

Evaluation of the Implementation of Learner-Centered Teaching Methods in the Quest Forward Learning Program Secondary Schools in Tanzania

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Abstract:- This study evaluated whether the Quest Forward Learning Program (QFLP) in Tanzania successfully shifted secondary school mentors from traditional teacher-centred methods (TCMs) to implementing learner-centred teaching methods (LCMs). The evaluators employed a convergent design within a mixed evaluation approach, whereby 643 participants were selected from a population of 948, including heads of schools, mentors, and students—data collection methods involved questionnaires, observations, and interview guides. The validity of data collection instruments was determined through expert evaluation and a pilot study, while reliability was determined using Cronbach's Alpha, member checking, and cross-checking transcripts. Data were analysed using thematic analysis for qualitative, inferential, and descriptive statistics, with the help of SPSS software for statistical analysis, which was used to analyse quantitative data. Findings indicated that mentors mainly employed LCMs, such as case studies, projects, peer coaching, role plays, group discussions, and multimedia tools. The study concluded that QFLP training, provided by the Opportunity Education Foundation (OEF), effectively equipped mentors to transition to LCMs, aligning with the competency-based curriculum in Tanzania. It was concluded that mentor experience did not impact the frequency of LCM usage; comprehensive training was vital. The study recommended expanding OEF's reach to include public schools, ongoing mentor training, and further research on the effectiveness of specific LCMs in enhancing student engagement.

Keywords:- Mentors, Evaluation, Implementation, Learner-Centred Methods, Quest Forward Learning Program.

I. INTRODUCTION

The adoption of a Competence-Based Curriculum (CBC) in many countries in the world, including Tanzania, calls for a pedagogical shift from teacher-centred methods (TCMs) to learner-centred methods (LCMs). Learner-centred methods want students to be part of the teaching and learning process and become problem solvers, critical thinkers, and good

decision-makers (UN, 2015; UNESCO, 2017; Olugbenga, 2021). The learner-centred methods include cooperative learning, inquiry learning, field trips, problem-solving, debates, active group discussions, and integration with technology. Thus, learner-centred pedagogy is inevitable for learners to be part of learning. Ge (2023) contests that peer teaching in China is vital as it "guides students to work together, think critically through interaction and raise awareness". Thus, peer teaching as one of the learner-centred methods is emphasised and used in China.

Kenya, Uganda, Ethiopia, Tanzania, and other developing countries in Africa implement LCMs poorly due to insufficient teacher training, class size, inadequate resources, and negative perceptions of the pedagogy (Junior, 2020; Bileti, 2022; Mwanahanja, 2023). These concerns communicate that Tanzania is among countries that struggle to adopt full LCMs so that secondary schools can be the centre of learning and acquire various skills. Insufficient implementation of LCMs as a critical approach to implementing CBC in Tanzania raises concerns about secondary school students' competence in 21st-century skills and implementation of LCMs. Tanzania has made several reforms in education policies and curricula to make secondary school students lifelong learners and develop skills acquired through LCMs (URT, 2005; URT, 2014; URT, 2023). Many initiatives and programs have been introduced to improve Tanzania's education quality. For example, the Secondary Education Development Plan (SEDP I and SEDP II) in 2004-2010, CBC in 2005, Education and Training Policy (ETPs) in 2014 and 2023, and the significant result now in education (BRNED) (2013).

However, most of the initiatives in Tanzania, SEDP I, SEDP II, and BRNE, focused on improving access, equity, quality, performance rate, and the supply of teachers for mathematics subjects to increase enrollment and access. The BRNE improved access and equality in education but was limited because important stakeholders like teachers were less involved in the process (Mhagama, 2020). Thus, initiatives put less emphasis on in-service training to update teachers' pedagogical knowledge on using various LCMs for students to develop skills that confirms that implementing LCMs in

Tanzania secondary schools is still unsatisfactory due to teachers' poor college preparation. Thus, more attention is needed to bust the shift from TCMs to LCMs (Mkimbili & Kayima, 2022).

