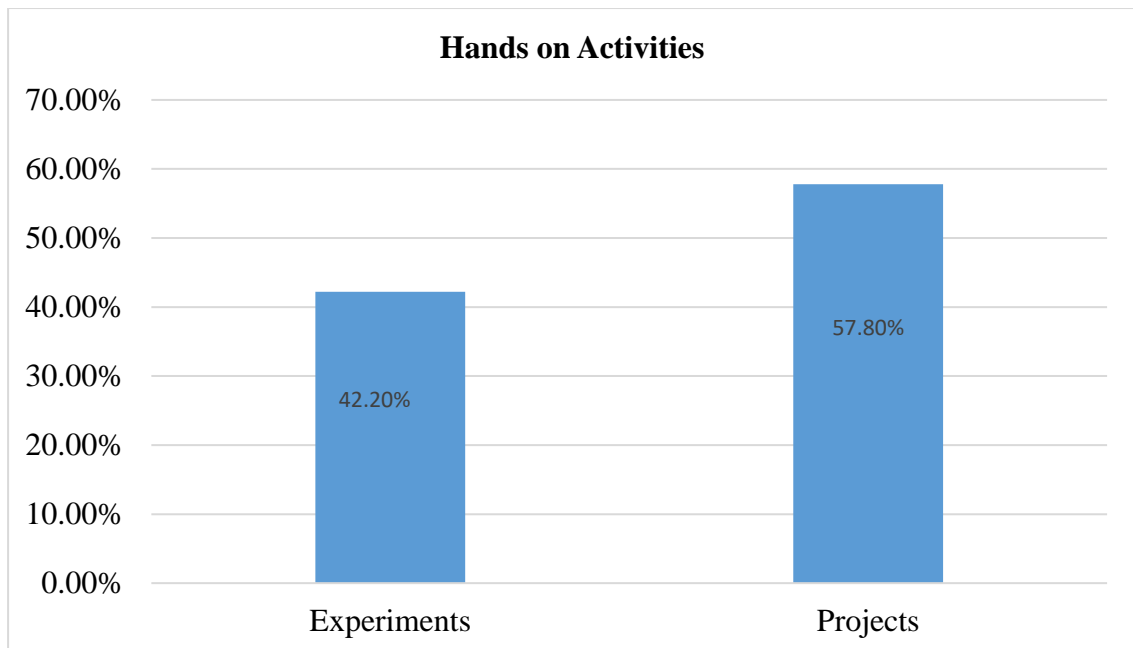
Based on the findings, it is evident that while there is a general appreciation among Kiswahili teachers for learner-centered instructional strategies, their practical implementation remains inconsistent. The disparity between documented plans and observed classroom practices suggests a gap between theoretical knowledge and actual execution. Teachers appear to understand the value of strategies like group work, interactive questioning, and peer teaching as evidenced in lesson plans and schemes of work but classroom observations reveal a continued reliance on traditional, teacher-centered methods. This inconsistency may be attributed to challenges such as large class sizes, limited training, or insufficient resources. Therefore, there is a pressing need for sustained professional development, mentorship, and institutional support to empower teachers not only to plan for learner-centered strategies but also to confidently and consistently implement them in everyday teaching practice. Such efforts would enhance learner engagement, deepen understanding, and ultimately improve learning outcomes in Kiswahili instruction.

#### **4.5.2 Types of Hands-on Activities Used to Engage Learners in Classroom**

##### **Instruction**

When asked to indicate the types of hands-on activities in the classroom using experiments, projects, simulations and others, the findings are presented in Figure 4.4:

n=102



**Figure 4.9: Types of Hands-on Activities**

In Figure 4.9 the types of hands-on activities used to engage learners in Kiswahili lessons were shown by teachers as 57.8% using projects and 42.2% using experiments as hands-on activities in engaging learners. This indicates that a more than average of teachers prefer project-based learning, which may be more flexible and manageable within classroom constraints. The use of hands-on strategies reflects an effort to implement learner-centered instructional strategies that promote active participation, critical thinking, and practical application of knowledge. However, the relatively lower use of experiments may suggest challenges such as limited resources, lack of equipment, or insufficient training in experimental methods.

On the other hand, observations found out that learner participation was actively encouraged by teachers, with many questions and dialogues observed between the learners and the instructor as shown in appendix six. This is a positive finding, as it

suggests that the teaching environment promotes learner engagement, which is crucial for enhancing understanding and stimulating critical thinking. When learners participate actively, they are more likely to retain information and apply it in real-life scenarios.

As Malik and Zhu (2023) previously underscored that project-based learning, hands-on activities, and flipped teaching models enhance learner engagement and comprehension, particularly in theoretical and abstract subjects. The preference for projects among teachers in the study reflects this trend, as projects are often more adaptable to varying teaching contexts and learner needs.

Moreover, the implementation of hands-on strategies whether through projects or experiments correlates with the “active learning” model emphasized by Yannier et al. (2021), who argue that “hands-on” experiences must be complemented by “minds-on” engagement to maximize learning. Projects, which typically require planning, collaboration, and presentation, integrate both physical activity and cognitive processing, aligning well with this model. However, the lower use of experiments might point to limitations that prevent more technical or scientific exploration echoing findings by Kibga, Sentongo, and Gakuba (2021), who found that in Tanzanian schools, lack of materials and teacher preparedness hindered the consistent use of experimental methods despite their known benefits in developing curiosity and scientific thinking.

The findings clearly demonstrate a commendable shift toward active learning in Kiswahili classrooms, particularly through the use of project-based activities and interactive dialogue. The preference for projects over experiments highlights a practical approach by teachers to incorporate learner-centered methods within the limitations of their environments. This choice reflects adaptability and creativity in promoting

engagement without the need for extensive resources. Moreover, the observed learner-teacher interactions marked by questioning and open dialogue affirm that many teachers are creating inclusive spaces where learners feel confident to express themselves. Such environments are critical in fostering critical thinking, collaboration, and deeper comprehension of content. However, the limited use of experimental activities underscores a gap that needs to be addressed through targeted support and training to equip teachers with the skills and resources necessary to diversify their instructional approaches and further enrich learner experiences.

#### 4.5.3 How Teachers Accommodate Different Learning Styles in the Classroom

When teachers were asked to indicate how they accommodate different learning styles in their classrooms using visual aids, Audio-materials, hands activities, written materials and others, the responses obtained are shown in Table 4.4 below:

**Table 4.4 Accommodation of Different Learning Styles**

n=102		
<b>Learning style</b>	<b>Frequency</b>	<b>Percent</b>
Visual aids	27	26.5
Audio materials	21	20.6
Hands on activities	16	15.7
Written materials	38	37.3
<b>Total</b>	<b>102</b>	<b>100.0</b>

Table 4.4 shows how different learning styles are accommodated in Kiswahili lessons. 37.3% of teachers use written materials, followed by 26.5% who use visual aids, 20.6% who use audio materials, and only 15.7% who incorporate hands-on activities to accommodate different learning styles. This suggests that while some effort is being made to address diverse learner needs, the dominant reliance on written materials

reflects a more traditional, teacher-centered approach. The relatively lower use of visual, auditory, and kinesthetic strategies indicates limited implementation of fully learner-centered instructional methods, which require adapting teaching to suit individual learning preferences.

This distribution points to a lingering preference for traditional, teacher-centered strategies over more dynamic, learner-centered strategies. These results are consistent with Maryono and Lengkanawati (2022), who observed that many EFL teachers, particularly in distance learning contexts, default to text-based methods due to familiarity, resource availability, and ease of implementation, despite recognizing the importance of addressing varied learner learning preferences.

Fitria (2022) emphasizes the role of microlearning and multimodal content delivery in enhancing learner engagement and retention, especially in modern, flexible learning environments. The relatively low use of audio and kinesthetic strategies in the current findings suggests that many classrooms have yet to fully embrace such multimodal methods. This underutilization may limit learners who thrive through non-textual input, such as auditory or experiential learning.

Additionally, Abulhul (2021) stresses the importance of differentiated instruction and adaptive teaching methods to enhance learner learning outcomes. The data in the current study reveals a partial but insufficient attempt at this, with under one-third of teachers integrating visual or audio materials and a minimal percentage using hands-on activities. These findings highlight a gap between theoretical best practices and their practical application in classrooms. Barriers may include lack of training, inadequate resources, or resistance to changing pedagogical habits.

The findings highlight a significant imbalance in the accommodation of diverse learning styles in Kiswahili instruction, with a clear preference for written materials over other sensory-based strategies. This overreliance on text-based resources suggests that many classrooms still lean heavily on conventional teaching methods, which may not fully engage all learners especially those who thrive through visual, auditory, or kinesthetic experiences. While the inclusion of some visual and audio materials is a positive sign, the minimal use of hands-on activities reveals a missed opportunity to fully embrace differentiated instruction. For learner-centered pedagogy to be effective, teachers must intentionally integrate a wider range of instructional strategies that respond to the varied ways students learn. Strengthening teacher capacity in this area through training and resource support is essential for creating more inclusive and effective learning environments.

#### **4.5.4 How Teachers Give Learners Choices in Their Learning Process**

Teachers use several methods to give learners choice in their learning. They may allow learners to select from different activities that achieve the same learning goals, such as writing, drawing, or presenting. Learners can also choose topics of interest, which helps increase engagement. In group work, learners may pick their partners, promoting collaboration and comfort (Lengkanawati, 2022).

##### **4.5.4.1 Teacher's Response on How They Give Learners' Choices in Their Learning Process**

Teachers were asked their views on the choices they give to learners' during their learning process, which included; choice of topics, choice of projects, choice of presentation methods and others, and the results were presented in the table below.

**Table 4.5 Choices During Learning Process**

n=102

<b>Choices</b>	<b>Frequency</b>	<b>Percent</b>
Choice of topics	37	36.3
Choice of Projects	14	13.7
Choice of presentation methods	39	38.2
Others	12	11.8
<b>Total</b>	<b>102</b>	<b>100.0</b>

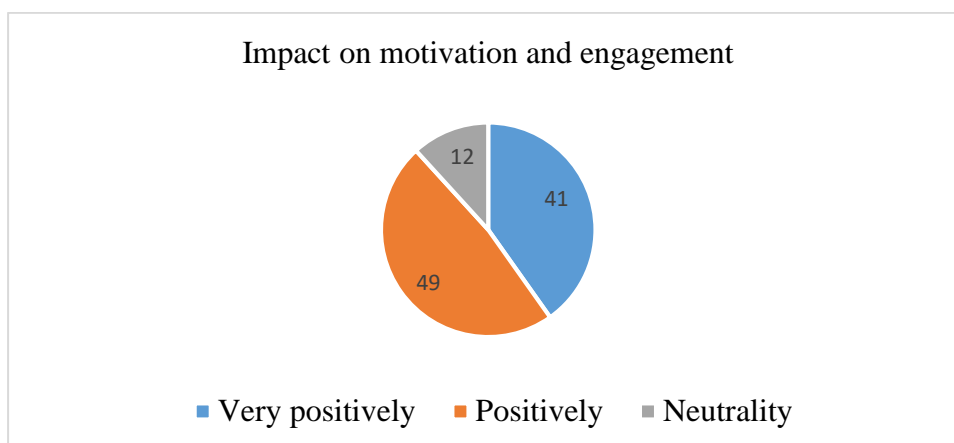
Table 4.5 shows the choices that teachers use during Kiswahili lessons. 38.2% of teachers allow learners to choose their presentation methods, 36.3% give learners a choice of topics, and only 13.7% offer a choice of projects, while 11.8% fall under other unspecified options. This indicates that while some teachers are incorporating elements of learner autonomy a key aspect of learner-centered instruction the extent of learner choice remains limited in scope. The emphasis on presentation methods and topic selection reflects a partial shift toward empowering learners in the learning process. However, the relatively low percentage of teachers offering project choices suggests restricted opportunities for deeper personalization and engagement.

These figures suggest that while teachers are beginning to embrace aspects of learner-centered instruction, the scope of learner choice remains narrowly defined. This aligns with constructivist learning theory, particularly Vygotsky's (1978) notion of the Zone of Proximal Development (ZPD), which emphasizes the importance of learner autonomy and scaffolding in promoting higher cognitive development. By offering choices, teachers provide learners with a sense of ownership, thereby enhancing motivation, engagement, and responsibility for learning (Deci & Ryan, 1985).

However, the limited use of more meaningful learner choices, such as project selection, signals a need for deeper application of learner-centered pedagogy. According to Weimer (2013), one of the key principles of learner-centered teaching is sharing power and decision-making with learners something that is only partially practiced here. Without providing varied and substantive options, students may feel constrained within a teacher-directed framework, undermining the potential benefits of personalized learning. Therefore, while the presence of some learner choice is encouraging, a stronger commitment to offering diverse and meaningful options is essential for cultivating critical thinking, creativity, and deeper learning. Professional development and policy support are needed to help teachers expand their understanding and implementation of student autonomy in meaningful, pedagogically sound ways

#### **4.5.5 How Teachers Feel about Learner Choice Impact on Motivation and Engagement in the Learning Process**

Teachers were asked to indicate how they feel about how learners are impacted by the choices they make on their motivation and engagement in the learning process and the results that were obtained are presented in figure 4.10.



**Figure 4.10: Learners' Choice Effect on Motivation and Engagement**

Figure 4.10 presents the effect of learners' choices on motivation and engagement. It reveals that a majority of teachers believe learner choice has a positive effect on motivation and engagement, with 49 indicating it affects learners positively and 41 stating it affects them very positively. Only 12 of teachers were neutral, and none viewed it negatively. This suggests that teachers recognize the value of incorporating learner choice as a strategy to enhance learner motivation and active participation key principles of learner-centered instruction. The strong positive perception aligns with the idea that when learners are given a voice in their learning, they are more likely to take ownership, stay engaged, and perform better academically. These findings support the need to integrate more opportunities for learner choice within the classroom to foster deeper learning and intrinsic motivation.

