

PERCEPTIONS OF TUTORS OF HOLY FAMILY COLLEGE OF NURSING AND
MIDWIFERY ON UTILIZATION OF LEARNER-CENTRED TEACHING METHODS,
PHALOMBE, MALAWI

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PHALOMBE, MALAWI

MSc in Nursing and Midwifery Education Thesis

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DECLARATION

I the undersigned hereby declare that this thesis/dissertation is my original work which has not been submitted to any other institution for similar purposes. Where other people's work has been used acknowledgments have been made.

IRENEO WAYULA MATEWERE.

Signature

Date

SUPERVISORS' CERTIFICATION OF APPROVAL

The undersigned certify that this thesis represents the student's own work and effort and has been submitted with our approval.

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Member, Supervisory Committee

DEDICATION

I dedicate this work to my family especially my caring wife, Josephine who was understanding, patient, prayerful, encouraging, and supportive at a time when I was busy working on this study. I also dedicate this study to my daughter, Martha, who was deprived of my care and support while I was conducting the study. Her prayers and support made me feel valued. I also dedicate this study to my dear father and late mother for their unwavering support in my life.

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Abstract

Introduction

Learner-centered teaching implies a paradigmatic shift in the roles of a teacher from being a source of knowledge to that of a facilitator in the process of knowledge construction. Changing teaching methods is quite some work and the teachers need to be convinced that the outcome therefrom is worthy of it. Literature shows that perceptions which teachers hold about the processes of learning and teaching greatly influence how the teachers teach. Anecdotal records, as well as observation of classroom teaching, demonstrate that tutors at Holy Family College of Nursing and Midwifery dominantly use traditional teacher-centered teaching methods. In Malawi studies on perceptions of tutors on utilization of learner-centered teaching methods are scarce.

Purpose

The purpose of this study was to explore perceptions of tutors on utilisation of learner-centered teaching methods. Specifically, the objectives were to: describe views of tutors at Holy Family College of Nursing and Midwifery on the usage of learner-centered teaching methods, explain perceived benefits of utilising learner-centred teaching methods to examine perceived facilitators to utilisation of learner-centred teaching methods and assess perceived barriers to utilisation of learner-centred teaching methods

Methodology

A descriptive qualitative approach was used. The researcher interviewed 12 participants. Out of the 12 participants, 9 were female and 3 were male. All the participants had a minimum of 2 years teaching experience. Ten of the participants had Bachelors'

Degree and two had a Master's Degree. The ages of the participants ranged from 30 to 50 years. The interviews were guided by a semi-structured interview guide. The interviews lasted between 45 minutes and 2 hours.

Data analysis

Thematic approach was used to analyse data. Audio-taped data were transcribed verbatim. The transcription was done by listening to the tape-recorded interviews several times until all issues were captured. The issues were then organised into themes and subthemes

Findings

The study found out that the participants perceived that utilizing learner-centered teaching methods assisted learners to apply knowledge into practice, promoted critical thinking and deep lifelong learning and helped learners to take responsibility for their own learning. The study also found that giving specific guidance to learners, tutor innovativeness and learner involvement are perceived facilitators to effective utilisation of learner-centered teaching methods. The study further revealed that minimal learner-learner interaction, teaching to cover content, teacher dominance and some teachers clinging to power are teacher-related barriers to effective utilisation of learner-centered methods. And then the study further found that negative attitude of some learners towards learner-centered methods, challenges with accessing information and lack of seriousness towards learner-centered methods are learner-related barriers. The study further found that utilisation of learner-

centred teaching methods was time-consuming and required more information resources.

Conclusion

Findings of the study revealed that the participants were motivated to continue utilising learner-centred teaching methods because they encourage deep life-long learning and application of knowledge into practice in spite of the challenges like scarcity of information resources and insufficient time.

DEFINITION OF TERMS

Tutor	A is a teacher of a college which is not a constituent college of a university. The term has been used because before other approaches to teaching started being used, the major teaching approach was a one-to-one contact with the teacher, a tutorial.
College principal	is the overall head of a college. This could be a standalone college or a constituent college of the university
Nursing and Midwifery Technician	A Nursing and Midwifery is a health care worker who has successfully completed training leading to the award of a diploma in nursing and midwifery.

LIST OF TABLES

Table 1: Themes and Sub-themes that were identified

LIST OF ABBREVIATIONS

CHAM	Christian Health Association of Malawi
LCT	Learner-Centred Teaching
NMT	Nursing and Midwifery Technician

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1.0 INTRODUCTION AND BACKGROUND

1.1 Introduction

Perceptions refer to the meaning that someone attaches to what she/he experiences (Schacter et al., 2017). Teachers' perceptions about teaching methods help them choose instructional content, set teaching objectives, develop instructional materials, engage in interaction with learners, and evaluate overall outcomes of teaching and learning processes (Kovacevic & Akbarov, 2016). How teachers were taught and perceptions which they hold about processes of learning and teaching and teaching methods greatly influence the methods that they use (Abudu & Mensah, 2016; Ateyat & Gasaymeh, 2015 and Frossard, Barajas, & Trifonova, 2012).

Broadly, teaching methods are categorized as either teacher-centred or learner centred (Bello et al., 2016; Schweisfurth, 2015). Teacher-centred methods of teaching consider teaching as mainly the transmission of knowledge (Lindblom-Ylänne et al., 2006). In teacher-centred teaching methods, teachers concentrate on the content of teaching and on what the teachers do in teaching. Thus, the emphasis is on how to organise, structure and present the course content in a way that is easier for the learners to understand (Lindblom-Ylänne et al., 2006). Teacher-centred teaching methods include lecturing, direct instruction, demonstrations, drilling and practice as well as instructor presentations (Almulla, 2015). On the other hand, learner-centred teaching methods see teaching as facilitating learners' learning or learners' knowledge-construction processes or as supporting learners' conceptual change (Schweisfurth, 2015). The use of learner-centred teaching methods focuses on what learners do in relation to their efforts to activate and extend existing conceptions, and on encouraging them to construct their own knowledge and understanding (Schweisfurth, 2015).

Learner-centered teaching and learning theory and practice are based on the constructivist learning theory that emphasizes the learner's critical role in constructing meaning from new information and prior experience (Leng et al., 2018; Mohammadjani &

Tonkaboni, 2015). In a learner-centered learning environment learners choose what they will learn, how they will learn, and how their learning will be assessed (Hannafin & Hannafin, 2010). As a result, learner-centred teaching methods afford greater opportunities for fostering active, independent, and deep learning (Entwistle & Ramsden, 2015). Additionally, learner-centred teaching methods help learners develop skills for communicating in groups, especially for resolving group tensions (Usher, 2012).