The Opportunity Education Foundation (OEF) introduced the Quest Forward Learning Program (QFLP) in 2017 to solve the problem of inadequate implementation of LCMs, as most students in Tanzania secondary schools were found to sit passively while listening to their teachers rather than participating in the learning process. Dewey (1938) insisted that learning is effective by doing, through a unique experience, active engagement, social Learning, democratic Learning, and in a social context. Thus, secondary school students should be active while learning to internalise concepts. The program trains teachers who, after training, are referred to as 'mentors,' so they can always use LCMs for students to participate in learning and become lifelong learners with 21st-century skills. The QFLP provides interactive learning activities through digital documents in "Quest Application" of nine basic subjects (Civics, history, Kiswahili, English, Geography, Basic Mathematics, Biology, Chemistry, and Physics) on Android tablets with videos, audio, pictures and texts.

The program has three objectives: employing learner-centred methods, helping students develop competence in work and learning skills, and helping students develop essential habits in QFLP network schools. This study focuses on one objective: investigating mentors' frequency of employing LCMs in every lesson. Implementing this program, which has aimed at solving such a genuine problem in implementing CBC in Tanzania for six years now, attracts the evaluation study to check if QFLP school mentors employ LCMs frequently or if traditional TCMs are still dominating.

II. PURPOSE OF EVALUATION

This formative evaluation investigated the implementation of learner-centred teaching methods in the QFLP secondary schools in Tanzania. The QFLP was introduced in 2017 and scheduled to terminate in 2029 to build mentors' capacity to intervene in the problem of poor use of LCMs in secondary schools. Scholars noted insufficient learner-centred teaching in secondary schools in Tanzania due to inadequate training, resources, and large class sizes (Ishemo, 2023; Makoro, 2020; Mgyabusso & Mkulu, 2022). The evaluation reports by OEF (2021) found that students perceive the program favourably. Still, they identified the need for improving program materials and addressing weak internet infrastructure, which hinders student access to learning resources. However, the study did not examine the frequency of mentors using learner-centred teaching and learning methods. This formative evaluation investigated the prevalence of QFLP mentors' use of learner-centred teaching and learning methods in secondary schools to assess if the

program's intervention addresses the issue of implementing LCMs.

III. EVALUATION QUESTION AND HYPOTHESIS

This study was guided by one evaluation question and one hypothesis, which were;

How frequently do QFLP mentors employ learner-centred methods in secondary schools in Tanzania?

H₁: There is a significant statistical difference in the mean score of the frequency of LCMs among mentors' work experience.

IV. SIGNIFICANCE OF THE STUDY

This study is significant as it evaluates the implementation of learner-centred teaching methods (LCMs) within the Quest Forward Learning Program (QFLP) in Tanzania's secondary schools. The findings offer valuable insights to the program's administrators, HoS, mentors and students on the current use of various LCMs by QFLP mentors, allowing them to identify areas for improvement to better engage students in the learning process. Given the documented challenges with LCM implementation, this study contributes to the understanding that the QFLP's teacher training has facilitated a shift from traditional teacher-centred methods (TCMs) to LCMs. Successful LCM implementation is crucial for effective competency-based curriculum delivery in secondary schools, which aims to develop students' 21st-century skills and competencies to prepare them for global competition.

V. KIRKPATRICK EVALUATION MODEL

Kirkpatrick's four levels (reaction, learning, behaviour, and results) evaluation model guided the study. The Kirkpatrick evaluation model guides systematic evaluation to capture a training program's strengths, weaknesses, and results. Reaction levels capture trainees' feedback on satisfaction with the program, and the learning level captures if trainees have improved their knowledge in terms of attitudes, skills, and commitment. The behaviour level captures if trainees apply the skills or what has been learned in their job performance, and the results level captures tangible outcomes from training employees (Kirkpatrick & Kirkpatrick, 2005). In this study, the evaluator wanted to investigate whether or not the QFLP mentors have changed their behaviour from using TCMs to using newly learned LCMs to encourage students to become active learners as they were trained to employ.

VI. LITERATURE REVIEW

This study sought to determine if mentors frequently employ different learner-centred teaching methods so students can participate actively in the learning process and internalise concepts. A study conducted by Aji and Khan (2019) in the United States aimed to explore the impact of active learning pedagogy on students' academic achievement in STEM subjects. The study demonstrated that implementing active learning strategies in the classroom resulted in a higher pass rate, with an 81% success rate in the active learning class compared to 67% in the traditional class for mathematics, 64% for the aerospace engineering active class, and only 36% in the controlled group. The study's findings suggest that active learning methodologies positively impact students' academic performance. However, the study lacked clarity in identifying specific learner-centred methods extensively employed to enhance academic performance and the motivation strategies not utilised in the controlled group. Consequently, further research is required to determine if the experiment's findings in the United States are similar to those of secondary school students under the QFLP in Tanzania.