The findings from Figure 4.10 reveals a strong consensus among Kiswahili teachers that incorporating learner choice positively influences motivation and engagement, with 90 out of 102 respondents affirming its beneficial impact. This aligns with Self-Determination Theory (Deci & Ryan, 1985), which posits that autonomy is a core psychological need that, when satisfied, enhances intrinsic motivation and learner

engagement. The teachers' strong positive perceptions validate the theory's claim that providing learners with meaningful choices such as selecting topics, presentation formats, or learning activities can foster a sense of ownership, agency, and commitment to learning tasks. Moreover, these findings are supported by constructivist perspectives (Bruner, 1961), which advocate for learning environments where students actively participate in shaping their learning experiences.

In my view this recognition is promising, it is important that such perceptions be translated into practice through structured support, professional development, and the creation of classroom cultures that value student voice. Expanding the scope and depth of learner choice in Kiswahili instruction will not only support motivation and engagement but also promote deeper, more personalized learning outcomes in line with learner-centered education reforms.

#### **4.5.6 Strategies Used by Teachers for Effective Collaboration**

Teachers were asked the strategies they use to ensure that there is effective collaboration between learners and teachers, seeking whether they use clear roles and responsibilities, team building activities or peer evaluation, and the results found are presented in figure 4.11.

n=102



**Figure 4.11: Strategies used for Effective Collaboration**

Figure 4.6 shows the strategies used for effective collaboration. 60.8% of teachers use team-building activities and 39.2% assign clear roles and responsibilities to ensure effective learner collaboration, while none use peer evaluations. This indicates that most teachers recognize the importance of building trust and cooperation through interactive activities, which are vital in promoting group cohesion and communication. The use of clear roles also supports structured collaboration by ensuring accountability within teams. However, the complete absence of peer evaluations highlights a missed opportunity for fostering reflection, feedback, and shared responsibility, key elements of learner-centered and cooperative learning. To strengthen collaborative learning, teachers could integrate peer assessment strategies to enhance learner engagement, self-regulation, and mutual respect within group tasks.

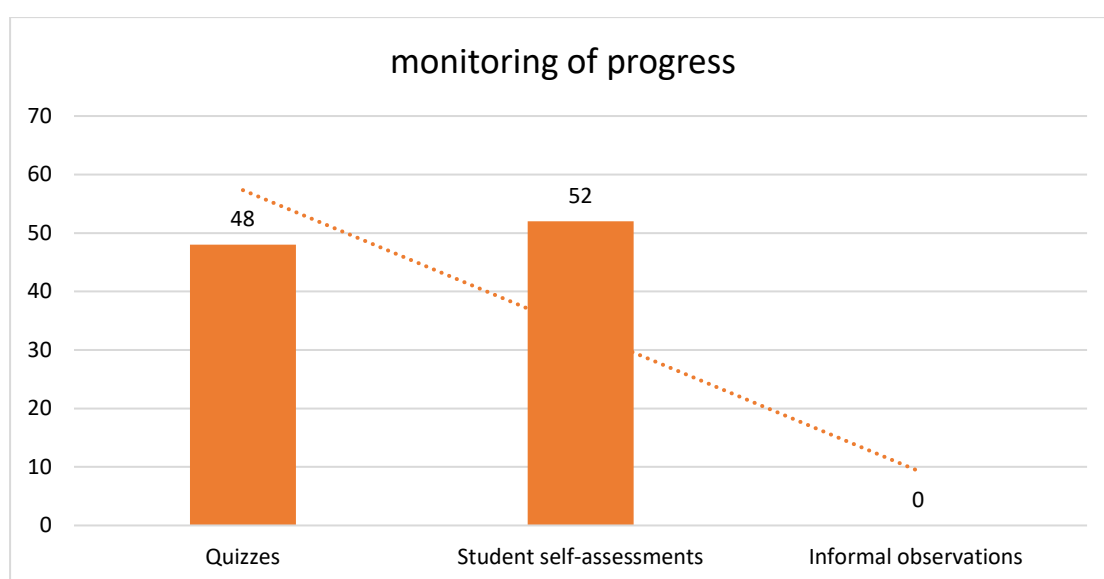
As shown in Appendix V, Learner participation was actively encouraged by teachers, with many questions and dialogues observed between the learners and the instructor. This is a positive finding, as it suggests that the teaching environment promotes learner engagement, which is crucial for enhancing understanding and stimulating critical thinking. When learners participate actively, they are more likely to retain information and apply it in real-life scenarios.

According to Johnson and Johnson's Cooperative Learning Theory (1999), effective group learning is sustained by five essential elements: positive interdependence, individual accountability, promotive interaction, social skills, and group processing. Peer evaluation is crucial in reinforcing accountability and reflective learning within groups, allowing learners to develop critical self-assessment and interpersonal feedback skills. Furthermore, Vygotsky's Social Constructivist Theory (1978) emphasizes the role of social interaction in cognitive development, suggesting that structured peer involvement through dialogue, feedback, and mutual responsibility deepens understanding and scaffolds higher-level thinking. Although classroom observations (Appendix Six) showed active learner participation through questioning and dialogue, integrating peer assessment would amplify these gains by promoting metacognition, autonomy, and mutual respect among learners. To strengthen the impact of collaborative learning, it is imperative that teachers be equipped with practical strategies and training on how to implement peer evaluations effectively, thereby making collaborative tasks more meaningful and aligned with learner-centered pedagogy.

#### 4.5.7 How Teachers Monitor Learner Progress and Provide Feedback during Lessons

Questions were conducted to investigate the methods used by teachers to monitor learners' progress and provide feedback during Kiswahili lessons. The modes investigated included; use of quizzes, learner self-assessment and information observation. The results obtained are presented in the figure below.

n=102



**Figure 4.12 How Teachers Monitor Learner Progress and Provide Feedback during Lessons**

Figure 4.7 indicates how teachers monitor learners' progress and provision of feedbacks during Kiswahili lessons. 52.0% of teachers use learner self-assessments and 48.0% use quizzes to monitor progress and provide feedback during lessons, while none rely on informal observations. This suggests a positive shift toward learner-centered strategies, as self-assessments encourage learners to reflect on their own learning and take ownership of their progress. The use of quizzes also supports formative assessment, helping both teachers and learners identify areas of improvement. However, the absence

of informal observations points to a potential gap in real-time, continuous feedback, which is crucial for adapting instruction to meet immediate learner needs. Incorporating informal monitoring strategies alongside formal tools could enhance responsiveness and make feedback timely and effective.

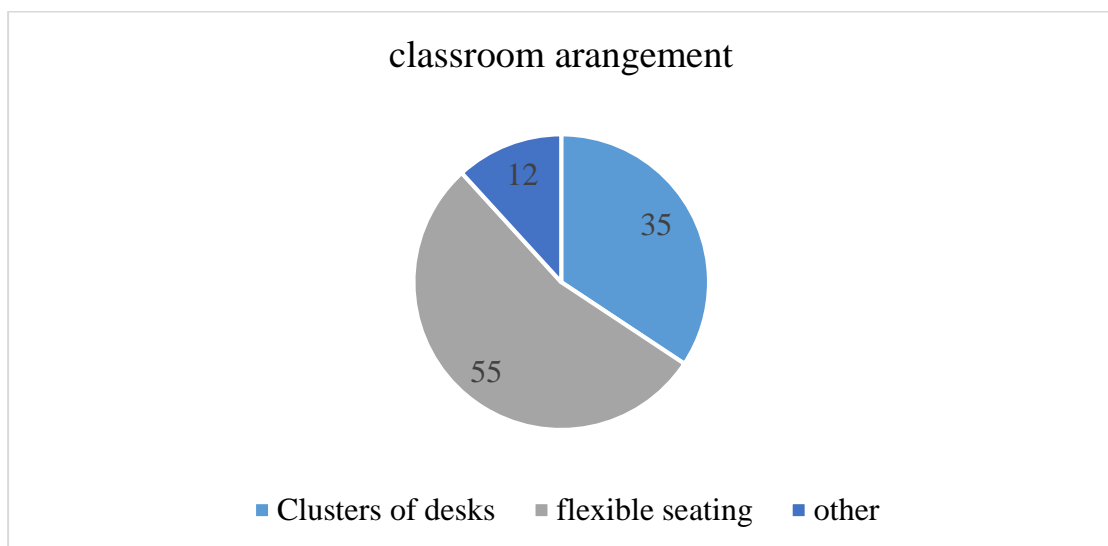
The data from Figure 4.7 highlights encouraging use of formative assessment methods in Kiswahili classrooms, with 52.0% of teachers employing self-assessments and 48.0% using quizzes to monitor learner progress. These practices align with Black and Wiliam's (2009) principles of formative assessment, which emphasize the importance of using ongoing feedback to inform teaching and enhance learning. Self-assessment, in particular, promotes learner autonomy and metacognition key features of constructivist learning theory by encouraging students to actively evaluate their own understanding and set goals for improvement. Quizzes, on the other hand, provide quick diagnostic insights into learners' grasp of content, allowing for timely instructional adjustments. However, the complete absence of informal observations indicates a missed opportunity to gather spontaneous, context-rich feedback that could inform immediate instructional decisions. According to Sadler (1989), effective feedback should be continuous, descriptive, and embedded within the learning process.

In my view, integrating informal monitoring such as circulating during group work, observing learner responses, or listening to peer discussions can help teachers respond more dynamically to learners' needs and foster a more supportive, responsive learning environment. Strengthening teachers' skills in both formal and informal feedback strategies is essential for maximizing learner engagement and progress in line with learner-centered instructional goals.

#### 4.5.8 Classroom Arrangement to Support Various Learning Activities

Teachers were questioned on the modes of classroom arrangements that they use to ensure that they support various learning activities, which sought to seek if they use; cluster of desks arrangement, flexible seating or others, and the results obtained were as shown in the Figure 4.13

n=102



**Figure 4.13: Classroom Arrangement to Support Various Learning Activities**

Figure 4.13 shows different types of classroom arrangements used to support various learning activities. 55 of teachers use flexible seating arrangements, 35 arrange desks in clusters, and 12 use other formats such as the CBE (Competency-Based Education) sitting arrangement. This suggests that most teachers are adopting dynamic and adaptable classroom setups that support a variety of learning activities, particularly those aligned with learner-centered strategies. Flexible seating encourages movement, choice, and collaboration, while desk clusters facilitate group work and peer interaction. The inclusion of CBE-aligned arrangements reflects responsiveness to

curriculum demands that emphasize skills like communication and teamwork. These seating choices indicate an intentional effort by teachers to create environments that promote engagement, participation, and differentiated instruction.

The findings from Figure 4.13 indicate a promising shift toward learner-centered classroom environments, with the majority of teachers employing flexible seating (55%) and clustered desk arrangements (35%), while a smaller group (12%) utilizes CBE-aligned setups. These arrangements reflect an awareness of the need to move beyond rigid, teacher-fronted layouts toward more interactive and inclusive spaces. According to Piaget's Constructivist Theory and Vygotsky's Sociocultural Theory, learning is most effective when students engage actively with content and collaborate with peers within socially rich contexts. Flexible and clustered seating supports this by enabling group discussions, peer teaching, and differentiated learning, thereby fostering cognitive development and communication skills. Furthermore, literature on effective classroom management (Tomlinson, 2024) emphasizes that physical layout significantly affects student engagement, with adaptive arrangements promoting autonomy and reducing passive learning. The integration of CBE-aligned arrangements also demonstrates that teachers are responding to policy reforms that stress the development of 21st-century competencies. To maximize the benefits of these strategies, ongoing teacher support and infrastructural investment are essential to ensure that classroom spaces remain conducive to the evolving needs of learners and instructional goals.

#### **4.5.9 Effects of Classroom Layout on Learners' Learning and Engagement.**

Teachers were asked on whether classroom layout effect learners learning and engagement very positively, positively, neutral or negatively, and the table 4.6 presents the answers that were found

**Table 4.6 Effects of Classroom Layout on Learners' Learning and Engagement**

n=102

<b>Category</b>	<b>Frequency</b>	<b>Percent</b>
Very Positively	14	13.7
positively	88	86.3
Neutrality	0	0
Negatively	0	0
<b>Total</b>	<b>102</b>	<b>100.0</b>

Table 4.6 shows the effects of classroom layout on learners' learning and engagement. 86.3% of teachers feel their classroom layout positively effects learner learning and engagement, while 13.7% believe it has a very positive effect. Notably, none of the teachers reported a neutral or negative effect. This strong positive perception suggests that teachers recognize the significant role of physical classroom arrangement in supporting active learning, collaboration, and learner comfort. It reflects a growing awareness of how strategic layouts such as flexible seating and clustered desks, can enhance participation, communication, and attentiveness.

This unanimous agreement reflects a deepening appreciation for the role of physical space in facilitating active, learner-centered instruction. According to Bronfenbrenner's Ecological Systems Theory, the immediate learning environment or microsystem greatly influences a learner's behavior, motivation, and academic outcomes. Strategic layouts such as flexible seating and clustered desks align with this theory by creating environments that support interaction, autonomy, and inclusion. Furthermore, learning environment research (Fraser, 2022) indicates that classroom arrangement significantly affects student attitudes, peer relationships, and cognitive engagement.