Various learner centred teaching methods exist such as active learning, cooperative learning and inductive teaching and learning. Active learning involves problem solving, questions and answers, discussion, debate and brainstorming (Hassan et al., 2017; Xue & Lingling, 2018). Cooperative learning includes jigsaw, paired discussion and group work (Moate & Cox, 2015; Kocabas & Erbil, 2017; Reinhard, Pogrzeba, Townsend, & Pop, 2016). The other learner-centred teaching method is inductive teaching and learning (Drobics et al., 2003; Ingraham et al., 2018). Inductive teaching and learning methods include inquiry-based learning, case-based instruction, problem-based learning, project-based learning, discovery learning, and just-in-time learning and teaching (Brinkmann, 2015).

Teachers have a pivotal role to choose the methods and approaches to use when teaching (Brendle et al., 2017; Kaymakamoglu, 2018; Zabeli et al., 2018). Literature indicates that perceptions which teachers hold about the processes of learning and teaching and about teaching methods greatly influence how the teachers teach (Wolfe & Poon, 2015). It has been observed that tutors at Holy Family College of Nursing and Midwifery dominantly use traditional teacher-centred teaching methods rather than innovative learner-centred teaching methods. The clinical practice of most learners at the college shows that they do not link the theoretical knowledge they acquired in class to the clinical learning area. This learning deficit is typical of learners who learnt by rote-memory and not by learner-centred methods. In Malawi studies on perceptions of tutors on utilization of learner-centred teaching methods are scarce. This study was therefore, conducted to explore perceptions of tutors of Holy Family College of Nursing and Midwifery on utilization of learner-centred teaching methods

1.2 Background

Globally instructional methods have changed from teacher-centred to learner centred(Vrhovec, 2015). In the United States of America for example, efforts to change to learner-centred teaching methods started as early as 1950s. This was due to the works of psychologists and philosophers like Allport, Watson, Shaw, and Mead who found out that group work was more effective and efficient in quantity, quality, and overall productivity when compared to working alone (Vrhovec, 2015). Other philosophers and psychologists like John Dewey, Kurt Lewin, David and Roger Johnson, and Morton, also influenced the use of learner-centred teaching methods(Vrhovec, 2015). Dewey believed that it was important that learners develop knowledge and social skills that could be used outside the classroom, and in the democratic society (D. W. Johnson et al., 1998). Vrhovec indicated that Dewey's belief portrayed learners as active constructors of knowledge who discuss information and answers in groups and engage in the learning processes together rather than being passive receivers of information with the teacher talking and learners listening. Although learner-centred teaching methods have been used for a long time in America there are still challenges among lecturers in choosing teaching methods to use. A study at the University of Northern Colorado's School of Nursing for example indicated that personal perceptions determined whether or not nurse educators would choose dominantly teacher-centred or learner-centred methods of teaching (Ellis, 2016). Ellis found that this choice of teaching methods was greatly influenced by the way the nurse-educators defined teaching and learning and the roles of a nurse educator in the teaching and learning processes. Ellis's study further demonstrated that nurse educators who identified themselves as learner-centered were more likely to use learner-centered teaching in their classrooms.

In Australia, teachers were supposed to be using learner-centred teaching methods (Gillies & Boyle, 2008). Gillies and Boyle, however, found out that teachers at the University of Queensland's School of Education chose what to implement from the given methods as well as how they would carry out the implementation and how they would deal with the challenges they would face during instructional implementation. Gillies and Boyle furthermore, found that most teachers chose to use teacher-centred teaching methods. These

choices were influenced by the perceptions that the teachers had as well as the experiences they had during the implementation (Gillies & Boyle, 2008). In Spain, it was observed that continued professional development is key to ensuring successful implementation of learner-centred methods (Saborit et al., 2016). In a study at the University of Oviedo in Spain, Saborit found that the perceptions of teachers determined the readiness with which the teachers would accept continued professional training and supervision on use of new teaching methods.

In Sub-Saharan African institutions of learning, like in Ghana, reforms in education have mainly targeted the pre-service curriculum to improve its influence on classroom practice (Akyeampong, 2017). Reforms in education are taking place in order to change from the historically traditional teacher-centered education curriculum by introducing a model in which learner-centered pedagogy is used to improve teaching and learning in schools (Akyeampong, 2017). Ghana is implementing a teacher education reform programme whose aim is to incorporate practicum into teacher education programs. The aim of the reforms is to make the teachers familiar with learner-centred teaching methods during their pre-service training (Akyeampong, 2017). In regard to this reform, a study by Akyeampong found that instruction in Ghana is still teacher-centred. Akyeampong indicated that preconceptions of lecturers on what teaching is, what learning is and how learners learn influenced the readiness and extent to which the lecturers used learner-centred teaching methods.

Likewise, in nursing education both globally and in Malawian nursing education institutions, the continued and growing demand for competent nurses and the dynamic complexities of the healthcare environment have increased the need to develop nurse-midwives who are skilled in critical clinical reasoning and problem-solving (Frossard et al., 2012; Yang et al., 2018). Teaching and learning methods that focus on learner engagement, autonomy, independence and promote lifelong learning have therefore become a necessity in nursing education (Xue & Lingling, 2018). Such necessity has therefore increased the need to change to learner-centred teaching methods in nursing education. In July 2012, the Christian Health Association of Malawi (CHAM)-affiliated colleges revised the Nursing and Midwifery Technician (NMT) core curriculum (Christian Health Association of Malawi,

2012). Some of the recommended teaching methods in this curriculum are group work, group discussion, group presentation, role play, brainstorming, problem based learning, peer review and teaching, student pairing and simulation. This curriculum has been implemented since 2013. This indicates that tutors in CHAM colleges should have been using the learner-centred teaching methods since 2013. The Christian Health Association of Malawi (CHAM)-affiliated colleges have again revised the nursing and midwifery technician curriculum in 2019 and the revised version also recommends participatory teaching and learning methods (Christian Health Association of Malawi, 2020) which are also learner-centred teaching methods. However, the fact that the methods have been recommended in the curriculum does not guarantee that they are being used by teachers.

Teachers have a core responsibility to choose the teaching methods and approaches to use when teaching (Brendle et al., 2017; Kaymakamoglu, 2018; Zabeli et al., 2018). According to Wolfe and Poon (2015) teachers who perceive learning as the accumulation of information are more likely to view teaching as the transfer of information. Such teachers are more likely to use a teacher centred approach where the teacher imparts information to learners and uses assessment techniques which encourage and test rote learning. In contrast, teachers who view learning as conceptual change are more likely to view teaching as facilitating conceptual change. Such teachers are more likely to use learner-centred teaching methods in which independence in learning is encouraged through discussion, debate and questioning among learners (Wolfe & Poon, 2015). New teaching strategies introduce new roles and place new responsibilities on teachers. These new roles and responsibilities can be exciting but they can also be intimidating to teachers (Ellis, 2016). Furthermore, changing teaching strategies is quite some work and the teachers need to be convinced that the outcome thereof is worthy of it (Ellis, 2016).