Amare and Dagne (2020) studied Ethiopia to explore teachers using active learning strategies. The study found that while 109 teachers agreed that active learning improves students' problem-solving skills and understanding, active learning in Ethiopian secondary schools is limited due to a lack of interest among teachers, large class sizes, and time constraints. The study overlooked teachers' ability to employ active learning methods, which could impact their motivation to use these methods. The QFLP program requires mentor teachers to engage in active learning strategies, which are evaluated to ensure interactive classes and skill acquisition. Therefore, it was essential to examine whether mentors are implementing LCMs, as this will help to enhance the quality of education in Ethiopia.

In 2018, Mwinzi conducted a study to determine the pedagogy used by teachers in Kenya for 21st-century learners. The study involved interviews with three primary, secondary, and university teachers. Despite being aware that student-centred learning is more effective, the teachers mostly used teacher-centred learning. The study found that class size, examination-oriented curriculum, lack of resources, attitude, pressure, and inadequate finances were the main barriers to using student-centred learning. This finding shows that implementing LCMs is still a challenge in the country. Since QFLP focuses on ensuring mentors always employ LCMs in teaching, this evaluation was meant to confirm whether the program is solving the problem in its network schools.

Adeyemi and Azeem (2020) conducted a comparative study in Nigeria on the influence of field trips on the effectiveness of teaching and learning. The study used questionnaires and examination scores to compare the performance of schools that take students on field trips and those which do not take students on field trips. The study

found that schools that applied field trips as one of the teaching methods had better performance than those which did not employ field trips. Furthermore, the study noted that there needed to be adequate support from schools' principals on using field trips as most pass A are from field trip schools while the majority with poor results P-Fare are from schools with field trips. This study has yet to indicate the frequency of employing field trips to schools which apply it. In QFLP, field trips are the insisted teaching method as they allow students to relate theory and practices. Therefore, this study sought to find how frequently mentors apply field trips and if heads of schools support using field trips or if they provide inadequate support like principals from this study.

In Ethiopia, Dagne (2023) conducted a study on implementing active learning in secondary schools. The study revealed that students are primarily passive, teachers use the lecture method frequently, and teachers do not take students on field trips in secondary schools due to large classes, students and lack of student interest. The QFLP was designed to motivate mentors and students to use learner-centred and ensure the classroom environment supports learner-centred. Therefore, this formative evaluation is vital to check if mentors of QFLP schools have changed from teacher-centred to learner-centred to make learners centre of learning or if the problem is still critical.

Mbedule (2020) indicates that students in problem-based learning improved their academic achievement more than those in lecture method classes. Also, applying the jigsaw method improved students' academic performance compared to the lecture method. Furthermore, the study confirmed that discussions enhanced students' performance compared to the lecturer method. The study concluded that using the learner-centred method in teaching enhances the performance of mathematics, which is a hectic subject with poor performance in most schools. The experiment was done in mathematics only where a single topic was taught as a part of the experiment, which cannot reflect the collective skills among students if the active learning method improves students' performance when teachers employ it well. Therefore, evaluating QFLP is vital to determine whether mentors employ the technique well in all subjects and its influence on student's academic performance and skills acquisition.

Mgyabuso and Mkulu (2022) conducted a study in Tanzania's public secondary schools using mixed research methodology to evaluate the implementation of the learner-centred approach. The study found that teachers and students agreed that a centred approach promotes lifelong learning, critical thinking, problem-solving, creativity, and independent learning. However, the study revealed that most teachers still use the traditional lecturer method due to insufficient knowledge and inadequate pedagogical content. The study suggests that training mentors in pedagogical skills under programs like QFLP could effectively implement an active

learning approach. The evaluation focused on the mentor's frequency of using learner-centred teaching methods after training to determine if the program fills the gap in implementing a learner-centred approach.

The reviewed literature indicates that active learning improves students' academic performance (Aji & Khan, 2019). Implementing active learning is low due to challenges such as knowledge and class size (Amare & Dagne, 2020). Also, learner-centred makes learning practical, but teachers mostly employ lecture methods (Amare & Dagne, 2020; Module, 2020; Adeyemi & Azeez, 2020). So, this formative evaluation investigated mentors' frequency of using LCMs since the program trains them and materials are allocated as per the program's claims.