In my view, when students are comfortable and able to move, collaborate, and make choices about where and how they learn, their attentiveness and participation often increase. These findings suggest that physical classroom design is not a peripheral concern but a central component of effective pedagogy. As such, continued investment in adaptable classroom infrastructure and teacher training in space utilization is vital for sustaining high levels of learner engagement and meaningful participation in Kiswahili instruction.

#### **4.6 Teachers and Learners' Perceptions on the Effectiveness of Learner Centered**

The second research questions sought to assess the perception of teachers and learners on the effectiveness of learner-centered instruction in enhancing communication skills in Kiswahili. The findings revealed that both groups generally held positive views about the role of learner-centered methods in improving learners' oral and written communication.

##### **4.6.1 Teachers Perceptions on Effectiveness of Learner Centered Instructions**

Teachers were questioned on their perceptions on the effectiveness of learner centered instructions, seeking to find out whether; group discussions, role-playing activities, encouraging learners to ask questions, peer feed-back, learner presentations, interactive teaching and learner centered strategies work out effectively. The results obtained are presented in the table below.

**Key: SA-** Strongly Agree, **A-** Agree, **N-** Neutral, **D-** Disagree, **SD-** Strongly Disagree,  
F-Frequency, %-Percentage

**Table 4.7 Teachers' Perceptions on Effectiveness of Learner Centered Instruction****n=102**

<b>Statement</b>	<b>F/%</b>	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>	<b>Mean</b>
Group discussions in Kiswahili enhance learners' confidence in speaking	F %	83 81.4	19 18.6	0 0	0 0	0 0	4.8137
Role-playing activities in Kiswahili improve learners' ability to express themselves clearly.	F %	60 58.8	30 29.4	12 11.8	0 0	0 0	4.4706
Encouraging learners to ask questions enhances their communication skills.	F %	37 36.3	65 63.7	0 0	0 0	0 0	4.3627
Peer feedback in Kiswahili lessons strengthens learners' communication abilities.	F %	37 36.3	40 39.2	25 24.5	0 0	0 0	4.1176
Learner presentations in Kiswahili foster effective communication skills.	F %	48 47.1	54 52.9	0 0	0 0	0 0	4.4706
Learner-centered instruction helps learners articulate their ideas more effectively in Kiswahili.	F %	77 75.5	13 12.7	12 11.8	0 0	0 0	4.6373
Interactive teaching methods increase learners' participation in Kiswahili language classes	F %	67 65.7	35 34.3	0 0	0 0	0 0	4.6569
Learner-centered strategies improve learners' verbal communication skills in Kiswahili.	F %	56 54.9	27 26.5	19 18.6	0 0	0 0	4.3627

Table 4.7 shows teachers' perceptions on learner centered instruction. The findings indicate a strong positive endorsement of learner-centered methods, with the majority of respondents agreeing or strongly agreeing with the statements presented. There were no instances of disagreement across any of the items, reflecting a consensus among teachers about the value of these instructional strategies.

One of the most highly rated strategies was group discussions, which had the highest mean of 4.8137. This suggests that teachers strongly believe group discussions significantly enhance learners' confidence in speaking Kiswahili. Similarly, interactive teaching methods also received high praise (mean = 4.6569), with all teachers either agreeing or strongly agreeing that these strategies increase learner participation. These results highlight a common belief that engagement and interaction are central to language acquisition, especially in a subject like Kiswahili that relies heavily on verbal expression.

Other learner-centered methods such as role-playing and learner presentations were also positively received. Role-playing was perceived to help learners express themselves more clearly (mean = 4.4706), though a small portion of respondents (11.8%) were neutral, indicating a slightly lower level of certainty or perhaps less familiarity with this approach. Learner presentations, on the other hand, had unanimous agreement on their effectiveness, suggesting they are widely practiced and appreciated for fostering communication skills.

The data also reveals that encouraging learners to ask questions (mean = 4.3627) is seen as a critical element in developing communication abilities. This emphasizes the importance of creating a classroom environment where learners feel comfortable expressing themselves. Similarly, peer feedback was viewed positively (mean =

4.1176), though it had the highest neutrality (24.5%) among all items. This could point to a need for more structured peer assessment training or exposure to this method to maximize its effectiveness.

The effect of learner-centered instruction in improving learners' ability to articulate ideas was affirmed by the respondents (mean = 4.6373). This reinforces the idea that when learners are given the opportunity to take an active role in their learning, their communication skills significantly improve.

It was also observed that teachers were responsive, acknowledging feedback and contributions from students. This is an important aspect of creating a supportive learning environment. Teacher responsiveness helps build a rapport with students, increases their motivation, and encourages them to contribute more in class. It also validates student ideas and fosters a sense of belonging in the classroom.

The results demonstrate a strong consensus among teachers on the value of learner-centered strategies in Kiswahili instruction. While some strategies like peer feedback may benefit from further development or training, the general perception is strongly positive. This supports the continued use and integration of learner-centered instructional strategies in Kiswahili classrooms to enhance learner communication and engagement. This aligns well with the findings of Kerkhoff et al. (2025), whose case study in rural Kenya revealed that learner-centered teaching practices significantly improved learner participation and motivation, especially in under-resourced settings. Teachers in that study emphasized how strategies like group discussions, learner-led activities, and contextualized instruction fostered a more engaging and responsive learning environment.

Similarly, Emanuel, Vuzo, and Maro (2022) examined teachers' beliefs and practices in the context of Kiswahili literature in Tanzania and found a comparable trend. While many educators expressed positive attitudes toward learner-centered methods, practical implementation was often constrained by factors such as class size, lack of resources, or limited professional development opportunities. Their study also revealed that while strategies like dramatization, peer teaching, and discussions were favored, more technical elements—such as peer feedback and formative assessment required additional teacher training to be applied effectively.

Together, these studies and the present findings suggest that while learner-centered instruction is broadly embraced and seen as beneficial in enhancing learner communication and engagement, full realization of its potential depends on sustained teacher support, training, and resource allocation. Nevertheless, the strong positive perception confirms that these strategies should remain a priority in Kiswahili instruction moving forward.

In my view, the findings from Table 4.7 paint a convincing picture of a teaching community that not only values but also actively embraces learner-centered instruction in Kiswahili classrooms. The positive perceptions especially toward group discussions, interactive teaching, and learner presentations indicate that teachers recognize the transformative power of engagement and student voice in language development. While methods like role-playing and peer feedback showed slightly lower familiarity or confidence among some teachers, the consensus suggests a readiness to deepen practice in these areas with the right support. The teachers' responsiveness to student contributions further reflects a shift toward more empathetic, inclusive pedagogy that fosters trust and motivation cornerstones of learner-centered learning. This collective

mindset offers a strong foundation for scaling up professional development programs that refine implementation, encourage risk-taking with new methods, and ultimately enhance Kiswahili learning through active, student-driven participation.

#### **4.6.2 Learners' Perceptions on Effectiveness of Learner Centered Instructions**

##### **Spacing**

Learners were questioned on their perceptions about the effectiveness of learner centered instructions, seeking to find out whether; Learner centered instruction actively engages them in Kiswahili lessons, if they feel motivated to express themselves during discussions work out effectively, if group work in class improve their communication skills in Kiswahili, if learner-centered methods make Kiswahili lessons more enjoyable and interactive, if they learn more effectively in Kiswahili classes when they participate in discussions, if Participating in discussions helps them build confidence in speaking Kiswahili. The results obtained are presented in the table below. **Key: SA-** Strongly Agree, **A-** Agree, **N-** Neutral, **D-** Disagree, **SD-** Strongly Disagree, **F-** Frequency, **%-** Percentage

**Table 4.8 Learners' Perceptions on Effectiveness of Learner Centered Instructions**

n=291							
<b>Statement</b>	<b>F/%</b>	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>	<b>Mean</b>
Learner centered instruction actively engages me in Kiswahili lessons	F	149	75	64	0	3	4.2612
	%	51.2	25.8	22	0	1	
I feel motivated to express myself during discussions	F	222	66	3	0	0	4.7526
	%	76.3	22.7	1	0	0	
Group work in class improve my communication skills in Kiswahili	F	216	60	12	3	0	4.6804
	%	74.2	20.6	4.1	1	0	
Learner-centered methods make Kiswahili lessons more enjoyable and interactive	F	222	60	6	3	0	4.7216
	%	76.3	20.6	2.1	1	0	
learn more effectively in Kiswahili classes when I participate in discussions	F	160	110	12	3	6	4.4261
	%	55	37.8	4.1	1	2.1	
Participating in discussions helps me build confidence in speaking Kiswahili.	F	186	96	6	3	0	4.5979
	%	63.9	33	2.1	1	0	

Table 4.8 presents the perceptions of learners on effectiveness of learner centered instructions. On active Engagement in Kiswahili Lessons, a combined 77% of learners (51.2% SA, 25.8% A) agreed that learner-centered instruction actively engages them in Kiswahili lessons. The mean of 4.26 indicates a strong positive perception of engagement. This aligns with findings by Nzomo and Kariuki (2021), who noted that active learning strategies increase learner participation and attentiveness, especially in language classes where learner interaction is critical.

On motivation to express oneself in discussions, 99% (76.3% SA, 22.7% A) reported feeling motivated to express themselves during class discussions, with a high mean of 4.75. This suggests that learner-centered instruction significantly encourages self-

expression. According to Vygotsky's sociocultural theory, such interactions are crucial in promoting linguistic and cognitive development (Eggen & Kauchak, 2020).

On improvement of communication skills through group work, 94.8% of learners (74.2% SA, 20.6% A) believed that group work improves their communication skills in Kiswahili, with a mean of 4.68. This highlights the role of collaborative learning in language development. As supported by Gichuhi and Wambugu (2022), cooperative learning fosters articulation, turn-taking, and contextual vocabulary use, which are key in language acquisition.

On enjoyment and interactivity in Kiswahili lessons, 96.9% of learners indicated that learner-centered methods make Kiswahili lessons more enjoyable and interactive, scoring a mean of 4.72. This affirms the argument by Omoke and Onyango (2020) that learner-centered strategies enhance lesson appeal, leading to increased learner motivation and reduced classroom anxiety.

On effectiveness in learning through participation, about 92.8% (55% SA, 37.8% A) agreed that participating in discussions helps them learn more effectively in Kiswahili. The mean of 4.43 reinforces this positive outlook. Participation allows learners to internalize content better by discussing and reflecting on it, a key tenet of constructivist learning theories (Bruner, 2019).

Finally, 96.5% of the learners (63.9% SA, 33% A) believed that discussions help build their confidence in speaking Kiswahili. With a mean of 4.60, this underscores the value of learner-centered classrooms in supporting language fluency and self-assurance. According to Chege and Wanjiru (2021), such instructional practices foster a safe space for practice and constructive feedback, which are essential in boosting language confidence.

The findings from the observation checklist (Appendix V), showed that Student confidence and willingness to express themselves in Kiswahili was observed. This indicates that the students felt comfortable using the language, which is vital for language acquisition. Confidence in speaking and writing is fundamental for mastering a language, and this finding suggests that students are being given opportunities to practice and develop their Kiswahili skills.

Findings from the document analysis (Appendix VI) indicated that developing learners' communication competencies is a central focus in the implementation of learner-centered teaching strategies. In 91% of the lesson plans, activities were included to support the development of oral and written communication skills. Such activities included class presentations, poetry recitation, and structured dialogues. These strategies provided learners with platforms to articulate their thoughts in Kiswahili, thereby improving their fluency, vocabulary use, and self-expression.

However, while communication was well-addressed through presentations and group sharing, debates were less frequently employed as a tool for building argumentative and persuasive language skills. This gap was acknowledged by several teachers during focus group discussions. Many expressed that logistical challenges, including time constraints and large class sizes, hindered the effective use of debates despite their acknowledged potential in promoting critical thinking and language precision.

Results from learners revealed that they valued opportunities to express themselves in class, noting improvements in their confidence when speaking Kiswahili in front of peers. Teachers corroborated these perceptions, highlighting cases where formerly shy or passive learners gradually developed verbal confidence through routine engagement in oral tasks. One teacher described a notable transformation in a learner who, after

participating in weekly group discussions, began volunteering to lead class presentations.

Feedback practices in relation to communication skills were present in 90% of the reviewed records of work. Teachers provided both oral and written feedback on learners' speaking and writing abilities, though the level of specificity varied. Some feedback focused on content and fluency, while others lacked depth in areas such as tone, audience awareness, or use of language conventions. Teachers noted a need for more professional development on providing formative, criterion-based feedback in oral communication contexts.

In my view, the findings from Table 4.8 and supporting qualitative data affirm that learner-centered instruction significantly enhances learners' engagement, motivation, and communicative competence in Kiswahili lessons. Learners reported feeling more confident, motivated, and actively involved when allowed to participate in discussions, group work, and expressive activities such as presentations and poetry recitations. These outcomes are not only consistent with sociocultural and constructivist learning theories but also reflect a tangible transformation in classroom dynamics where learners evolve from passive recipients to active participants. The visible growth in student confidence, as observed and confirmed by teachers, reinforces the critical role of sustained oral engagement in language acquisition. However, the underutilization of debates highlights an area where learner-centered strategies could be expanded to build more advanced language skills, such as argumentation and persuasion. Moreover, while feedback practices were commendably present, the variation in quality signals a need for deeper training in formative assessment specific to oral communication. Therefore, the learner voice in this study is clear, active participation through learner-centered

methods not only makes Kiswahili lessons more enjoyable but also meaningfully improves learning outcomes and student confidence.