1.3 Problem Statement

The nursing and midwifery technician curriculum recommends utilisation of learner-centred teaching methods. Almost all the tutors at Holy Family College of Nursing and Midwifery have been trained in principles and practice of education in their undergraduate studies. Furthermore, some tutors have also been trained in teaching methods at Malawi Institute of Education as a post-graduate course. Therefore, most of the tutors at the institution have knowledge on teaching methods. However, anecdotal records as well as observation of classroom teaching demonstrate that tutors at Holy Family College of Nursing and Midwifery still dominantly use traditional teacher-centred teaching methods rather than innovative learner-centred teaching methods. Furthermore, the clinical practice of most learners at the college shows that the learners do not link the theoretical knowledge they acquired in class to the clinical learning area. This deficit in practice is typical of learners who learnt by rote-memory and not by learner-centred methods. Literature shows that perceptions which teachers hold about the processes of learning and teaching and about teaching methods greatly influence how the teachers teach (Abudu & Mensah, 2016; Ateyat & Gasaymeh, 2015; Frossard et al., 2012). Teachers' perceptions about teaching methods help them choose instructional content, set teaching objectives, develop instructional materials, engage in interaction with learners, and evaluate overall outcomes of learning and teaching processes (Kovacevic & Akbarov, 2016). In Malawi studies on perceptions of tutors and lecturers on utilization of learner-centred teaching methods are scarce. Therefore, the study sought to explore perceptions of tutors of Holy Family College of Nursing and Midwifery on utilization of learner-centred teaching methods since teachers' perceptions are the driving force towards successful implementation of learner centered teaching methods.

1.4 Objectives of the Study

1.4.1 Broad Objective

The main purpose of the study was to explore perceptions of tutors of Holy Family College of Nursing and Midwifery in Phalombe on utilisation of learner-centred teaching methods.

1.4.2 Specific Objectives

Specifically, the study was conducted to

1. describe views of tutors at Holy Family College of Nursing and Midwifery on usage of learner-centred teaching methods.
2. explain benefits of utilising learner-centred teaching methods as perceived by tutors at Holy Family College of Nursing and Midwifery
3. examine perceived facilitators to utilisation of learner-centred teaching methods by tutors at Holy Family College of Nursing and Midwifery.
4. assess perceived barriers to utilisation of learner-centred teaching methods by tutors at Holy Family College of Nursing and Midwifery.

1.5 Significance of the Study

The study has revealed that the participants view utilisation of learner-centred teaching methods to be marred by a lot of challenges. These participants therefore less often use learner-centred teaching methods. Frequent utilisation of teacher-centred teaching methods does not encourage critical thinking skills among nursing and midwifery learners. This indicates that it is less likely that most of the nurse-midwife technicians produced under the training will make future generations of nurses and midwives who are able to think creatively and innovatively. The study has identified the challenges which the tutors think impact on their utilization of learner-centred teaching methods. If the CHAM institutions work on the challenges, they can help make the teaching and learning experiences more meaningful to students and tutors.

The study has also solicited positive and negative perceptions which tutors hold about utilization of learner-centred methods of teaching. If negative perceptions are

corrected, the tutors will likely have a positive attitude and be motivated to use learner-centred methods of teaching. Utilising learner-centred methods of teaching improves learners' social skills of working together thereby fostering learner-teacher as well as learner- learner interactions which will result in meaningful teaching and learning environments and processes.

The study has unveiled that teaching and learning resources are inadequate to support teaching and learning. If nurse educators put in place measures that ensure that learners have sufficient information sources, it will help the learners to develop their abilities to source information. These learners will then develop or improve their critical thinking skills and engage in research oriented study.

The study has found that most of the learners study for utility – just to pass examinations. Thus it is not strange for learners to memorize relevant course materials and regurgitate them during examinations. This study will help teachers identify views or perceptions which make them highly dependent on power point teaching style to cover as much content as possible. The teachers will be assisted to analyse their own perceptions and how they affect choice of teaching methods. The teachers will then consider introducing learners to additional course resources and teaching and learning methods which will broaden the learners' understanding of the subject matter. Lifelong learning will therefore be encouraged among learners.

2. LITERATURE REVIEW

2.1 Introduction

This literature review is a critical analysis of pertinent data related to use of learner-centred teaching methods by college lecturers and tutors. The literature review includes a discussion on utilisation of learner-centred teaching methods and their underpinning theories with emphasis on the constructivist theory. The literature review has also indicated that knowledge construction is facilitated by teachers who bring their own experiences and perceptions to the teaching and learning environment. The literature review has further included issues affecting utilisation of learner-centred methods of teaching. This chapter explains how the literature search was conducted followed by a discussion of the constructivist learning theory and its influence on learner-centred teaching, benefits of using learner-centred teaching methods and issues affecting utilisation of learner-centred teaching methods.

Initially, the Education Research Information Centre (ERIC) electronic database was searched using key words “perceptions”, “learner-centred” and “teaching methods”. The criteria for selecting items were that they should focus on perceptions, teaching methods and learner-centred teaching methods. This yielded 50 sources. Some items were relevant and others were not relevant. The period of publication was also used as an inclusion criterion where the aim was to get items from around the years 2009-2019. However, in some cases items from earlier dates were used, especially where the item appeared quite relevant and important for the study. Boolean logic was also used to search on google scholar with the following key words “Perceptions AND lecturers” which yielded 5 sources, “Perceptions AND Teaching methods” which yielded 3 sources and “Perceptions AND Learner-centred teaching” ' which yielded 10 sources. The items accessed were not enough for a literature review therefore another search was conducted through HINARI. “Teachers’ perceptions on teaching methods” was used as the key word and this yielded 470 sources. Both relevant and irrelevant items were found and the same inclusion criteria as above were used. Quite a good number of sources for the literature review were further identified through the ancestry approach. This involved using citations from related articles or books as well as using articles which have cited the article to track other relevant literature sources(Polit & Beck, 2017)

Objectives of the study were also used to guide literature search. The identified relevant literature was then critically analysed.