VII. METHODOLOGY

This mixed-methods study used a convergent design by Creswell and Creswell (2023) to collect and analyse qualitative and quantitative data simultaneously. The target population was 948 individuals, including ten heads of schools, 93 mentors, and 845 form three and four students from 11 secondary schools in Tanzania's Quest Forward Learning Program (QFLP) network. A sample size of 68% was used, comprising 93 mentors, 540 students, and ten heads of schools. Research experts validated qualitative instruments, and a pilot test was conducted. Triangulation and member

checking were used to ensure trustworthiness and credibility. Quantitative data reliability was tested using Cronbach's alpha, with values of 0.77 for mentors and 0.82 for students, which are considered acceptable. Quantitative data were analysed using descriptive statistics, while qualitative data from open-ended items, interviews, and lesson observations were analysed manually using thematic analysis.

VIII. RESULTS AND DISCUSSION

This evaluation study determined if QFLP has equipped mentors with skills and motivated them using learner-centred methods, as the program wants a total pedagogical shift from teacher-centred to learner-centred. Data was gathered from mentors and students through questionnaires with a frequency scale on how frequently mentors employ various LCMs of 5= Always (A); 4= Most of the time (MoT); 3= Sometimes (S); 2= Rarely (R); 1= Never. Respondents were asked to rate how frequently learner-centred methods are used in teaching and learning. Lesson observations and face-to-face interviews with the head of schools (HoS) were conducted to triangulate the data. The data were interpreted using the means ranges. \bar{X} = (never = 1.00-1.79; rarely= 1.80- 2.59; 3 sometimes= 2.60-3.39; most of the time =3.40-4.19 and always= 4.20-5.00). Questionnaire data from mentors and students has been summarised and presented in Table 1, followed by quotations and narrations of interviews and lesson observation guides.

Table 1: Mentors and Students Responses on Frequency of using LCMs in the QFLP schools

SN	Learner-Centred Teaching Methods	$\bar{X} 1$	$\bar{X} 2$	G \bar{X}
1.	Case study-based activities.	3.87	3.8	3.84
2.	Invite guest speakers/ resource persons.	3.35	3.53	3.44
3.	Project-based activities.	3.86	3.48	3.67
4.	Field trips and site visits	3.59	2.98	3.29
5.	Dramatisation	3.89	3.16	3.53
6.	Peer coaching among students.	4.3	3.57	3.94
7.	Roleplay	4.35	3.79	4.07
8.	Active discussions and presentations.	4.54	4.2	4.37
9.	Debate	4.11	3.73	3.92
10.	Incorporating audio and videos	4.22	3.71	4.0
1.	Grand Mean	4.01	3.6	

Key; $\bar{X} 1$ = mean for mentors; $\bar{X}2$ = mean for students; G \bar{X} =Grand Mean

The data in Table 1 show that students reported mentors using the guest speaker teaching method to connect learning to real-world environments at a "Sometimes" frequency, with a mean score of 3.35. In contrast, mentors indicated using this learner-centred method with a higher mean score of 3.53, falling in the "Most of the Time" range. The grand mean of 3.44 across both groups indicates that this teaching method is employed relatively most of the time. These results suggest that the Quest Forward Learning Program has successfully trained and motivated mentors to incorporate more learner-centred methods, like inviting guest speakers. However, the

discrepancy between mentor and student perceptions indicates that mentors may overestimate how often they implement this teaching method. Addressing this gap could help the program embed these pedagogical shifts across all classrooms.

During a face-to-face interview, HoS A confirmed that QFLP schools invite guest speakers; "Yes, we used to invite them twice a year; we just call them. For instance, this year and last year we called engineers, we used to have doctors, we called them here last year so we used to invite them to our school so that took to so that to be doctors and to be

engineers" (HOS A, personal communication, 24 January 2024). Also, another HoS B added that;

We usually invite guest speakers, especially when we want our students to be inspired by a specific profession. However, if, in biology, you want a student to understand the heart, they can learn from the teachers, the material itself, and the videos they can see on the tablet. We usually call the doctor, who can come and give what they experienced about the heart so that it will result in good student understanding (HoS B, personal communication, 25 January 2024).