#### **4.7 The Extent to Which Learner-Centered Instruction Influence Learners'**

##### **Collaboration Skills in Kiswahili Language Classes.**

The third research question sought to examine; to what extent does learner-centered instruction affects learners' collaboration skills in Kiswahili language classes. The researcher wanted to see how activities such as effect of group discussions in improving team work among learners, how Learner-centered instruction fosters collaboration among learners in Kiswahili classes, Peer-to-peer interactions during Kiswahili activities, how collaborative tasks increase learners' motivation to work together in

Kiswahili lessons, if learner-centered instruction helps learners appreciate diverse perspectives in Kiswahili class and finally how learner-centered instruction helps learners appreciate diverse perspectives in Kiswahili class. The results are presented in table 4.9 **Key: SA-** Strongly Agree, **A-** Agree, **N-**Neutral, **D-**Disagree, **SD-**Strongly Disagree, **F-**Frequency, **%-**Percentage

**Table 4.9 Influence of Learner-Centered Instruction on Learners' Collaboration Skills in Kiswahili Language Classes.**

Statement	n=102						Mean
	F/%	SA	A	N	D	SD	
Learner-centered instruction fosters collaboration among learners in Kiswahili classes.	F	74	28	0	0	0	4.7255
	%	72.5	27.5	0	0	0	
Group activities in Kiswahili lessons improve teamwork among learners.	F	83	19	0	0	0	4.8137
	%	81.4	18.6	0	0	0	
Peer-to-peer interactions during Kiswahili activities improve learners' social skills.	F	26	76	0	0	0	4.2549
	%	25.5	74.5	0	0	0	
Collaborative tasks increase learners' motivation to work together in Kiswahili lessons.	F	36	60	0	0	0	4.8431
	%	35.3	58.8	0	0	0	
Learner-centered instruction helps learners appreciate diverse perspectives in Kiswahili class.	F	74	16	12	0	0	4.6078
	%	72.5	15.7	11.8	0	0	
Learner-centered instruction helps learners appreciate diverse perspectives in Kiswahili class.	F	69	21	12	0	0	4.5588
	%	67.6	20.6	11.6	0	0	

Table 4.9 explores the influence of learner-centered instruction on learners' collaboration skills in Kiswahili language classes

The first statement, "Learner-centered instruction fosters collaboration among learners in Kiswahili classes," received 100% agreement, with 72.5% strongly agreeing and 27.5% agreeing, resulting in a high mean of 4.73. This indicates a strong consensus among teachers that learner-centered strategies effectively promote collaboration in Kiswahili classes. This aligns with constructivist learning theories, which advocate for learner engagement through social interaction and peer learning (Vygotsky, 1978).

Similarly, the second statement on group activities improving teamwork shows even stronger support, with 81.4% strongly agreeing and 18.6% agreeing (mean = 4.81). This suggests that collaborative techniques like group discussions and shared tasks are highly effective in enhancing teamwork, a crucial skill in both academic and social development.

For the statement, "Peer-to-peer interactions during Kiswahili activities improve learners' social skills," most respondents (74.5%) agreed, and 25.5% strongly agreed. The mean of 4.25 still reflects a positive outlook, though slightly lower than others, possibly indicating variations in how different teachers implement peer interactions.

Regarding "Collaborative tasks increase learners' motivation to work together in Kiswahili lessons," the responses were very favorable, with 94.1% either strongly agreeing (35.3%) or agreeing (58.8%). The high mean of 4.84 underscores the motivational benefits of collaborative learning in Kiswahili instruction. This supports findings by Johnson & Johnson (2019), who emphasized that cooperative learning environments enhance intrinsic motivation and engagement.

The statement on learner-centered instruction helping learners appreciate diverse perspectives had two slightly varied data points. The first instance shows 88.2% agreement (72.5% strongly agree, 15.7% agree) and 11.8% neutral, while the second records 67.6% strongly agree, 20.6% agree, and 11.6% neutral. The means (4.61 and 4.56) suggest a strong belief in the role of learner-centered instruction in promoting appreciation of diversity, which is essential for developing empathy and critical thinking.

When observed group work opportunities were not utilized, indicating that peer interaction and collaboration during activities were limited. Group work is essential for developing cooperation, communication, and critical thinking skills. The lack of such opportunities suggests that students may not be receiving the full benefit of collaborative learning experiences, which can enhance their problem-solving abilities and interpersonal skills.

The observation also showed that students were not working effectively within groups, which reflects the absence of structured group activities. Teamwork is an important skill that contributes to students' personal and professional development. Its lack could mean that students miss out on the chance to learn how to collaborate with others in a structured setting, which is essential in many real-world situations.

Referring from Appendix VI, collaboration was a well-established component of instruction across the majority of classrooms. Through group work and peer-to-peer learning, learners were exposed to environments that nurtured teamwork, shared responsibility, and mutual respect. Analysis of the lesson plans showed that 97% included activities requiring learners to work collaboratively to complete tasks, discuss texts, or solve linguistic problems.

In the records of work, 92% of the reviewed entries showed teacher reflections on group dynamics, participation levels, and learner interaction. These reflections often highlighted the effectiveness of peer support in helping weaker learners grasp concepts, as well as the challenges of ensuring equitable participation within groups. Teachers noted that assigning specific roles within groups enhanced accountability and encouraged active involvement from all members.

Schemes of work also reflected a strong focus on collaboration, with 96% of them explicitly outlining expected learning outcomes related to teamwork and social interaction. These outcomes were not merely aspirational but were matched with clearly defined activities that required learners to interact, share ideas, and solve problems collectively. The deliberate nature of this planning ensured that collaboration was not an incidental aspect of the lesson, but a core instructional goal.

Learners reported enjoying group tasks, particularly when they were allowed to choose group members or rotate roles. Some learners explained that collaboration helped them understand concepts they had previously found difficult, as peers often explained content in more relatable ways. Teachers affirmed that such tasks also fostered emotional intelligence, patience, and responsibility among learners.

The study findings demonstrate strong teacher consensus (100% agreement, mean=4.73) that learner-centered instruction effectively fosters collaboration in Kiswahili classes, aligning with Vygotsky's (1978) social constructivism and Johnson & Johnson's (2019) cooperative learning principles. While quantitative data shows overwhelming support for collaborative methods improving teamwork (81.4% strongly agree, mean=4.81) and motivation (94.1% agree, mean=4.84), classroom observations reveal implementation gaps in structured group work utilization and equitable

participation highlighting a disconnect between teacher perceptions and practice. The slightly lower agreement on peer interactions enhancing social skills (74.5%, mean=4.25) suggests variability in facilitation quality, while high scores for diversity appreciation (88.2%, mean=4.61) are tempered by neutral responses indicating potential superficial implementation. Institutional support appears strong through lesson plans (97% collaborative activities) and schemes of work (96% teamwork outcomes), but teacher reflections note persistent challenges like dominant learners, suggesting need for more robust training in cooperative learning techniques (Slavin, 2014) and structured role allocation (Kagan, 1994) to fully realize the potential of collaborative Kiswahili learning environments.

In my view, the findings present a compelling picture of learner-centered collaboration in Kiswahili classrooms. While the strong teacher buy-in and institutional support for collaborative methods are encouraging, the observed implementation gaps remain a critical concern. These gaps highlight how easily well-intentioned pedagogical strategies risk becoming symbolic rather than transformative if not effectively operationalized. The near-unanimous agreement on the benefits of collaboration raises questions about the authenticity of responses, suggesting the possibility of social desirability bias within self-reported data. Although the theoretical underpinnings of collaborative learning are widely endorsed, practical challenges such as unequal participation and dominance by more assertive learners often receive insufficient attention. Notably, instances where learners articulated concepts to peers in more accessible ways exemplify the essence of Vygotsky's zone of proximal development and reflect authentic peer-mediated learning. However, the neutral responses regarding diversity appreciation indicate that while group work is being implemented, its deeper goal of fostering intercultural competence may not be fully realized. Based on these

insights, the researcher would advocate for shifting the focus from merely validating the effectiveness of collaboration which the data already affirms to strengthening teacher capacity for equitable facilitation. Without robust scaffolding and deliberate strategies to manage group dynamics, collaborative learning risks devolving into a superficial practice rather than fulfilling its potential as a catalyst for meaningful social and cognitive development

#### **4.8 How Learner-Centered Instruction Influences Learners' Overall Academic Performance**

Finally, the fourth research question was to establish the influence of learner centered instructions on the overall performance of the learners. Teachers were asked on how learner-centered instructions; affected learners' academic, learners' understanding of Kiswahili grammar and vocabulary, learners' ability to comprehend and analyze Kiswahili texts and the learners' motivation to excel in Kiswahili language classes. The findings are presented in the table below.

**Table 4.10 How Learner Centered Instructions Influence Learners' Overall****Performance**

<b>n=102</b>						
<b>Learner-centered instruction</b>	<b>F/ %</b>	<b>Significa ntly improved</b>	<b>Some what impro ved</b>	<b>No change</b>	<b>Somew hat decline d</b>	<b>Significa ntly declined</b>
How has learner-centered instruction impacted learners' academic performance in Kiswahili language classes?	F %	76 74.5	26 25.5	0 0	0 0	0 0
How has learner-centered instruction influenced learners' understanding of Kiswahili grammar and vocabulary	F %	36 35.3	66 64.7	0 0	0 0	0 0
How has learner-centered instruction affected learners' ability to comprehend and analyze Kiswahili texts	F %	29 28.4	73 71.6	0 0	0 0	0 0
How has learner-centered instruction influenced learners' motivation to excel in Kiswahili language classes	F %	56 54.9	34 33.3	12 11.8	0 0	0 0

Table 4.10 presents findings on the influence of learner-centered instruction on learners' overall academic performance in Kiswahili language classes, focusing on areas such as academic achievement, grammar and vocabulary mastery, text comprehension, and motivation. The responses were strongly positive, with no reported declines in performance.

The first statement, "How has learner-centered instruction impacted learners' academic performance in Kiswahili language classes?" received 100% positive feedback. Specifically, 74.5% of respondents said it significantly improved, while 25.5% said it somewhat improved learner performance. The findings strongly support the

effectiveness of learner-centered instruction (LCI) in improving learners' overall academic performance, particularly in Kiswahili language classes. The unanimous positive response to the question on LCI's impact on academic performance with 74.5% indicating significant improvement and 25.5% reporting some improvement resonates with Prince (2004), who emphasized that active, learner-focused teaching strategies lead to higher academic achievement by fostering engagement, ownership of learning, and deeper comprehension.

The second item, addressing the impact on learners' understanding of Kiswahili grammar and vocabulary, shows a slightly different trend. Here, 64.7% noted a somewhat improved understanding, while 35.3% reported significant improvement. The absence of neutral or negative responses still indicates a positive effect, though it suggests that grammar and vocabulary may require a more structured approach even within learner-centered frameworks. This finding is echoed by studies like that of Hogue (2024), which note that while learner-centered strategies foster engagement, foundational knowledge sometimes benefits from direct instruction.

In terms of comprehension and analysis of Kiswahili texts, the data is similarly positive. 71.6% observed somewhat improved performance, while 28.4% reported significant improvement. This suggests that activities such as guided reading, peer discussions, and project-based learning help enhance learners' higher-order thinking and interpretive skills, aligning with Vygotsky's (1978) theory of scaffolding and the importance of social interaction in meaning-making.

The final statement focuses on motivation, a key factor in academic success. A notable 54.9% reported a significant increase in motivation, while 33.3% said it somewhat improved. However, 11.8% reported no change, a small but noteworthy portion that may indicate individual differences in learning preferences. Motivation, a critical factor

in academic success, also saw a boost under LCI, with 88.2% of respondents acknowledging increased motivation. While 11.8% reported no change, this finding is consistent with Lee et al. (2021), who noted that learner-centered schools tend to foster higher motivation and self-efficacy, although individual differences and contextual factors (like teacher expertise or available resources) can influence outcomes.

As shown in appendix six, observations revealed that learner-centered instructions boost learners' confidence in speaking Kiswahili language. Learner confidence and willingness to express themselves in Kiswahili was observed. This indicates that the learners felt comfortable using the language, which is vital for language acquisition. Confidence in speaking and writing is fundamental for mastering a language, and this finding suggests that learners are being given opportunities to practice and develop their Kiswahili skills.

Contrary, as observed in some schools located in very remote areas, there was a lack of improvement observed in learners' language skills, particularly in comprehension, writing, and speaking in Kiswahili. This suggests that the teaching methods being used may not effectively address the needs of learners for language development. Language skills are crucial for academic success, and the lack of progress in this area may be indicative of a need for more targeted teaching strategies aimed at enhancing these abilities.