2.2 Constructivist theory and learner-centred teaching methods

Constructivism is currently the dominant educational theory emphasizing learner-centered teaching (Yoo et al., 2014). Constructivist teaching and learning approach is a participatory approach in which learners actively take part in the learning process (Fernando & Marikar, 2017). Constructivism holds that knowledge comes from one's personal interpretation of one's interactions with the world (Kala et al., 2010). Under a constructivist perspective, each learner builds his or her own body of knowledge based on individual experiences (Fernando & Marikar, 2017). The roots of constructivism are generally attributed to Jean Piaget, who in 1936 articulated mechanisms by which information from the environment and ideas from the individual interact and result in internalized structures developed by learners (Tobias & Duffy, 2009). Jean Piaget identified processes of assimilation and accommodation that are key in this interaction as individuals construct new knowledge from their experiences (Tobias & Duffy, 2009). John Dewey (1933/1998) is often cited as the philosophical founder of this approach. Bruner (1990) and Piaget (1972) are considered the chief theorists among the cognitive constructivists, while Vygotsky (1978) is the major theorist among the social constructivists (Taber, 2019). Cognitive constructivists like Bruner and Piaget rejected the idea that learning was the passive assimilation of given knowledge. Instead, they proposed that learning is a dynamic process comprising successive stages of adaption to reality during which learners actively construct knowledge by creating and testing their own theories of the world (Taber, 2019). Bruner and Piaget said that different processes were used by learners in problem solving, that these vary from person to person and that social interaction lay at the root of good learning. Bruner and Piaget said that learning must therefore be a process of discovery where learners build their own knowledge, with the active dialogue of teachers, building on their existing knowledge (Taber, 2019).. Social constructivists like Vygotsky believed that in order for an individual to learn social interaction with other individuals must happen first. It is after this interaction that an individual will be able to pay voluntary attention to situations, engage to commit the situation or experience to memory and form concepts which are abstract representations of reality (Taber, 2019). John Dewey rejected the notion that schools should focus on repetitive,

rote memorization and proposed a method of directed living in which students would engage in real-world, practical workshops and demonstrate their knowledge through creativity and collaboration. Dewey suggested that students should be provided with opportunities to think for themselves and articulate their thoughts. Dewey called for education to be grounded in real experience (Jacobs, 1991; Taber, 2019; Thapa et al., 2012). By the 1980s the research of Dewey and Vygotsky had blended with Piaget's work in developmental psychology into the broad approach of constructivism (Boddington, 2009; Guseva & Solomonovich, 2017; Plutino, 2017).

There are many specific elements and principles of constructivism that shape the way the theory works and applies to students (Feyzi Behnagh & Yasrebi, 2020). Some of the principles are knowledge is constructed (González-Carriedo et al., 2016). This basic principle means that knowledge is built upon other knowledge. The other principle is that people learn to learn, as they learn (Feyzi Behnagh & Yasrebi, 2020). Another principle is that learning is an active process in which the learner needs to do something in order to learn (González-Carriedo et al., 2016). It's not a passive activity. Another principle is that learning is a social activity. This implies that learning is directly associated to our connection with other people. Constructivism also holds that learning is contextual. This means that learners don't learn isolated facts and theories separate from the rest of their lives. Individuals learn in ways connected to things they already know and what they believe. This means that the things we learn and the points we tend to remember are connected to the things going on around us (Al-Abdulkareem & Hentschke, 2014). Knowledge is personal because constructivism is based on one's own experiences and beliefs. Constructivism also holds that learning exists in the mind. Hands-on experiences and physical actions are necessary for learning, but those elements are not enough. Engaging the mind is key to successful learning. Learning needs to involve activities for the minds, not just our hands. Mental experiences are needed for retaining knowledge. Another principle is that motivation is key to learning (Cakir, 2008; Fernando & Marikar, 2017; Lemay & Doleck, 2020; Tobias & Duffy, 2009). Students are unable to learn if they are unmotivated. Educators need to have ways to engage and motivate learners to activate their minds and help them be excited about education. Without motivation, it is difficult for learners to reach into their past experience and make connections for new learning.

Constructivist classrooms rely on four key areas to be successful (Badie, 2015; Chang, 2014; Fernando & Marikar, 2017; Lemay & Doleck, 2020; Nykiel-Herbert, 2004). These key areas are shared knowledge between teachers and students, shared authority between teachers and students, teachers act as a guide or facilitator in learning and learning groups consist of small numbers of students (Badie, 2015; Chang, 2014; Fernando & Marikar, 2017; Lemay & Doleck, 2020; Nykiel-Herbert, 2004). Constructivist classrooms are often very different from normal classrooms in many ways. Constructivist classrooms focus on student questions and interests, they build on what students already know, they focus on interactive learning and are student-centered. Teachers have a dialogue with students to help them construct their own knowledge. They are rooted in negotiation, and students work primarily in groups. The basic tenet of constructivism is that students learn by doing rather than observing. Students bring prior knowledge into a learning situation in which they must critique and re-evaluate their understanding of the situation (Chumbley et al., 2015; Dastpak et al., 2017; Linn, 2015; Z. Wang et al., 2014; Xue & Lingling, 2018).

In learner-centred teaching, the educator guides learners in constructing understanding and applying knowledge using an interactive, social context (Aydogdu & Selanik-Ay, 2016; Yoo et al., 2014). Learners are encouraged to think critically about the content and reflect on their learning process (Bayat & Naicker, 2012; Brinkmann, 2015). Learners become invested in their learning because, in the constructivist tradition, they have to create their own understanding of the subject (Ellis, 2016). The principles of constructivism in nursing education can be understood as making learners engage in an active process of discovering knowledge by working through the problems, issues and common scenarios in the profession of nursing (Ellis, 2016). The relationship between constructivism and nursing education implies that nurse educators have a vital role to assist learners to critically think about the knowledge which they construct. It is, therefore, vital for the nurse educators to understand their role so that they can be effective facilitators of knowledge construction. Approaches which assist nursing and midwifery learners to construct their own knowledge comprise learner-centred teaching methods (Weimer, 2013). This implies that learner-centered teaching is not merely a specific teaching method such as group work, active learning, learner engagement and problem-based learning (Ellis, 2016).

It is more than one method and is more comprehensive (Alabi & Lami, 2015; AlBuali & Khan, 2018; Almulla, 2015).

To facilitate the knowledge construction process, teachers can use several learner-centred teaching methods. These learner-centred teaching methods can broadly be classified into three groups as individualistic, competitive and cooperative (Aydin & Akyüz, 2017). Deutsh (1949) identified these three learner-centred teaching methods through which learners can be viewed as they relate with their peers, teachers and learning resources (Aydin & Akyüz, 2017). Individualistic learner-centred teaching is a perspective that couples a focus on individual learners with a focus on learning (Singh, 2010). Individualistic learner-centred teaching implies looking at learners' heredity, experiences, perspectives, backgrounds, talents, interest, capacity and needs when designing, implementing and evaluating learning (R. T. Johnson, 1983). To measure and evaluate individualistic learner-centred instruction, instructional designers and teachers use individualized tools like portfolios (Cheng et al., 2018). Individualistic learner-centred approach requires that a teacher has adequate time for each learner. Therefore this approach requires small numbers of learners (Singh, 2010). Utilizing individualistic learner-centred teaching is therefore likely to increase the need for more teachers per class. Teachers who are content-driven and hard-pressed of time are, therefore, less likely to use individualistic learner-centred teaching approaches.