Information from HoS B means that mentors invite more resource persons to help students internalise learning. Also, HoS E further said, "Sometimes we invite, especially when the topic becomes hard, we look for professionals. For example, when you want to teach about maybe road accidents and their impact, sometimes we invite traffic or a responsible officer" (HoS E, personal communication, 02 February 2024).

The information from Heads of Schools provides further insight into using guest speakers in the QFLP schools. HoS A confirmed that schools regularly invite guest speakers, such as engineers and doctors, twice a year to connect learning to real-world applications. Similarly, HoS B stated that guest speakers, mainly professionals in relevant fields, are invited to inspire students and deepen their understanding of complex topics. HoS E also noted that guest speakers are sometimes invited when teaching challenging topics like road accidents. These interview findings align with the quantitative data, which indicated that mentors were using learner-centred teaching methods, like inviting guest speakers, at a relatively sometimes, suggesting the need for the QFLP mentors to invite more knowledgeable people to help students connect learning with what happens in practice.

These findings contradict the findings by Mgyabuso and Mkulu (2022), who found that most teachers still use the traditional lecturer method due to insufficient knowledge and inadequate pedagogical content due to insufficient knowledge. The QFLP trains mentors, which led them to be more effective in implementing LCMs than those who did not get in-service training. Findings from mentors, students, and HoS concur, indicating that mentors sometimes invite guest speakers or more knowledgeable persons to share experiences with students to make learning more interactive. Inviting guest speakers sometimes reflects that the method is implemented, but because it is the nature of calling another person, it cannot always be applied; thus, the frequency indicated by mentors and students supported by HoS convinces guest speakers to be invited to QFLP lessons whenever necessary.

➤ Field Trips and Site Visits

Regarding the frequency of taking students on field trips and site visits within the QFLP schools, mentors report taking students on these experiential learning activities "Sometimes", with a mean score of 3.50; students perceive these experiences happening less often, with a lower mean score of 2.98. The grand mean of 3.29 suggests that field trips and site visits are being utilised with moderate frequency across the program. During lesson observations, the mentors, AM 1 and CM 3, took students outside the classroom to connect learning with a real environment. This information informs that mentors take students on field trips to connect theory with practice, but not frequently.

Furthermore, during a face-to-face interview, HoS B confirmed the use of field trips in teaching;

For instance, we need to ensure that learning happens everywhere. A student or a teacher is there to facilitate the learning. If it happens everywhere, a teacher is not bound to teach a student only in the class but also outside or somewhere where a student can acquire knowledge (HoS B, personal communication, 25 January 2024).

Information from HoS B indicates that mentors are supposed to facilitate learning by using field trips and site visits wherever possible to make learning effective. This finding implies that the QFLP uses field trips and site visits as learner-centred teaching methods for students to connect learning and reality. Mentors' knowledge and motivation to employ field trips is a result of training provided by the QFLP, which is aimed at upgrading secondary school teachers to shift from TCMs to LCMs. This finding differs from Adeyemi and Azeez (2020), who found that principals do not support the field trip method enough. The intervention by QFLP has the positive effects of changing mentors from using LCMs rarely to using them moderately because HoS supports using field trips to make learning more practical in the natural environment. However, due to its nature, it cannot be employed more often as mentors can guide students to understand most things in collaboration with their peers.

➤ Peer Coaching Among Students.

The data in Table 1 suggest that peer coaching among students is frequently used in the QFLP schools, with mentors and students rating the practice as occurring "most of the time", with a grand mean of 3.94. This result indicates that mentors often guide more knowledgeable students to assist their less knowledgeable peers, leveraging peer-to-peer interaction to strengthen the learning process. However, the fact that the grand mean is not 5.0 (the maximum score) suggests room for improvement in consistently implementing this teaching method. Some mentors may not fully utilise or encourage peer coaching among students, which merits attention to ensure the widespread adoption of this beneficial learning method. This finding was supported by the head of schools, HoS F, during a face-to-face interview who said, "We

use the older ones to help this young one. Sometimes, during the class sessions, the academic sessions. You can take form four to form one, and they can help while you supervise them" (HoS F, personal communication, 06 February 2024). Another HoS B during a face-to-face interview supported that;

Field trips are the most important because sometimes we discourage lecturing as long as we have faster learners and low achievers. Teachers teach to help them, especially those quicker learners, but they can also teach slower ones. However, they also have something to teach the quicker learners (HoS B, personal communication 25 January 2024).