Furthermore, the broader research by Hogue (2024) and Kurt et al. (2024) affirms that learner-centered environments not only improve academic performance but also contribute to long-term retention and learner autonomy. Kurt et al.'s meta-analysis particularly supports the Kiswahili findings by confirming the positive effects of LCI

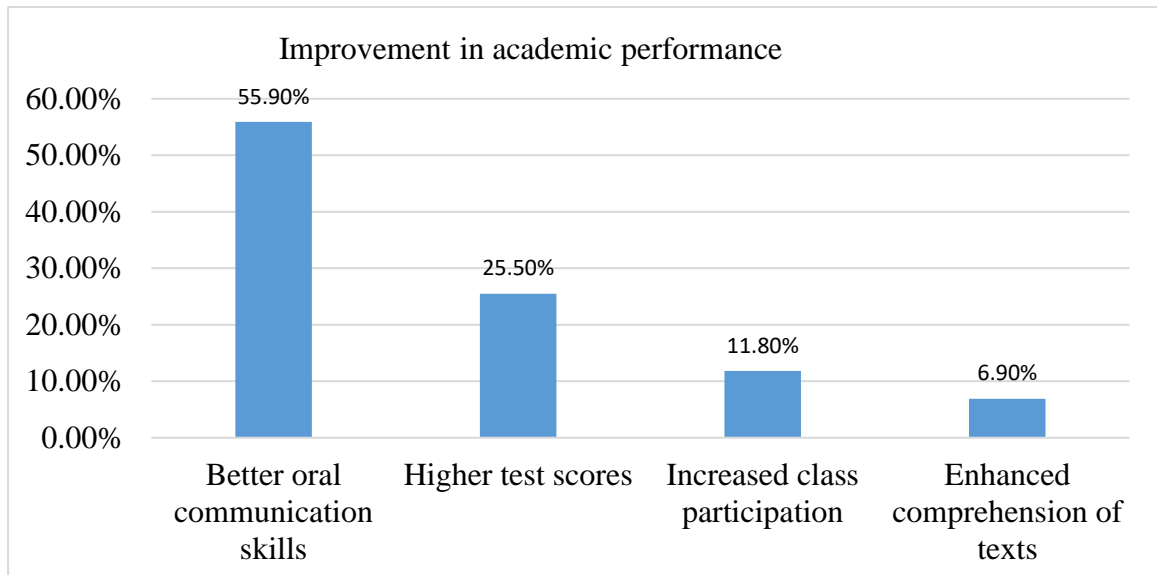
on achievement across subjects when methods such as group discussions, experiential learning, and personalized instruction are applied.

These findings paint an encouraging yet realistic picture of learner-centered instruction's impact on Kiswahili learning. In my view, the positive feedback on academic performance is impressive (74.5% significant improvement), the more tempered results for grammar and vocabulary mastery (only 35.3% reporting significant gains) are encouraging, they suggest that while LCI excels at fostering overall engagement and comprehension, we might be overlooking the need for balanced, structured approaches when teaching technical language components. In my view as someone who has witnessed both the transformative power of student-centered learning and the frustration of learners struggling with complex grammar rules, I believe these results call for a hybrid approach: maintaining LCI's dynamic, participatory spirit while strategically incorporating focused direct instruction for linguistic fundamentals. The complete absence of negative responses is striking, but makes me wonder if we are missing nuanced challenges teachers face in implementation after all, even the most effective pedagogies require proper support and adaptation to different learning contexts

#### **4.8.1 Observed Improvements in Academic Performance**

Through observations, the researcher sought to find out more information on the influence of learner-centered instructions on overall performance of learners. she sought to if they improve learners' to better oral communication skills, higher test score, increased class participations and enhanced comprehension texts. The results that were obtained from the observation study are presented in the figure below.

n=102



**Figure 4.14: Observed Improvements in Academic Performance**

Figure 4.14 presents the observed improvements in academic performance. The most frequently observed improvement due to learner-centered instruction is better oral communication skills (55.9%), followed by higher test scores (25.5%). This reflects how learner-centered methods encourage active participation and verbal engagement, as supported by research from Cornelius-White (2007), which found a strong link between learner-centered teaching and improved communication skills. Increased class participation (11.8%) and enhanced text comprehension (6.9%) were also noted, showing that such strategies foster broader academic engagement. These findings suggest that teachers observe significant skill development in learners, especially in interactive and expressive capacities.

The observed improvements particularly in oral communication skills (55.9%) highlight the impact of learner-centered instruction (LCI) on learners' expressive and interactive capabilities. This finding aligns closely with the literature emphasizing the role of LCI in enhancing communication and active engagement. Tzenios (2022) underscores that learner-centered teaching nurtures interpersonal skills by prioritizing dialogue, peer collaboration, and learner voice. This supports the view that environments where learners are encouraged to express themselves naturally promote the development of oral communication.

Higher test scores (25.5%) as another significant outcome echo the systematic review by Bremner, Sakata, and Cameron (2022), which found that LCI contributes not only to skill development but also to measurable academic achievement. Their review concluded that when learners are actively involved in the learning process through problem-solving, discussion, and hands-on activities, performance on formal assessments improves especially when learning is contextualized and personalized.

The lesser but still notable improvements in class participation (11.8%) and text comprehension (6.9%) reflect the broader benefits of LCI on learner engagement. According to Lee et al. (2021), schools that implement personalized learning practices an essential component of learner-centered strategies observe increased classroom interaction and learner autonomy. The relatively lower percentages in participation and comprehension may indicate areas where implementation could be strengthened, such as by integrating more discussion-based text analysis or encouraging shy learners through differentiated instructional strategies.

As indicated in appendix five, though the checklist did not directly assess academic achievement, qualitative data from document analysis guide and observations checklist suggested that learner-centered strategies positively influenced learner performance in

Kiswahili. Teachers reported improved comprehension, increased learner engagement, and enhanced performance in both formative and summative assessments. In particular, learners who participated more actively in group tasks, oral presentations, and peer feedback activities showed greater mastery of content and better application of language skills in writing.

Teachers emphasized that learner-centered strategies created a more inclusive learning environment, allowing for differentiated instruction and scaffolding. Weaker learners benefited from peer modeling and guidance during group work, while stronger learners had opportunities to deepen their understanding by explaining concepts to others. This mutual benefit translated into improved overall classroom performance and reduced learning gaps.

In some schools, performance data over two academic terms was reviewed anecdotally and showed a trend of improvement in Kiswahili language grades, particularly in oral and composition sections. While not the primary focus of this analysis, such patterns reinforced the perceived academic value of learner-centered methodologies.

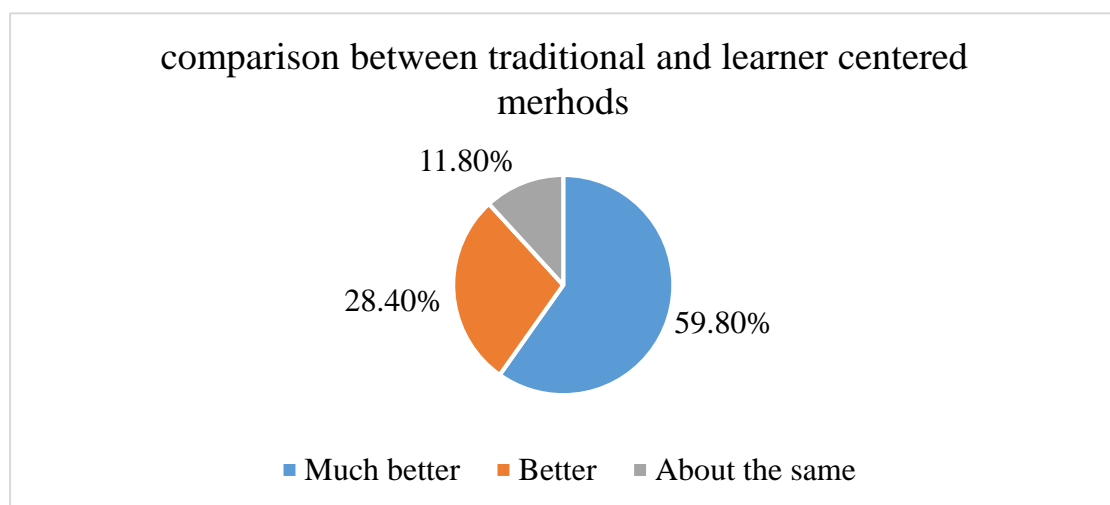
Therefore, these findings strongly affirm the transformative potential of learner-centered instruction (LCI) in fostering holistic academic development. In my view, the dominance of oral communication improvements underscores the critical role of interaction and dialogue in language learning skills often overlooked in teacher-centered models. However, the relatively lower gains in text comprehension and participation suggest that while LCI promotes expressive abilities, its full benefits require consistent and intentional implementation across all literacy domains. This points to the need for balanced strategies that integrate speaking, reading, and writing activities, ensuring that engagement extends beyond verbal expression to deep

comprehension and critical thinking. Ultimately, the evidence presented here validates LCI as a powerful approach, but it also calls for continuous refinement and teacher support to maximize its impact on learner outcomes.

#### 4.8.2 Comparison between Learner-Centered Methods and Traditional Methods

Further observations were done on learners and teacher seeking to do comparison between traditional methods and learner-centered methods. The researcher sought to find out whether the learner-centered methods are much better, better or they are just the same as the traditional methods. The results that were found are presented in Figure 4.15.

n=102



**Figure 4.15: Comparison between Learner-Centered Methods and Traditional Methods**

Figure 4.15 shows comparisons between learner centered methods and traditional methods. A large majority (88.2%) believe that learners perform either much better or better in learner-centered classes compared to those using traditional methods. Only

11.8% feel performance is about the same, and none reported worse outcomes, indicating a strong preference for modern pedagogies. The comparison findings reveal a strong endorsement of learner-centered instruction (LCI) over traditional teaching methods. With 88.2% of respondents indicating that learners perform either much better or better in learner-centered environments, the data underscores the effectiveness of this approach in fostering academic success. This aligns with Tzenios (2022), who argues that learner-centered teaching enhances engagement, critical thinking, and retention by placing learners at the center of the learning process. The method encourages active participation, collaboration, and self-reflection elements often absent in teacher-centered instruction.

Winslow (2023), in her doctoral study, supports this viewpoint by demonstrating that learners exposed to LCI tend to outperform their peers in standardized assessments, thanks to increased motivation, autonomy, and the ability to apply knowledge in meaningful ways. These findings mirror the current study's data, suggesting that LCI not only improves immediate classroom performance but also prepares learners better for broader academic evaluations.

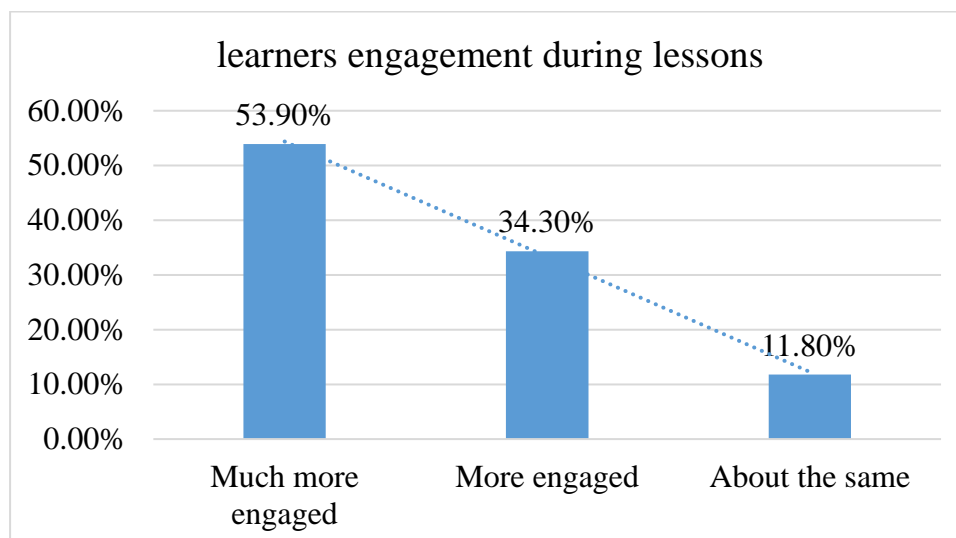
Similarly, Ghafar (2023) compares the two strategies and concludes that while teacher-centered methods may provide structure and control, they often suppress creativity and limit learner interaction. In contrast, LCI offers flexibility and personalization, making learning more relevant and impactful for diverse learners. The 11.8% who reported no difference in performance could reflect instances where LCI is not fully implemented or where learners might need a hybrid model incorporating both structured guidance and active exploration.

In my view, the high preference for learner-centered methods in these findings resonates with the global shift toward pedagogies that prioritize engagement and autonomy. From my perspective, the fact that none of the respondents perceived worse outcomes in LCI classrooms is particularly telling; it suggests that even when not optimally implemented, these approaches do no harm and often yield significant benefits. However, the small percentage (11.8%) reporting no difference in performance highlights the importance of teacher preparedness and contextual adaptation. LCI is not a one-size-fits-all solution; its success depends on proper training, resource availability, and alignment with learners' needs. Therefore, while the evidence strongly supports LCI as a superior strategy for enhancing performance and critical skills, it also calls for sustained professional development and blended models to bridge gaps and ensure consistent results across diverse learning environments.

#### **4.8.3 Learner Engagement during Learner-Centered Lessons**

Observations were done to how learners are engaged during learner-centered lessons compared to traditional methods. The researcher wanted to investigate whether learners are much more engaged, more engaged or it is about the same as the traditional methods. The results obtained are presented in the figure below:

n=102



**Figure 4.16: Learners Engagement during Learner-Centered Lessons**

Figure 4.16 presents learners engagement levels during Kiswahili lessons are reported to be much higher with learner-centered instruction. A combined 88.2% of teachers observed increased engagement. The high levels of learner engagement reported of teachers observing increased participation during learner-centered Kiswahili lessons reflect the strong impact of active instructional strategies. These findings resonate with the study by Nsenga and Andala (2022), which demonstrated a direct link between learner-centered teaching techniques and elevated learner engagement in English lessons in Rwandan secondary schools. The authors found that strategies such as group discussions, role-plays, and project-based learning stimulated learners' interest and involvement by making content more relatable and encouraging collaboration.