In competitive learner-centred teaching one learner intends to outdo other learners and prove himself/herself the best (Singh, 2010). According to Johnson and Johnson (1983), competitive learning is that kind of learning in which the learners work against each other for the purpose of achieving a good grade. Competitive learning can be interpersonal or intergroup. Competitive learning goal structures are either constructive or destructive (Ahour & Haradasht, 2014). Constructive competitive learning is the desired form of competitiveness because the winner tries to assist the loser by giving him/her some tips as to how they could achieve the breakthrough stage (Vasquez-Martinez et al., 2015)). In nursing education and practice where efficiency is of paramount importance that kind of competition where the purpose is to select the one who carries out a particular task more efficiently can sometimes prove to be useful.

Cooperative or collaborative learning is a learner-centred teaching method in which peers work together on a learning task (Surian & Damini, 2014), with the goal that all

participants should benefit from the interaction (Mohammadjani & Tonkaboni, 2015). In cooperative learner centred teaching the learning efforts of a learner to reach his/her goal have a supportive effect on the other learners (Singh, 2010). There are many approaches which can be used in cooperative learner-centred teaching. Some of them are the scripted cooperation (Oloyede; et al., 2012), flipped classroom teaching (H. Lu & Kitt-Lewis, 2018), Teacher–Student Interaction or Tutorial (Hawks, 2014), Team-Based Learning and Peer Feedback (H. Lu & Kitt-Lewis, 2018), active learning in which learners solve problems, answer questions, formulate questions of their own, discuss, explain, debate and brainstorm (Orprayoon, 2014) and jigsaw (Mengduo & Xiaoling, 2010). Other cooperative learner-centred teaching methods include inductive methods like inquiry-based learning, case-based instruction, problem-based learning, project-based learning, discovery learning, and just-in-time teaching (Yoo et al., 2014).

According to Greer et al. (2010), various learner-centred teaching methods are used in nursing education. The methods include distance education pedagogy, narrative pedagogy, problem-based learning, experiential learning, work-based learning, and contextual learning. These methods can be used in either traditional or contemporary pedagogy. When used in traditional pedagogy the methods will be teacher-centered focusing on the amount of content to be covered; and the assessment measures learners' ability to remember content (Weimer, 2013). The same teaching approaches are also used in learner-centered teaching methods which are self-directed and with more active participation of the learner (Greer, Matthias, Swanson, & Brown, 2009). Teachers who are learner-centred in teaching do not only provide information, but also make learners aware of and engage in restructuring of information (Oyelana et al., 2018a). Learner-centred teachers make learners more active in the learning environment, support learners' initiatives, shape the course according to learners' reactions, organize appropriate materials, provide collaborative activities and prepare debate and problem solving environments (Akdemir & Özçelik, 2019).

This literature has shown that it is not just the approaches that make a teaching method learner-centred. The activities which the teacher uses to engage the learners and make them active participants in the knowledge construction process are equally important. It was, therefore, important for this study to explore not only the approaches that the tutors

claim that they use when teaching but also to describe the views which the tutors hold when they give learners activities and how they make the learners engage in those activities to determine if the tutors are really learner-centred in approach.

2.3 Utilisation of learner-centred teaching methods

Literature shows that perceptions of teachers influence whether or not they will implement particular teaching methods, what they will implement from the given methods and how they will carry out the implementation (Bailey & Colley, 2015; Surian & Damini, 2014; Vale et al., 2010).

In a study conducted at the University of Queensland, School of Education in Australia, whose aim was to report on perceptions of teachers who implemented cooperative learning in their classrooms, it was found out that all the participating teachers reported positively about cooperative learning and its benefits (Gillies & Boyle, 2010). Gillies and Boyle further found out that the teachers cited challenges like learners socializing instead of working in their groups, the fact that time management was difficult as well as the fact that cooperative learning required a lot of preparation, organisation and choice of learning tasks which would motivate learners. Other issues raised concerned challenges of choosing or assigning members to a group so that they have mixed characteristics like gender, intellectual capacity and skills ability as well as choosing an assessment modality for small groups.

In a study conducted among teachers of one school in Johor Bahru in Malaysia whose aim was to identify teacher perceptions on learner-centred teaching methods, it was reported that the teachers had positive perceptions about learner-centred teaching methods (Alias et al., 2018). Alias et al. noted that the teachers identified benefits of learner-centred teaching methods like the fact that it can create an attractive learning atmosphere in the classroom and that it builds learner positive attitude in the learning process. The teachers further said that although learner-centred teaching methods were difficult to implement and were very demanding on the part of the teachers, the teachers were ready to implement it because of the benefits it brought to learners (Alias et al., 2018). These findings indicate that when teachers have positive perceptions about a particular teaching method, they will be eager to implement it in spite of the challenges that they face.

One similarity between the study conducted by Gillies and Boyle and that conducted by Alias et al. is that both studies were conducted in universities where teaching and

learning resources are adequate compared to studies conducted in colleges of nursing and midwifery in Malawi which are resource-constrained. Another similarity in the two studies is in the findings which reveal that although teachers experience challenges in utilisation of learner-centred teaching methods, they are still eagerly implementing the learner-centred teaching methods. This prompted this researcher to explore if tutors of the college under study are also eager to continue utilising learner-centred teaching methods albeit the challenges they experience.

Another study was carried out at the University of Oviedo in Spain and its aim was to assess the influence of training programmes on teachers' attitude and perceptions related to implementation of cooperative learning in educational contexts (Saborit et al., 2016). Saborit et al. found out that teachers said if they were well trained and monitored, they would have a positive attitude towards cooperative learning. These observations signify that teacher preparation, monitoring and motivation are important in ensuring their continued utilization of learner-centred teaching methods.

In America, Ellis (2016), carried out a study to investigate the role of nurse-educators' beliefs and self-perceptions in their use of learner-centred teaching in the classroom at the University of Northern Colorado's School of Nursing. The study indicated that perceptions determined whether or not nurse educators would choose dominantly teacher-centred or learner-centred methods of teaching. Ellis found out that those teachers who identified themselves as dominantly learner-centred were more likely to use learner-centred teaching methods than those who identified themselves as dominantly teacher-centred. Ellis also found out that nurse-educators who identified themselves as learner-centered were more likely to show behaviors that promote learner-centredness. This choice of teaching methods was greatly influenced by the way the nurse-educators defined teaching and learning and the roles of a nurse educator in the teaching and learning processes (Ellis, 2016). Ellis further found out that those nurse-educators who believed that learner-centred teaching was more beneficial to learners in making them understand and apply nursing concepts were even much more likely to use learner-centred teaching in the classroom than those who did not believe so. These findings indicate that the way a teacher defines important concepts in education like teaching, learning and the teacher's role in the education process influences what methods the teacher chooses to use when teaching.