This response from HoS B and HoS F shows that QFLP mentors take faster learners to coach slow learners to encourage students to become the centre of learning rather than depending only on mentors. During lesson observations, mentors assigned more knowledgeable students to coach and assist their less knowledgeable peers, fostering peer-to-peer interactions to support student learning. These findings from students and mentors, questionnaires, lesson observation, and face-to-face interviews, which align, show that the program has succeeded in equipping mentors with peer teaching skills, making mentors usually assign knowledgeable students to coach less knowledgeable students to ensure students become the centre of learning. Finding by Ge (2023) conveyed that "peer teaching helps students to exchange various ways of thinking, raise awareness, and enhance the ability to work in collaboration." Thus, allowing students in QFLP schools makes learners interact and learn from different views as they differ in experience and knowledge, helping them to learn appropriately and meet the demands of CBC.

➤ *Incorporate Audio and Videos in Teaching.*

The data in Table 1 suggest that the frequency of incorporation of audio and videos in teaching is relatively high in the QFLP schools, with a grand mean rating of 4.0 from mentors and students. This result indicates that most mentors frequently utilise multimedia resources to enhance the teaching and learning process, but few do not employ audio and videos in teaching. These results imply that mentors use videos and audio of different topics during teaching and learning. Similarly, during a face-to-face interview with HoS, C said, *"I think in each lesson could be video and pictures, there must be two or more than two based on the nature of the quest of the lesson. There must be a video or an audio or both of it" (HoS C, personal communication, 30 January 2024).* Another HoS A added, *"Frequently, in every lesson, within the notes, there are those videos. So, when they are proceeding the lesson, there are some videos that try to explain more from what they have learnt" (HoS A, personal communication, 24 January 2024).*

Information from HoS A and HoS C indicate that mentors use videos and audio that clarify different topics in

teaching and learning so that students can learn from various perspectives. On the other hand, during lesson observations, almost all observed lessons, the mentors told students to watch videos and note essential points for presentation and future reference. These observations from lessons indicate that mentors give students various videos and audio to watch to help them understand multiple concepts and apply knowledge in using technology in learning. Findings from students' and mentors' questionnaires, interviews with HoS, and lesson observations concur that mentors in the QFLP mostly use various videos and audio during teaching and learning to make students active, interact with digital learning, and understand better than mere texts. Using videos and audio in QFLP schools is influenced by using tablets, where various quests with videos, pictures, and audio are incorporated on a digital learning platform. These findings fill the gap in a study by Aji and Khan (2019), who found that active learning improves academic performance but did not indicate which methods teachers used in STEM subjects to make students learn. This study has shown that QFLP uses audio and videos to ensure students' participation in learning.

➤ *Active Group Discussion and Presentation*

The data in Table 1 indicate that active group discussions and presentations are utilised frequently in QFLP schools, with a grand mean score of 4.37. This high implementation rate across mentor and student (4.54 and 4.2, respectively) suggests the program has successfully embedded these core learner-centred teaching methods. For data triangulation, the heads of schools were interviewed, and HoS I supported that *"Through presentation, for example, because when we are teaching, we combine presentation and discussion. Through that, they develop the habit or the skills of communication" (HoS I, personal communication, 12 February 2024)* also HoS K communicated that;

Discussion is one of the techniques; you pose the question, let them discuss it, and then give feedback to you. Secondly, by presentation, you give them some questions and let them present them on the board. Of course, those students who are weak get inspired by this presentation by others (HoS I, personal communication, 12 February 2024).

This Information from HoS K and HoS I convey that group discussions and presentations are used to make learners the centre of the learning process.

On the other hand, in lesson observations, mentors assigned students in groups to discuss in groups, and students discussed and presented (Jigsaw groups). Observations witnessed learner-centred methods, and HoS provided information to confirm this. These findings are against Amare and Dagnew (2020), who found that active learning is limited due to a lack of teachers' interest and larger class size. Contrary to QFLP schools, where mentors are interested in LCMs, the criteria for being a mentor is acknowledging and

practising LCMs. Class size is not a challenge as in lessons observed, the maximum number of students per class was 35 in most schools.