In the context of Kiswahili lessons, similar outcomes suggest that when learners are given more autonomy, opportunities to interact, and tasks that connect with real-life experiences, their motivation and attentiveness increase. This is crucial in language

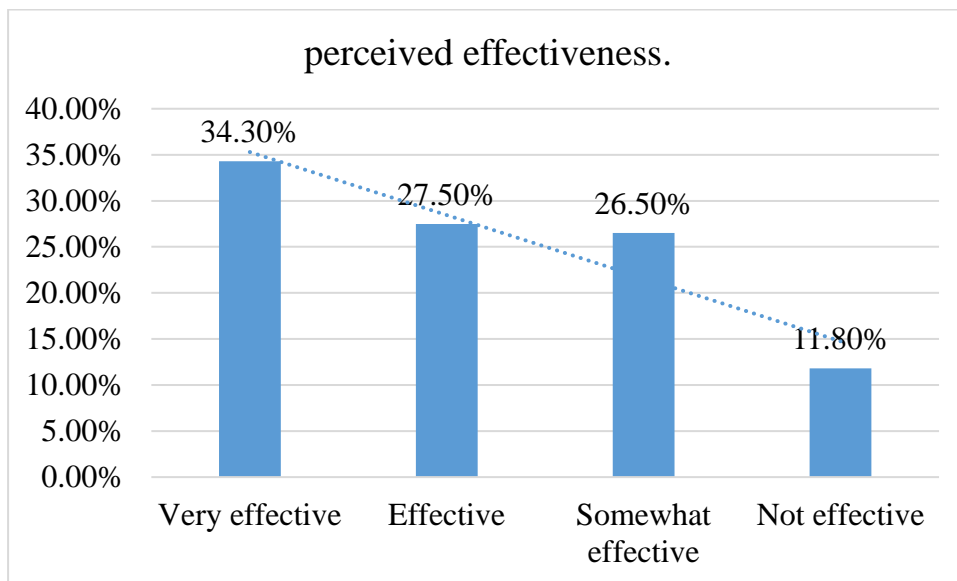
instruction, where active use of the language through speaking, listening, and contextual application can significantly enhance mastery. Thus, the current findings provide additional evidence supporting learner-centered instruction as a catalyst for improving classroom dynamics and learning outcomes through higher levels of learner engagement.

In my view, the high engagement levels observed in learner-centered Kiswahili lessons reaffirm the principle that meaningful learning thrives on interaction and relevance. From my perspective, this finding is particularly significant because engagement is often the gateway to deeper comprehension and long-term retention. When learners actively participate through discussions, role-plays, or real-life application tasks, they are not just absorbing content but internalizing it in a way that promotes confidence and fluency. However, achieving such engagement consistently requires careful planning and a supportive classroom environment that values every learner's voice. These results, therefore, emphasize not only the superiority of learner-centered methods in boosting attentiveness but also the need for sustained teacher commitment to creative and inclusive lesson design that keeps all learners actively involved.

#### **4.8.4 Perceived Effectiveness of Learner-Centered Instruction**

Further questions were asked to understand how learner centered instruction are perceived by both teachers and learners. The researcher sought to understand whether they are very effective, effective, and somewhat effective or they are not effective at all. The findings are presented in Figure 4.17.

n=102



**Figure 4.17 Perceived Effectiveness of Learner-Centered Instruction**

Figure 4.17 presents perceived effectiveness of learner-centered instructions. Most respondents (61.8%) rated learner-centered instruction as very effective or effective in enhancing Kiswahili academic performance. A further 26.5% felt it was somewhat effective, while only a small proportion (11.8%) believed it was not effective. This suggests overall confidence in the strategy's ability to deliver positive learning outcomes. However, the existence of some dissent indicates a need to address contextual challenges like training, resources, or class size that may hinder successful implementation.

The perception of learner-centered instruction as largely effective, with 61.8% of respondents rating it as very effective or effective in enhancing Kiswahili academic performance, aligns with broader research findings. Sivri and Sahin (2021) observed a strong correlation between the adoption of learner-centered education and the perceived effectiveness of schools, suggesting that such instructional strategies are generally

linked to better academic environments and outcomes. Their study highlighted that when schools embrace learner-centered philosophies, they tend to cultivate more dynamic, responsive, and effective teaching and learning experiences.

Similarly, Pan (2023) emphasized the role of teacher self-efficacy and collaborative professional learning in promoting the success of learner-centered instruction. The findings suggest that the effectiveness of these methods is closely tied to the extent to which teachers feel prepared and supported to implement them. This explains why, despite the overall confidence reflected in the current study, 11.8% of respondents still viewed the approach as not effective likely due to external constraints such as inadequate training, lack of resources, or large class sizes.

In my view, these findings emphasize the generally positive perception of learner-centered instruction while also drawing attention to systemic challenges that can limit its impact. In my view, the strong endorsement by most respondents reflects an acknowledgment of LCI's potential to transform language learning through active engagement and personalization. However, the dissenting views should not be overlooked, as they point to practical barriers that, if unaddressed, may compromise the strategy's success. This highlights the need for holistic implementation, which includes equipping teachers with adequate training, providing sufficient instructional resources, and managing class sizes to enable effective interaction. Therefore, while LCI is widely regarded as an effective approach, its sustainability and consistent success depend on creating supportive conditions that allow teachers to apply these methods confidently and fully.

#### 4.8.5 Learner Overall Academic Performance

Through observation the researcher wanted to know whether overall academic performance of learners improved when learner-centered instructions were incorporated. The study assessed how often Learner-centered activities, like group discussions and projects have improved learners' performance in Kiswahili; How often they perform better in Kiswahili exams due to the interactive teaching methods used in class; How Participating often in Kiswahili role-plays and presentations helps them retain more information for exams and how they understand Kiswahili grammar and vocabulary better when the teacher uses learner-centered methods. the results are presented in Table 4.10

**Table 4.10 Learner Overall Academic Performance**

**n=291**

<b>Statement</b>	<b>always</b>	<b>often</b>	<b>sometimes</b>	<b>rarely</b>	<b>never</b>
How often do Learner-centered activities, like group discussions and projects, have improved my performance in Kiswahili?	72.9%	18.9%	8.2%	0	0
How often do you perform better in Kiswahili exams due to the interactive teaching methods used in class?	49.8%	33.7%	14.4%	2.1	0
How often does Participating in Kiswahili role-plays and presentations helps me retain more information for exams	55.7%	17.5%	24.7%	1%	1%
I understand Kiswahili grammar and vocabulary better when the teacher uses learner-centered methods.	68.4%	11.3%	18.2%	2.1%	0
Working in groups during Kiswahili lessons has helped me improve my writing and speaking skills.	65.6%	20.3%	12.0%	1%	1%
My overall grades in Kiswahili have improved because of the teaching strategies used by my teacher.	78%	14.1%	7.9%	0	0

Table 4.10 presents the findings on learner overall academic performance. The findings indicated that 72.9% of learners reported that learner-centered activities like group discussions and projects always improve their Kiswahili performance, with another 18.9% saying it often does. Only 8.2% reported sometimes, while no respondents selected rarely or never. This indicates a strong consensus among learners that such interactive strategies significantly enhance their academic outcomes. This finding is supported by Eggen & Kauchak (2020), who argue that active learning methods promote deeper understanding, particularly in language-based subjects.

Half of the learners (49.8%) reported always performing better in Kiswahili exams due to interactive methods, while 33.7% said often, and 14.4% sometimes. Only 2.1% indicated rarely, with no learner selecting never. These results affirm the practical benefits of LCI, particularly in assessments. According to Nzomo & Kariuki (2021), interactive methods lead to higher retention rates and better comprehension, thus improving exam performance.

On the effect of role-Plays and presentations on exam retention, 55.7% of learners stated that participating in role-plays and presentations always helps them retain exam-related information, with 17.5% indicating often, and 24.7% choosing sometimes. Very few selected rarely (1%) or never (1%). These results suggest that dramatization and presentations foster memory retention, supporting Bruner's (2019) view that experiential learning enhances cognitive engagement and long-term recall.

Majority 68.4% of learners said they always understand grammar and vocabulary better when taught using learner-centered methods. An additional 11.3% reported often, while 18.2% said sometimes, and 2.1% rarely. No one reported never. These figures confirm

that LCI boosts linguistic competence, aligning with Vygotsky's sociocultural theory, which underscores learning through interaction and contextualized dialogue.

On group work enhancing writing and speaking skills, 85.9% of learners (always – 65.6%, often -20.3%) said that working in groups during Kiswahili lessons helped improve their writing and speaking skills. This further illustrates the collaborative benefits of peer learning, as noted by Gichuhi and Wambugu (2022), who emphasized the development of communication competencies through group dynamics.

A significant 78% of learners said their overall grades in Kiswahili always improved due to the teaching strategies employed, with 14.1% choosing often, and 7.9% sometimes. No learner selected rarely or never, showing strong consensus. This is a direct endorsement of learner-centered strategies, which prioritize learner understanding over rote delivery. It affirms the assertion by Eggen and Kauchak (2020) that learners learn better when they are active participants in knowledge construction.

In my view, these findings present compelling evidence of the tangible benefits of learner-centered instruction on multiple dimensions of Kiswahili learning. From my perspective, the overwhelming consensus among learners that interactive strategies consistently enhance performance reflects not just academic improvement but also a positive shift in attitudes toward learning. The strong results in areas such as grammar mastery, vocabulary understanding, and communication skills underscore the value of contextualized, collaborative approaches that make language learning meaningful and practical. Particularly notable is the impact of role-plays and group work, which foster both retention and expressive competence critical skills in language education. However, these results also imply that sustained success depends on maintaining active engagement opportunities within lessons and ensuring that all learners, including those who might be less vocal, benefit from participatory activities. Therefore, the evidence

affirms LCI as a highly effective pedagogy for Kiswahili, bridging theory and practice through learner agency and experiential learning.

#### **4.9 Theoretical Relevance**

The findings of this study strongly align with the core tenets of Constructivism Theory as developed by Jean Piaget and Lev Vygotsky (1962). Constructivism emphasizes that learners actively construct knowledge through engagement, exploration, and interaction with their environment and peers. Piaget focused on individual cognitive development through discovery learning, while Vygotsky highlighted the importance of social interaction, scaffolding, and the Zone of Proximal Development (ZPD) in facilitating learning.

The study reveals that while learner-centered strategies such as group work and class discussions are being used in classrooms, their application is inconsistent. According to Vygotsky, learning is a social process where knowledge is co-constructed through interaction with others. Group discussions and peer collaboration are therefore critical in enhancing learning. The inconsistent use of these strategies suggests that opportunities for social learning, as emphasized by Vygotsky, are not being fully maximized in the classroom setting.

Another key finding is the limited use of formative assessments and the lack of instructional adjustment based on assessment feedback. Piaget argued that learners progress through developmental stages by actively engaging with content that challenges their current understanding. Formative assessments, when used effectively, provide feedback that can guide instruction to meet learners at their developmental level. Without this adaptive approach, teachers miss the opportunity to scaffold learning

experiences that align with learners' needs, which is contrary to the principles advocated by both Piaget and Vygotsky.

Furthermore, while teachers and learners expressed strong support for learner-centered strategies like interactive teaching, learner presentations, and peer feedback, the actual classroom practice shows gaps in implementation. Vygotsky emphasized that for learners to reach their full potential within their ZPD, teachers must provide appropriate scaffolding. The lack of follow-through in implementing these strategies implies insufficient scaffolding, which limits the effectiveness of learner-centered strategies.

Lastly, the reliance on traditional assessments over more dynamic, authentic methods does not support the constructivist view of learning. Constructivism advocates for assessments that reflect real understanding, promote learner reflection, and adapt to individual learning paths. Traditional assessments often fail to capture the depth and diversity of learner learning, thereby contradicting constructivist ideals.

The study's findings point to a partial and inconsistent application of constructivist principles in classroom practice. While there is strong theoretical support for learner-centered strategies among educators and learners, the gaps in implementation especially in areas like formative assessment use, instructional adaptability, and consistent peer interaction highlight the need for more targeted professional development and systemic support to bridge the gap between constructivist theory and practice.

Recognizing the potential limitations of the theory, deliberate efforts were made to control these weaknesses during the research. To address the time-consuming nature of constructivist activities, the study focused on structured and time-bound learning tasks that allowed learners to construct knowledge within manageable classroom timeframes.

Additionally, although resource limitations were a concern in some schools, teachers were encouraged to adopt low-cost, contextually available materials and peer-based support to simulate an enabling environment for constructivist learning. Lastly, the study acknowledged that not all learners were equally confident in self-directed learning; therefore, scaffolded instruction and guided group work were emphasized to gradually transition learners from dependence on teacher-led instruction to more autonomous learning. By incorporating these measures, the study effectively applied Constructivist Theory while minimizing its practical limitations in real classroom settings.

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter provides a summary of the key findings from the data analysis and interpretation in Chapter Four. It also presents conclusions drawn from the findings and offers recommendations for improving the teaching and learning processes based on the results found during the study.

#### **5.2 Summary of Findings**

##### **5.2.1 Implementation of Learner-Centered Instructional Strategies**

The results indicated that an average number of teachers (56.9%) often incorporated group discussions into their lessons, but only 22.5% did so consistently. This suggests that while group discussions are a common strategy, they are not consistently applied across all classrooms. Additionally, 39.2% of teachers often used diverse assessments such as presentations, tests, and projects, and 38.2% sometimes used them. However, only 22.5% of teachers used them consistently, suggesting that there is a limited variety in assessment strategies, which may hinder a more comprehensive evaluation of learners' strengths. Over half of the teachers (52.9%) often used group work, while 47.1% always incorporated it into their teaching. This shows that group work is well-adopted, but it may not always be applied regularly. On the other hand, a number of teachers (38.2% rarely and 42.2% sometimes) did not adjust their teaching based on formative assessments, indicating a gap in reflective teaching practices, which is essential for learner-centered strategies.