In Sub-Saharan Africa countries like Ghana reforms in education have mainly targeted the pre-service curriculum to improve its influence on classroom practice (Akyeampong, 2017). The aim of such reforms is to change from the historically traditional teacher-centered education curriculum by introducing a model in which learner-centered pedagogy is used to improve teaching and learning in schools. In Ghana, a teacher education reform has been implemented since 2004 which aims at incorporating practicum into teacher education programs in order to make the teachers familiar with learner-centred teaching methods during their pre-service training (Akyeampong, 2017). However, in his study, Akyeampong found out that instruction in Ghana is still teacher-centred. The study indicated that preconceptions of lecturers on what teaching is, what learning is and how learners learn influenced the readiness and extent of the lecturers' use of learner-centred teaching methods (Akyeampong, 2017). These findings by Akyeampong correlate with those of Ellis (2016) since both indicate that the way a teacher defines important concepts in education like teaching, learning and the teacher's role in the education process influences what methods the teacher chooses to use when teaching.

In a study whose purpose was to establish teachers' perspective towards their involvement in selection and organization of learning experiences and implementation of curriculum in Meru and Nairobi Counties in Kenya, Kobiah (2016), established that there was a statically significant relationship between teachers' perspective towards their involvement in selection and organisation of learning experiences and the implementation of curriculum. The study indicated that increasing teacher-involvement in curriculum development would enable teachers to air their opinions regarding curriculum issues. This would lead to greater participation and understanding thus creating ownership of the curriculum by teachers which may lead to effective implementation of the curriculum (Kobiah, 2016). The findings imply that teachers who participate actively in curriculum development will understand the curriculum better and take ownership of that curriculum. Such teachers are more likely to implement the teaching methods suggested in that curriculum. The findings by Kobiah correspond with those by Saborit et al. (2016) since both studies imply that teachers who have been involved in curriculum planning and development and are well trained and monitored will have a positive attitude towards learner-centred teaching methods and are more likely to implement those methods. These

corresponding findings have been found in spite of the differences in the research methods used whereby Saborit et al. used a quantitative approach while Kobiah used a qualitative approach.

In a study among secondary school trainee teachers in Malawi whose aim was to determine whether trainee teachers appropriate and apply learner-centred teaching methods, Mtika and Gates (2010), found out that various complex and interrelated issues influenced appropriation and application of learner-centred education in Malawi. Some of the influencing factors included teacher education systems, teachers' personal stance or disposition, inhibitive school culture and an examination-oriented national curriculum (Mtika & Gates, 2010). The study further revealed that sometimes the trainee teachers did not fully appropriate the learner-centred teaching methods or at other times, the teachers fully appropriated the methods but were hindered from their use due to the situations at the working environment (Mtika & Gates, 2010).

The studies have shown that perceptions influence decisions of teachers on whether or not to implement particular teaching methods, which approaches to implement and how to implement them. It was therefore necessary for this study to explore the perceptions behind the decisions which the tutors make before, during and after teaching.

2.4 Teachers' experiences when using learner-centred teaching methods

Literature has shed light on the experiences of teachers when implementing learner-centered instruction. The literature has indicated that teachers felt delighted to act as agents of change to learners, to build conducive learning environments for learners and to facilitate knowledge construction (Alsubaie, 2016; Boopathiraj & Chellamani, 2015; Cattafi, 2018; Dakin, 2018; Department of Curriculum and Instructional Studies, University of South Africa, Pretoria, South Africa & du Plessis, 2020). The teachers were, however dismayed by the observation that they were overloaded with content to be covered in the shortest time available and that some learners were unwilling to engage in learner-centred learning activities (Asamoah & Mackin, 2015; Asimwe et al., 2017; Di Biase, 2015; Ghaith, 2018).

2.4.1 Change in roles

One common feature in learner-centred teaching is change in roles that teachers play in the teaching and learning process. One key area in constructivist learning is that a teacher

acts as a guide or facilitator in learning (Badie, 2015; Chang, 2014; Fernando & Marikar, 2017; Lemay & Doleck, 2020; Nykiel-Herbert, 2004). In a study by Keiler(2018) whose purpose was to explore the impacts on teachers of preparing them for their roles in learner-centered teaching, teachers described experiencing changes in the roles they played in the classroom and shifts in their identities as teachers. In this study, Keiler found that the teachers described these identity transformations as individual journeys which had some patterns occurring in common to all teachers. For most teachers in the study, implementing learner-centred teaching methods enabled them to take up their desired professional identities, enabled them to be the teachers they wanted to be thereby resulting in a smooth and fulfilling experience (Keiler, 2018). Keiler 's findings correspond with those of Holst et al.(2017) who also found that some teachers accepted the change in their roles from giver of information to facilitator of knowledge construction. The teachers indicated that they had to keep hands on their backs and zip on their mouths as much as possible because they wanted to see that learners developed and did those things that they thought that they should do (Holst et al., 2017).

However, some teachers' pre-existing identities clashed with the ethos and structure of learner-centred teaching environments. Some teachers' identities in Keiler's(2018) study remained intractably in conflict with implementation of learner-centred teaching methods causing stress for the teacher, fellow teachers and learners. A veteran Algebra teacher, for example, claimed that she had always been successful with having learners sit and listen to her and she did not see why she should do anything differently, describing herself as old school (Keiler, 2018). This kind of resistance to adopt new teaching methods poses an important challenge to program implementation and scale up. These findings of resistance to change correlate with the observation in the current study where classroom practices as well as anecdotal records indicate that most tutors are still dominantly teacher-centred in approach to teaching.

2.4.2. Sharing life experiences

One principle of constructivism which guides utilisation of learner-centred teaching methods is that knowledge is contextual (Al-Abdulkareem & Hentschke, 2014). This implies that individuals do not learn facts in isolation but by linking new information to

previous knowledge or experiences. Studies indicate that learners learn better if they are assisted to link new information to previous knowledge and experiences (Al-Abdulkareem & Hentschke, 2014; Kung et al., 2018; Seng, 2014). The previous information can come from life experiences of teachers or fellow learners. Stories shared between teachers and learners provide experiential knowledge that becomes an important element of intended learning. In a study by Kung et al. (2018) teachers felt that their own stories gave credibility to their teaching as people who had been there in practice. In the study by Kung et al. the teachers described their role as one of enabling learners to recall particular life experiences, encouraging them to engage in critical thinking about these experiences and relate them with current information. Seng also noted that teachers described their role in learner-centred teaching and learning in terms of facilitating knowledge construction. The teachers said they help learners to bring in their own past experiences and relate them to what they are learning especially when dealing with problem solving activities or carrying out role plays or even when doing certain experiments (Seng, 2014). The teachers pointed out that when current information was related to real-life situations, the learners made use of their knowledge from their past experiences and related it to the activities or work being done in class (Seng, 2014). The challenge for the teachers is to make the learning experiences more meaningful. The teacher's pedagogical ability to work with learners to co-construct theory from lived experiences is all the more credible when the teacher has an up-to-date experiential understanding of the professional field (Seng, 2014). Another ongoing concern for the teachers is to ensure that learners feel safe enough to share what they know and who they are (Kung et al., 2018).