➤ *Case Study*

Finally, the grand mean of 3.80 implies that case study-based teaching methods are employed "most of the time" in the QFLP schools, suggesting that this is a well-established and frequently utilised teaching method. However, the mean scores not reaching the maximum of 5.0 also indicate that few mentors in some schools do not provide students with case studies, calling for putting more emphasis on the method. These findings reveal that both mentors and students admit that case study-based activities are used always and most of the time in teaching and learning. Several lessons were observed to triangulate; a few mentors gave students a problem scenario of problems to suggest solutions. Providing students with various case studies strengthens their critical thinking and problem-solving skills. Information from observations implies that students are provided with case study-based activities. These findings differ from those of

(Dagneu, 2023), who found that students are mostly passive, and the lecture method is frequently used because the QFLP came.

Purposefully ensures that learner-centred methods are used in all lessons so that students develop competence in skills and habits.

IX. HYPOTHESIS TESTING

The hypothesis was tested to establish if there was a significant statistical difference in the mean score of the frequency of using LCMs among mentors' work experience categories. Before testing the hypothesis, the normality test was tested using Shapiro Wilk, and the p-values were (0.97, 0.46, and 0.82), greater than the significance level of 0.05. Thus, the data was normally distributed to continue for hypothesis testing. Levene's Test for Equality of Variances was used to test homoscedasticity, and the p-value was (0.502) greater than 0.05. These data meant equal variability in the groups was assumed. ANOVA data are presented in Table 2

Table 2 ANOVA Data are Presented

ANOVA					
Frequency of using LCM					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.353	2	0.677	2.835	.076
Within Groups	6.443	27	0.239		
Total	7.796	29			

The difference in the mean score of the frequency of Using LCM among QFLP mentors' working experience category.

Table 2 presents ANOVA data to test if there is no significant statistical difference in mean score of the frequency of using LCM among QFLP mentors' work experience categories (0-2 years learner-centred teaching methods are implemented most of the time across the QFLP schools. However, the discrepancy between the higher mentors mean (4.01) and the lower mean (3.6) suggests a gap between the program's expectations for the widespread use of these pedagogical approaches and the actual student experience in some classrooms. Aligning findings from mentors, students, HoS, and lesson observations confirms that QFLP. However, regular training to mentors has influenced various LCMs, such as case studies, inviting guest speakers, field trips, audio and video discussions, and presentations to engage students in the learning process.

The study's findings demonstrate that the QFLP schools have effectively shifted from teacher-centred methods (TCMs) to learner-centred methods (LCMs) in their teaching practices. Mentors were found to provide students with case study activities frequently, invite guest speakers, and organise field trips to connect theory and practice. Additionally, mentors

incorporate audio-visual aids, encourage peer teaching among students, and facilitate group discussions and presentations, actively engaging students in learning. The QFLP's emphasis on these and other learner-centred teaching methods indicates that learning in these schools is more effective in developing 21st-century skills than in institutions relying on teacher-centred methods. The study found no significant difference in the frequency of use.

Learner-centred methods among mentors suggest the QFLP's training effectively equips all mentors to consistently implement these approaches, as evidenced by the high grand mean of 3.81 for both students and mentors, reflecting the program's commitment to providing quality education that enables students to become problem-solvers, critical thinkers, and influential decision-makers.

Training is practical if trainees can apply (Behaviour in level 3) what they have learnt in their day-to-day activities (Kirkpatrick & Kirkpatrick, 2005). Thus, mentors in the QFLP have changed their habits from teacher-centred teaching methods to learner-centred methods, communicating that learning has occurred and there is a significant behaviour change; hence, the program training was adequate, but not 100%. So improvements must be made in training mentors

and providing them with resources to upgrade the implementation of LCMs to always.

X. CONCLUSIONS AND RECOMMENDATIONS.

The study concludes that QFLP mentors predominantly utilise learner-centred methods, such as case study activities, guest speaker sessions, and field trips, in their teaching practices. Notably, the findings reveal no significant statistical difference in the frequency of using these learner-centred approaches among mentors with varying work experience, suggesting the QFLP's training effectively equips all mentors to consistently implement these methods, enabling learners to actively participate in the learning process and develop a diverse range of 21st-century skills. These findings confirm the QFLP's successful facilitation of the shift from teacher-centred to learner-centred approaches, aligning with the secondary school competence-based curriculum requirements. However, the study acknowledges the need for further actions to ensure the full and consistent implementation of learner-centred methods in every lesson and recommends that QFLP school owners and supervisors address any challenges hindering this. In contrast, public secondary schools learn from the QFLP's best practices to provide quality education focused on developing students' problem-solving, critical thinking, and decision-making abilities.

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