The integration of learner-centered instructional strategies in the teaching of Kiswahili was also highly evident in both lesson planning and classroom practice. Analysis showed that 95% of lesson plans included activities such as group discussions, role-playing, and collaborative writing, emphasizing learner engagement and active learning. Additionally, 98% of plans incorporated interactive methods like questioning and peer teaching, positioning learners as active participants. Classroom observations confirmed this approach, with learners confidently interacting and contributing. Collaborative learning was also prominent, with 97% of plans involving group tasks to foster interpersonal skills. Furthermore, 94% of schemes of work aligned with learner-centered strategies, and 93% explicitly linked learning outcomes with these strategies, reflecting a deliberate and structured focus on learner-driven learning.

### **5.2.2 Teachers' and Learners' Perceptions of Learner-Centered Instruction**

The study found that both teachers and learners had a positive view of learner-centered instructional strategies. Teachers strongly supported the use of group discussions (mean of 4.81), interactive teaching (mean of 4.66), and learner presentations (mean of 4.47). Peer feedback, however, had a lower mean of 4.12, which may suggest the need for more training and structure in this method. Learners also reported high levels of engagement, with 77% stating they were actively engaged in Kiswahili lessons, and 99% felt motivated to express themselves in class discussions. A large portion of learners (94.8%) believed that group work improved their communication skills, and 96.9% found the lessons more enjoyable and interactive due to learner-centered methods.

Moreover, the development of learners' communication competencies was a key focus in the implementation of learner-centered teaching strategies (Appendix v), with 91%

of lesson plans incorporating activities such as class presentations, poetry recitations, and dialogues to enhance oral and written skills. These activities improved learners' fluency, vocabulary, and self-expression in Kiswahili. However, debates were underutilized due to challenges like time constraints and large class sizes, despite their potential to develop argumentative skills. Both learners and teachers observed growth in learners' verbal confidence, particularly among initially shy learners. Feedback on communication was evident in 90% of reviewed records, though its specificity varied, highlighting a need for professional development on providing detailed, criterion-based feedback in oral communication.

During classroom observations, it was noted that interactive teaching methods like group discussions, role-playing, and peer teaching were rarely used, indicating that traditional teaching methods were more prevalent. However, active learner participation and teacher responsiveness were evident, contributing to a positive learning environment. Teachers were responsive to learners' contributions, fostering motivation and engagement. Unfortunately, group work opportunities were limited, which may have hindered learners' ability to collaborate effectively. There was also a lack of noticeable improvement in learners' language skills, suggesting that the current teaching methods may not sufficiently address the needs of learners for language development.

### **5.2.3 Influence on Collaboration Skills**

The findings revealed that learner-centered instruction significantly enhanced learners' collaboration skills. Teachers unanimously agreed that learner-centered methods fostered collaboration, with 100% positive feedback. Group activities received even higher support (mean of 4.81), indicating their effectiveness in improving teamwork

among learners. Collaborative tasks, such as peer-to-peer interactions, were also viewed positively by teachers (mean of 4.25). These results suggest that learner-centered strategies not only engage learners but also promote important social and collaboration skills, which are crucial for academic and personal development.

Also, collaboration was a key instructional strategy across most classrooms, with 97% of lesson plans including group activities that promoted teamwork, shared responsibility, and peer learning. Records of work reflected this emphasis, with 92% containing teacher reflections on group dynamics and the value of peer support in aiding weaker learners, as well as challenges in ensuring equitable participation. Teachers found that assigning specific roles within groups enhanced accountability. Similarly, 96% of schemes of work explicitly targeted collaboration as a learning outcome, supported by well-structured interactive activities. Learners reported enjoying group tasks and found peer explanations helpful for understanding difficult concepts, while teachers noted that collaboration fostered emotional intelligence, patience, and responsibility.

#### **5.2.4 Influence on Academic Performance**

Learner-centered instructional strategies were found to have a positive impact on learners' academic performance. Teachers reported that 74.5% observed a significant improvement in learners' performance, while 25.5% noted a moderate improvement. However, the impact on learners' understanding of Kiswahili grammar and vocabulary was somewhat less pronounced, with 64.7% indicating only moderate improvement. Despite this, there were no negative or neutral responses, highlighting the overall positive impact of learner-centered instruction. In terms of comprehension and analysis of Kiswahili texts, 71.6% of teachers observed some improvement, while 28.4%

reported significant improvement. This suggests that activities such as group discussions and peer interactions support the development of higher-order thinking and comprehension skills.

Although academic achievement was not directly assessed, qualitative data from document analysis and observations indicated that learner-centered strategies positively impacted learner performance in Kiswahili. Teachers reported improvements in comprehension, engagement, and performance in assessments, particularly among learners actively involved in group tasks, presentations, and peer feedback. The strategies promoted inclusivity through differentiated instruction, benefiting both weaker and stronger learners by fostering peer support and deeper understanding. Anecdotal performance data from some schools showed upward trends in Kiswahili grades, especially in oral and composition sections, reinforcing the perceived academic benefits of learner-centered strategies.

It was also observed that learners were not working effectively within groups, which reflects the absence of structured group activities. Teamwork is an important skill that contributes to learners' personal and professional development. Its lack could mean that learners miss out on the chance to learn how to collaborate with others in a structured setting, which is essential in many real-world situations.

### **5.3 Conclusions**

The study concludes that while learner-centered instructional strategies such as group discussions, collaborative writing, and peer teaching are present in Kiswahili instruction in junior schools, their implementation is inconsistent across classrooms. Although a majority of lesson plans and schemes of work incorporated these strategies,

classroom practices did not always reflect full execution. This inconsistency highlights a gap between planning and actual classroom delivery. Moreover, limited use of formative assessment to guide instruction suggests a need for improved reflective teaching practices. Therefore, while learner-centered approaches are recognized and partially applied, their full potential remains untapped due to irregular application and a lack of adaptive teaching based on learner feedback.

On teachers' and learners' perceptions of learner-centered instruction, it is concluded that both teachers and learners view learner-centered instructional strategies positively, particularly in enhancing engagement, enjoyment, and communication in Kiswahili lessons. High levels of learner motivation and self-expression were reported, indicating that these strategies foster a conducive learning environment. However, some methods such as peer feedback and debates were underutilized, largely due to logistical challenges like time constraints and large class sizes. The findings suggest that while perceptions are favorable, there is a need for more targeted training and support for teachers to fully implement and structure these strategies effectively, especially in developing learners' verbal confidence and oral communication through structured feedback.

The study further concludes that learner-centered instruction significantly enhances collaboration skills among learners. Both qualitative and quantitative findings indicate that group work and collaborative learning tasks promote teamwork, responsibility, and peer-to-peer support. Teachers' use of specific roles within groups and reflection on group dynamics contributed to improved emotional intelligence and interpersonal skills. However, challenges in ensuring equitable participation still persist. Thus, learner-centered methods are effective in fostering collaboration, but the success of

these strategies depends on thoughtful structuring and facilitation of group tasks to ensure meaningful participation by all learners.

On the influence on academic performance, the study concludes that learner-centered instructional strategies positively influence learners' academic performance, particularly in comprehension and analytical skills in Kiswahili. While most teachers observed either significant or moderate improvement, especially in oral and composition sections, gains in grammar and vocabulary were less pronounced. This indicates that while learner-centered methods support higher-order thinking, they may need to be supplemented with focused strategies for grammar and vocabulary development. The findings also highlight the value of inclusive and differentiated instruction in improving performance among both high- and low-achieving learners. However, ineffective group work in some classrooms may undermine the full academic benefits of collaborative learning, pointing to a need for structured implementation and teacher guidance.

#### **5.4 Recommendations**

To address the gaps identified in the study and enhance the effectiveness of learner-centered instructional strategies, the following recommendations are made:

1. **Enhance Implementation of Learner-Centered Instructional Strategies:**  
Teachers should consistently apply interactive methods such as group discussions, role-playing, and peer teaching in Kiswahili lessons. Continuous professional development (CPD) and retooling programs should be provided to strengthen teachers' practical skills in implementing learner-centered approaches effectively.

2. **Strengthen Positive Perceptions Toward Learner-Centered Instruction:** Schools should promote awareness of the benefits of learner-centered methods through mentorship and workshops. Teachers should use formative assessments and feedback to enhance learners' confidence, clarity, and communication skills in Kiswahili.
3. **Promote Collaborative Learning and Peer Interaction:** Schools should foster collaboration by encouraging structured group work and peer support activities. Teachers should design tasks that build teamwork, social skills, and group cohesion while ensuring equitable participation among learners.
4. **Improve Academic and Language Skill Development:** Teachers should diversify assessment methods such as projects and presentations to evaluate learners holistically. Instruction should focus on strengthening grammar, vocabulary, comprehension, and writing. Education stakeholders should align CPD programs with the CBE framework to enhance teachers' capacity to improve overall Kiswahili performance.

### **5.5 Suggestions for Further Research**

This study suggests the following for further research;

1. Future research could explore the specific challenges teachers face in implementing learner-centered strategies, with a focus on factors such as: Large class sizes, which hinder individual learner engagement and monitoring; Limited teaching and learning resources, including textbooks, ICT tools, and instructional materials; Time constraints, particularly within rigid curriculum schedules that reduce opportunities for interactive, learner-led activities.

2. Further studies could also investigate the long-term effects of learner-centered instructional methods on: Learners' language proficiency, especially in reading, writing, speaking, and listening skills; Academic achievement across other subjects, to determine whether learner-centered strategies improve overall performance beyond language classes.
3. Comparative research across different counties, school categories (national, extra-county, and sub-county), or rural vs. urban settings could yield broader insights into the contextual applicability and effectiveness of these strategies.

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**APPENDICES****APPENDIX I: QUESTIONNAIRE FOR TEACHERS****Instructions**

This is to kindly request you to tick (✓) or fill in blank spaces with your most suitable answer or response.

**Section A: Demographic Information****Kindly tick where appropriate**

1. Indicate your gender

Male [ ]      Female [ ]

2. Indicate your age bracket

25–30 years [ ]

31–35 years [ ]

36–40 years [ ]

Above 40 years [ ]

3. How long have you been teaching Kiswahili?

Less than 1 year [ ]

1–5 years [ ]

6–10 years [ ]

More than 10 years [ ]

4. What is your highest academic qualification?

Diploma [ ]

Bachelor's degree [ ]

Master's degree [ ]

PhD degree [ ]

**SECTION B: How Teachers Implement Learner-Centered Instructional Strategies**

5. Please indicate your opinion about the following statements by ticking the most appropriate response

Statements Rarely Sometimes often always

How often do you incorporate group discussions into your lessons?

How often do you provide multiple types of assessments (e.g., tests, presentations, projects)?

How often do you use group work or collaborative projects in your classroom?

6. What types of hands-on activities do you use to engage learners? (Select all that apply)

- Experiments
- Projects
- Simulations
- Other (please specify): \_\_\_\_\_

7. How do you accommodate different learning styles in your classroom?

- Visual aids
- Audio materials
- Hands-on activities
- Written materials
- Other (please specify): \_\_\_\_\_

8.How do you give learners choices in their learning process?

- Choice of topics [ ]
- Choice of projects [ ]
- Choice of presentation methods [ ]
- Other (please specify): \_\_\_\_\_

9.How do you feel learner choice impacts their motivation and engagement?

- Very positively [ ]
- Positively [ ]
- Neutrally [ ]
- Negatively [ ]

10.What strategies do you use to ensure effective collaboration among learners ?

- Clear roles and responsibilities [ ]
- Team-building activities [ ]
- Peer evaluations [ ]

11.How do you monitor learner progress and provide feedback during lessons?

- Quizzes [ ]
- Informal observations [ ]
- Learner self-assessments [ ]
- Other (please specify): \_\_\_\_\_

12.How do you arrange your classroom to support various learning activities?

- Clusters of desks [ ]
- Learning stations [ ]

- Flexible seating [ ]
- Other (please specify): \_\_\_\_\_

13. How do you feel your classroom layout impacts learner learning and engagement?

- Very positively [ ]
- Positively [ ]
- Neutrally [ ]
- Negatively [ ]

### Section C: Perception of Teachers on Effectiveness of Learner Centered

#### Instruction in Enhancing Communication Competency

Please indicate your opinion about the following statements by ticking ( ) the most appropriate response SA strongly agree, A is agree N is neutral, SD is Strongly disagree

Statement	SA	A	N	D	SD
17. Group discussions in Kiswahili enhance learners' confidence in speaking					
18. Role-playing activities in Kiswahili improve learners' ability to express themselves clearly.					
19. Encouraging learners to ask questions enhances their communication skills.					
20. Peer feedback in Kiswahili lessons strengthens learners' communication abilities.					
21. Learner presentations in Kiswahili foster effective communication skills.					
22. Learner-centered instruction helps learners articulate their ideas more effectively in Kiswahili.					
23. Interactive teaching methods increase learners' participation in Kiswahili language classes					
25. Learner-centered strategies improve learners' verbal communication skills in Kiswahili.					

**SECTION D: THE EXTENT TO WHICH LEARNER-CENTERED  
INSTRUCTION**

**INFLUENCES LEARNERS' COLLABORATION SKILLS IN KISWAHILI  
LANGUAGE CLASSES**

Please indicate your opinion about the following statements by ticking ( ) the most appropriate response SD strongly disagree, D is Disagree N is neutral, SA is Strongly agree

<b>STATEMENT</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
26.Learner-centered instruction fosters collaboration among learners in Kiswahili classes.					
27.Group activities in Kiswahili lessons improve teamwork among learners.					
28.Peer-to-peer interactions during Kiswahili activities improve learners' social skills.					
29.Collaborative tasks increase learners' motivation to work together in Kiswahili lessons.					
30. Learner-centered instruction helps learners appreciate diverse perspectives in Kiswahili class.					
31.Learner-centered instruction helps learners appreciate diverse perspectives in Kiswahili class.					