2.4.3 Agents of change

Studies also indicate that teachers feel satisfied when they assist learners to change from the state of knowing less to that of knowing and understanding more and better (Abe et al., 2014; Altemueller & Lindquist, 2017; Foyle & And Others, 1989; Jacobs & Chin, 2017; J. Wang & Fang, 2005). A study by Kung et al. (2018) found that teachers felt gratified that they acted as agents of change to learners. The teachers observed that the learners suddenly started sharing their new understandings and the teachers then realised that they had actually helped knowledge construction to happen. The teachers described these as moments when they had a sense that all their efforts were worth it (Kung et al., 2018). Some

teachers also felt satisfied that they were able to support individual learners with specific needs. In a study by Keiler(2018) teachers said they were able to sit with groups, have in-depth conversations, and support struggling learners for extended periods of time.

2.4.4 Building a relationship with learners

The place and space in which teachers and learners work needs to be safe and respectful in order for it to be conducive to learning. Teachers in a research by Kung et al. (2018) reported that they deliberately constructed a place and space for learners that has a homely feel (Kung et al., 2018). The teachers reported that when utilizing learner-centred teaching methods the teachers worked with learners as the learners work with the content and among each other (Kung et al., 2018). This implies that the teachers had an open mind so that they should learn with and from the learners.

2.4.5 Noisy and Time-Consuming

Making learners engage in learner-centred teaching activities is a daunting task and requires more time. In a study by Bailey and Colley (2015) teachers interpreted learner-centredness as a pedagogical approach which placed the learners and their needs at the heart of their practice. But the teachers acknowledged that the amount of scheduled time available to them was often insufficient to meet the needs of learners (Bailey & Colley, 2015). In a study by Seng (2014) teachers had a similar experience. The teachers admitted that the class became quite noisy at times especially during activities(Seng, 2014). But the teachers were delighted that the learners were actively taking part in their learning. So, a little noise was bearable to the teachers (Seng, 2014).

2.4.6 Teaching for examinations

Studies show that placing too much emphasis on covering a standard curriculum and preparing for standard examinations influence acceptance and utilisation of learner-centered teaching methods. A study by Vavrus, Thomas and Bartlett (2011) pointed out that teachers often feel intense pressure to cover an ambitious syllabus in their subjects in preparation for examinations based primarily on the recall of factual information in their discipline. Vavrus et al. further pointed out that teachers said that they faced challenges with utilisation of learner-centred teaching methods because most curricula and national examinations are based on behaviourist assumptions which consider knowledge as discrete, sequential and

non-ambiguous. Such assumptions consider the role of examinations as helping to differentiate learners who know and those who do not know (Vavrus, et al., 2011). Similarly a study by Jabbour(2013)found that teachers commented that the overcrowded standard curriculum and extremely busy work-day forced the teachers to cram the curriculum in too little time in order to cover all the content of the standard curriculum to enable learners pass the standard examinations. This kind of pressure was, therefore, pushing many teachers to choose to use the traditional teacher-centred teaching methods (Jabbour, 2013).

2.4.7 Spirit of dependence

A study by Seng (2014) in Malaysia whose aim was to explore teachers' views on the learner-centred approach to teaching found that teachers expressed that when they were beginning to use learner-centred teaching methods there was a lot of skepticism among learners. The teachers said learners who had been used to being spoon-fed under the teacher-centred teaching approach felt uneasy and unhappy in the initial phases of utilizing learner-centred teaching methods in their learning (Seng, 2014). In a study by Bailey and Colley (2015) teachers expressed experiencing feelings of frustration because they gave their personal time and effort, but felt that this time and effort was not reciprocated by learners. The teachers expressed concern that the true spirit of learner-centredness was being lost, because some learners were becoming more dependent on teacher support rather than developing themselves as independent and self-motivated learners (Bailey & Colley, 2015).

2.4.8 Not knowing what learners are doing

One feature common in utilisation of learner-centred teaching is teachers knowing what the learners are doing when they engage in learner-centred learning activities. Keiler(2018) found that teachers said when the teacher did not speak the learners' language, the teacher did not know if the learners were discussing what was supposed to be done or their personal weekend plans (Keiler, 2018). This difference in language is likely to affect the facilitator role of a teacher in learner-centred teaching.

2.5 Issues affecting utilisation of learner centred teaching methods

2.5.1 Characteristics of a teaching environment

Several authors have isolated some characteristics which make teaching methods qualify as learner centred (Aydin & Akyüz, 2017; Veenman et al., 2002). Conti (2004)

developed the Principles of Adult Learning Scale (PALS) inventory. In this inventory Conti identified seven factors which comprise a learner-centred teaching method. These factors are: learner-centred activities, personalizing instruction, relating to experience, assessing student needs, climate building, participation in the learning process and flexibility for personal development. (Conti, 2004). Conti argued that presence or absence of learner-centred activities in a classroom can be used as one of the indicators defining a teacher's teaching method. During learner-centred activities a teacher does not always use disciplinary action when cases arise, encourages learners to adopt high esteem, determines the educational objectives together with the learners and plans units taking into consideration the learners' socio-economic backgrounds (Singh, 2010). Such a teacher varies his/her teaching methods because she/he knows that learners do not have a similar style of learning (Usher, 2012; Xue & Lingling, 2018). The teacher uses flexible and wider modes of assessment to measure the degree of academic growth and uses teaching and learning materials that were designed by learners themselves (Kovacevic & Akbarov, 2016).

Personalizing instruction is a factor that measures the extent to which the learning process is individualized in order to meet the needs of each learner (Singh, 2010). A learner-oriented teaching style lets the lesson and process of learning pace itself (Singh, 2010). Different techniques depending on the learners being taught are used. Personalizing instruction signifies an individualised and customized learning where teachers have high expectations of all learners and pay attention to what learners bring into the class such as knowledge, skills and attitudes (D. W. Johnson & Johnson, 2009; Oloyede; et al., 2012; Sahin, 2007). The approach considers the learners' needs and learning styles. Teachers are also aware of the learners' individual differences (Tawalbeh & AlAsmari, 2015).

Relating to experience is another factor characterizing learner-centred teaching (Kovacevic & Akbarov, 2016). If an educator takes into account a learner's prior experience and tries to make the learner relate new learning experiences to the prior ones, she/he is practicing a learner-centred approach (Bagarukayo, 2018; Tran & Lewis, 2012; Wolfe & Poon, 2015). Learner-centred teaching also stimulates learner's independence in the learning process and organizes learning tasks in the way they could be encountered in everyday life (Wolfe & Poon, 2015).