**SECTION E: HOW LEARNER-CENTERED INSTRUCTION INFLUENCE LEARNERS' OVERALL ACADEMIC PERFORMANCE**

32. Please indicate your opinion about the following statements by ticking the most appropriate response

Influence on overall performance	Significantly improved	Somewhat improved	No change	Somewhat declined	Significantly declined
How has learner-centered instruction impacted learners' academic performance in Kiswahili language classes?					
How has learner-centered instruction influenced learners' understanding of Kiswahili grammar and vocabulary?					
How has learner-centered instruction influenced learners' understanding of Kiswahili grammar and vocabulary?					
How has learner-centered instruction affected learners'					

ability to comprehend and analyze Kiswahili texts?					
How has learner-centered instruction influenced learners' motivation to excel in Kiswahili language classes?					

33. What improvements have you observed in learners' academic performance due to learner-centered instructional strategies in Kiswahili? (Select all that apply)

- Higher test scores [ ]
- Improved writing skills [ ]
- Better oral communication skills [ ]
- Increased class participation [ ]
- Enhanced comprehension of texts [ ]
- Other (please specify): \_\_\_\_\_

34. How do you compare the academic performance of learners in Kiswahili language classes where learner-centered instruction is used to those using traditional methods?

- Much better [ ]
- Better [ ]
- About the same [ ]
- Worse [ ]
- Much worse [ ]

35.How engaged are learners during Kiswahili lessons that utilize learner-centered instructional strategies compared to traditional methods?

- Much more engaged [ ]
- More engaged [ ]
- About the same [ ]
- Less engaged [ ]
- Much less engaged [ ]

36.Overall, how effective do you think learner-centered instruction is in enhancing learners' academic performance in Kiswahili language classes?

- Very effective [ ]
- Effective [ ]
- Somewhat effective [ ]
- Not effective [ ]

*Thank you for participating*

**APPENDIX II: QUESTIONNAIRE FOR LEARNERS****Instructions**

This is to kindly request you to tick (✓) or fill in blank spaces with your most suitable answer or response.

**Section A: Demographic Information**

Kindly tick where appropriate

1. Indicate your gender

Male ( )

Female ( )

2. Indicate your age bracket

10–12 years ( )

13–15 years ( )

16–18 years ( )

3. Which grade are you?

Grade 7 ( )

Grade 8 ( )

Grade 9 ( )

4. Indicate the type of exam you have done

Opener exam ( )

Midterm exam ( )

End of term exam ( )

5. In reference to Q4 above, indicate your of performance in Kiswahili

Exceed expectation ( )

Meet expectation ( )

Approach expectation ( )

Bellow expectation ( )

**SECTION B: Perception of Learners on Effectiveness Of Learner Centered Instruction In Enhancing Communication Competency**

Please indicate your opinion about the following statements by ticking (√) the most appropriate response **SA** is Strongly Agree, **A** is agree, **N** is Neutral, **D** is Disagree **SD** Strongly Disagree

STATEMENT	SA	A	N	D	SD
7.learner centered instruction actively engages me in Kiswahili lessons					
8.I feel motivated to express myself during discussions					
9.Group work in class improve my communication skills in Kiswahili					
10Learner-centered methods make Kiswahili lessons more enjoyable and interactive					
11.I learn more effectively in Kiswahili classes when I participate in discussions					
12.Participating in discussions helps me build confidence in speaking Kiswahili.					

**SECTION C: Overall Academic Performance in Kiswahili**

Statement	always	often	sometimes	rarely	never
13.how often do Learner-centered activities, like group discussions and projects, have improved my performance in Kiswahili?					
14.how often do you perform better in Kiswahili exams due to the interactive teaching methods used in class.					
15.how often does Participating in Kiswahili role-plays and presentations helps me retain more information for exams					
16.I understand Kiswahili grammar and vocabulary better when the teacher uses learner-centered methods.					
17.Working in groups during Kiswahili lessons has helped me improve my writing and speaking skills.					
18.My overall grades in Kiswahili have improved because of the teaching strategies used by my teacher.					

*Thank you for participating*

**APPENDIX III: OBSERVATION CHECKLIST**

<b>Criteria</b>	<b>Observation Indicators</b>	<b>Comments [observe, not observe]</b>
Use of interactive teaching methods	Group discussions, peer teaching, role-playing.	
Learner participation and engagement	Questions and dialogue encouraged by teachers.	
Teachers' responsiveness	Feedback and contributions from learners acknowledged.	
Learner confidence and willingness	Ability to express themselves in Kiswahili	
Group work opportunities	Peer interaction and collaboration during activities.	
Cooperation and teamwork	Learners working effectively within groups.	
Language skills improvement	Comprehension, writing, and speaking abilities in Kiswahili.	

**APPENDIX IV: DOCUMENT ANALYSIS GUIDE**

#	Category	CRITERIA	CHECKLIST
1	Lesson Plan	Includes learner-centered activities (e.g., group work, discussions, role-play)	
2	Lesson Plan	Opportunities for active learner participation	
3	Lesson Plan	Activities to enhance communication skills (e.g., presentations, debates)	
4	Lesson Plan	Collaborative activities (e.g., group projects, peer reviews)	
5	Schemes of Work	Planned learner-centered instructional methods	
6	Schemes of Work	Learning outcomes aligned with learner-centered methods	
7	Schemes of Work	Communication and collaboration goals clearly outlined	
8	Record of Work	Evidence of implemented learner-centered strategies	
9	Record of Work	Feedback on learners' communication and collaboration skills	
10	Record of Work	Reflection on group discussions and teamwork	

**APPENDIX V: OBSERVATIONS FINDINGS TABLE**

Criteria	Observation Indicators	Findings
Use of Interactive Teaching Methods	Group discussions, peer teaching, role-playing.	Not Observed
Learner Participation and Engagement	Questions and dialogue encouraged by teachers.	Observed
Teachers' Responsiveness	Feedback and contributions from learners acknowledged.	Observed
Learner Confidence and Willingness	Ability to express themselves in Kiswahili.	Observed
Group Work Opportunities	Peer interaction and collaboration during activities.	Not Observed
Cooperation and Teamwork	Learners working effectively within groups.	Not Observed
Language Skills Improvement	Comprehension, writing, and speaking abilities in Kiswahili.	Not Observed

**APPENDIX VI: DOCUMENT ANALYSIS RESULTS TABLE**

#	Category	Checklist Item	observed (✓)	Not observed (X)	Score (%)	Remarks
1	Lesson Plan	Includes learner-centered activities (e.g., group work, discussions, role-play)	95	7	93.1%	Widely adopted; few cases lacked practical.
2	Lesson Plan	Opportunities for active learner participation	98	4	96.1%	Strong engagement in most lessons.
3	Lesson Plan	Activities to enhance communication skills (e.g., presentations, debates)	91	11	89.2%	Improvement needed in integrating debates.
4	Lesson Plan	Collaborative activities (e.g., group projects, peer reviews)	97	5	95.1%	Most teachers use group-based learning.
5	Schemes of Work	Planned learner-centered instructional methods	94	8	92.2%	Planning aligns well with learner-centered focus.
6	Schemes of Work	Learning outcomes aligned with learner-centered methods	93	9	91.2%	A few outcomes lacked full alignment.
7	Schemes of Work	Communication and collaboration goals clearly outlined	96	6	94.1%	Well-articulated goals in most schemes.
8	Record of Work	Evidence of implemented learner-centered strategies	89	13	87.3%	Implementation varied; documentation needs boost.
9	Record of Work	Feedback on learners' communication and collaboration skills	90	12	88.2%	More specific feedback practices recommended.
10	Record of Work	Reflection on group discussions and teamwork	92	10	90.2%	Reflections done well; could be more detailed.

**APPENDIX VII: LETTER OF INTRODUCTION**

UNIVERSITY OF ELDORET

P.O. BOX 1125-30100

ELDORET- KENYA

15-3-2025

Dear Teacher, Learner,

**RE: PARTICIPATION IN RESEARCH**

I am a student at University of Eldoret currently pursuing a Master degree in Education Technology- Kiswahili Education, Department of Curriculum and Instruction, School of Education. I would like to request for your permission in this research as I seek information. The research topic is entitled “**Effectiveness Of Learner Centered Instruction On Communication And Collaboration In Kiswahili Language In Public Junior Schools In Nandi North Sub-County, Nandi County, Kenya**”. Feel free to give your consent. The information will be treated with confidentiality and for research purposes.

Your consideration is greatly appreciated.

Yours sincerely,

Mercy Jepkosgei Kibet.

Phone number: 0723278355



**APPENDIX IX: RESEARCH AUTHORISATION****MINISTRY OF EDUCATION****STATE DEPARTMENT OF EARLY LEARNING & BASIC EDUCATION**

Telegrams: "Education", Nandi  
 Telephone: 020-2380058.  
 Fax: 020 -2410789.  
 When replying please quote

Sub County Education Office,  
 Nandi North Sub County  
 P. O. Box 86,  
**KABIYET.**

Ref:

24/03/2025

**To**  
**All Principal Junior Schools**  
**Nandi North Sub County**

**RE: RESEARCH AUTHORISATION FOR MERCY JEPKOSGEI KIBET:**

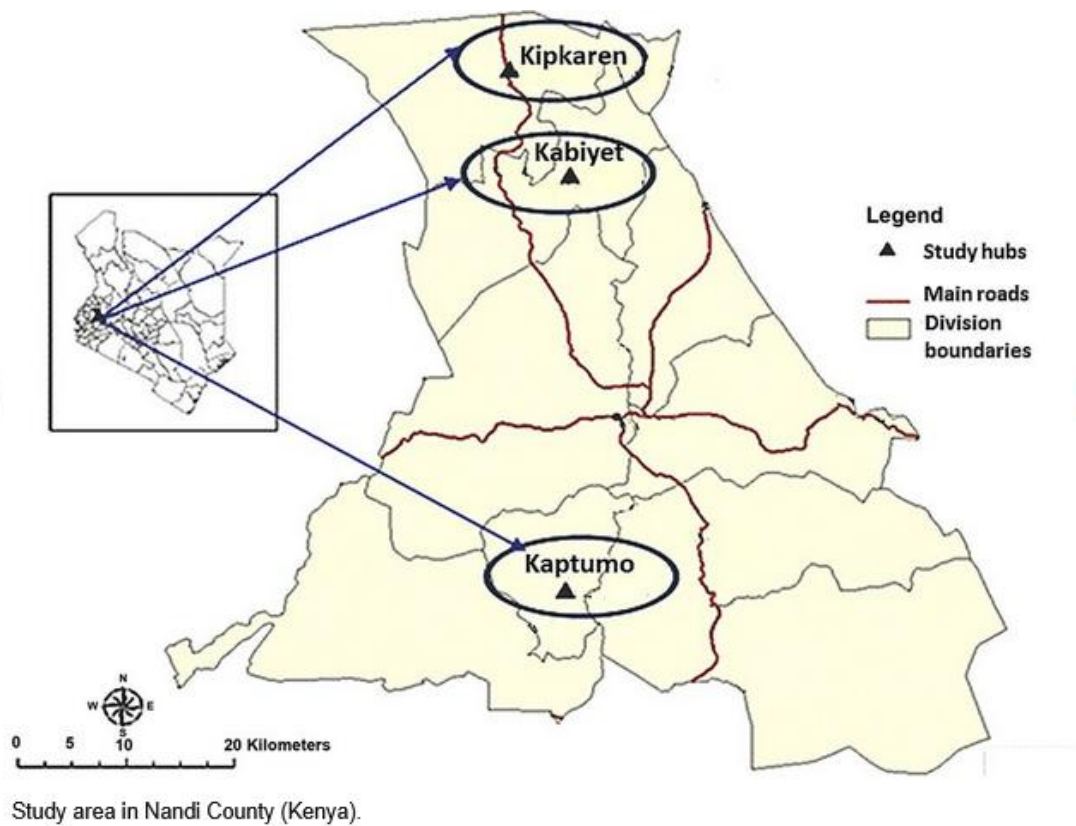
The above named person has been granted permission by the Sub County Director of Education to carry out research on "**Effectiveness of learner – centered instruction on achievement of communication and collaboration competency in Kiswahili language in Public Junior schools**" in Nandi North Sub County.

Kindly provide her all necessary support she requires.

JAMES HAMISI  
 SUB COUNTY DIRECTOR OF EDUCATION  
**NANDI NORTH**



JII/mjt

**APPENDIX X: MAP OF THE STUDY AREA**

## APPENDIX XI: SIMILARITY REPORT



### University of Eldoret Certificate of Plagiarism Check for Thesis

Author Name	MERCY JEPKOSGEI KIBET SEDU/CIM/ M/021/23
Course of Study	Type here...
Name of Guide	Type here...
Department	Type here...
Acceptable Maximum Limit	Type here... <input type="checkbox"/>
Submitted By	titustoo@uoeld.ac.ke
Paper Title	EFFECTIVENESS OF LEARNER-CENTERED INSTRUCTION ON COMMUNICATION AND COLLABORATION COMPETENCY IN KISWAHILI LANGUAGE IN JUNIOR SCHOOLS IN NANDI COUNTY, KENYA
Similarity	7%
Paper ID	4603671
Total Pages	167
Submission Date	2025-10-31 18:26:09

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Signature of Guide



Head of the Department

Director of Post Graduate Studies

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