The way of assessing learners' needs is another indicator of one's teaching style. If an educator counsels their students informally, takes into account the learners' goals and helps them see the gaps between their goals and the current performance, and if she/he helps them develop both short-range and long-range objectives, her/his teaching style bears the learner-centred characteristics (Bailey & Colley, 2015). The teaching style might also be defined by climate building in an educational setting. If the teacher fosters development of a friendly and informal atmosphere in a classroom and encourages dialogue among the learners, he/she is being learner-centred (Yeboah et al., 2016). Such a teacher accepts errors as a natural part of the learning process and stimulates risk-taking which will help learners explore and develop their interpersonal skills, if the failure is used as a feedback in the learning to come (Bailey & Colley, 2015).

Participation in the learning process is another factor in defining the type of teaching style (Kovacevic & Akbarov, 2016). This concept identifies if a teacher provides a chance to learners to participate in developing the criteria for evaluating their performance in class (Kaliisa & Picard, 2017; Linn, 2015; McLeish, 2009). The approach also determines if the teacher arranges the classroom in the way that learners could easily communicate, if learners can participate in making decisions about the topics to be covered and whether they are allowed to identify their own problems to be solved. If answers to all the questions asked are positive, the teacher has a highly learner-centred teaching style (Siegle et al., 2016).

The other factor is flexibility for personal development. If an educator provides the knowledge rather than facilitates it, if she/he determines the objectives for the learners before the program starts and does not abandon or change them until the end of a lesson or programme, if the disciplined class is found stimulatory for learning, if relating to learners' self-concept is avoided, the teacher displays a teacher-centred style (Colley, 2012). On the other hand, if personal fulfilment is aimed at and if in doing so flexibility is maintained through the process, the style under the scope is one of learner-centred nature (Needham et al., 2016; Rungrojngarmcharoen, 2013).

The responsibility of the learner in a learner-centred environment is shown when learners are regarded as engaged, self-directed partners who gain insight through group/peer interaction (Weimer, 2013). The responsibilities of learners extend beyond the classroom.

Learners are encouraged to apply learning in a service and practice-oriented manner to community settings (West et al., 2014). Engaged learners are active participants willing to take risks in learning, overcoming fears through experiential learning events, and gaining knowledge and skills through learner-centered activities (Greer et al., 2010). The learner-centered activities involve group/peer interaction and use of collaborative strategies to engage learners in shared dialogue with teachers, peers, and clients (Pomykalski, 2017; Worley, 2013). An increase in learner participation creates a learner-centered environment. This could be accomplished through knowledgeable presentations using multimedia, e-sites, critical thinking questions, problem-solving slides and any active methodology which requires the learner to stay awake and attentive and participative (Colley, 2012). This means that learners have a responsibility to collaborate in the education process, providing feedback that influences learning outcomes (Greer et al., 2010). In a learner-centred teaching approach, there is a change in the philosophy of evaluation to the use of reflection as an approach to make learning meaningful to learners and to reveal to them their experienced growth and gain in confidence (Z. Lu et al., 2010).

According to Weimer (2013) there are five characteristics of learner-centered teaching which are the fact that learner-centered teaching engages learners in the hard, messy work of learning, that learner-centered teaching includes explicit skill instruction which aims to teach learners how to think, solve problems, evaluate evidence, analyze arguments and generate hypotheses. Learner-centered teaching encourages learners to reflect on what they are learning and how they are learning it (McDonough, 2012; Z. Wang et al., 2014). Learner-centered teaching also motivates learners by giving them some control over learning processes and it encourages collaboration among learners and with teachers (Weimer, 2013).

2.5.2. Inhibitors to utilisation of learner-centered teaching methods

Inhibitors to utilisation of learner-centered teaching methods could be teacher-related, learner-related or environment related (Alan CK Cheung & Timothy WW Yuen, 2017; Asimwe et al., 2017). Teacher-related inhibitors to utilisation of learner-centered teaching methods include negative attitudes exhibited by teaching peers, inflexibility, resistance to change, and fear of failure (Brown et al., 2009). One cause of fear of failure is that if learners evaluate teachers and negative feedback is given, the negative evaluation could sway promotion and tenure reviewers (Brown et al., 2009). A study in Taiwan by

Bayat and Naicker,(2012) showed that lecturers believed that their attitude toward learner-centered instruction is not a barrier to implementing the learner-centered instruction. The lecturers, however believed that lack of time, seating arrangement in classrooms where seats are fixed not movable, lack of knowledge about learner-centered instruction, institutional barriers like rigid schedules, university rules, learners' attitude towards learner-centered teaching, subject and content-oriented culture and crowded classes are all possible barriers that hinder the implementation of learner-centered instruction (Nasrin H et al., 2012; Saarikoski et al., 2013). These findings indicate that the lecturers do not consider themselves as the main barrier to utilisation of learner-centred teaching methods. Inflexible institutional managers could also pose a threat to utilisation of learner-centred teaching methods. It is difficult to transform to a learner-centered model in environments that reflect an institutional manager who is highly conventional, rigid, and wants total control.

Rodriguez-Valls, & Ponce, (2013) discussed several barriers to implementing learner-centered instruction. These include lack of time, learner-centred and content-driven assessment modalities, institutional barriers, lack of knowledge about learner-centered instruction among teachers; subject-driven culture and teachers' attitude towards learner-centered instruction. Rodrigue-Valls, & Ponce also maintained that lack of funding, limited resources, student behaviour, class size, inclusion of severe-needs learners, and parents who complain about challenging activities can be seen as other barriers to implementing learner-centered instruction.

In a study on challenges of applying a student-centred approach to learning in the context of education in Kyrgyzstan, it was found that the majority of Kyrgyz educators were reluctant to change (de la Sablonnie` re et al., 2009). This is explained by one or a combination of the following reasons: lack of motivation, reluctance to compromise their privileged position, the need for facilitating conditions, and the paucity of resources. These problems include insufficient resources for academic institutions, insufficiently qualified colleagues, high rate of student drop-outs, constantly changing curriculum, severe lack of textbooks, as well as low salaries with frequent delays and deductions (de la Sablonnie` re et al., 2009).

2.6 Conclusion

The literature has shown that using learner-centred teaching methods is not just about the activities which take place in the classroom. It starts from the planning stage and the extent to which learners are involved. It also involves the characteristics of the environment where the teaching is taking place, the teacher himself/herself and the evaluation criteria that have been planned. Learner-involvement when planning, implementing and evaluating learning is an important aspect which should be considered in exploration of utilization of learner-centred teaching methods. Other important issues regarding utilization of learner-centred teaching methods which have been shown by literature are the ability of the teacher to help learners relate current knowledge with previous knowledge and experiences and the readiness of the teacher to share power, authority and responsibility for learning and teaching with the learners. This study therefore also endeavoured to explore the issues which impact utilisation of learner-centred teaching methods apart from describing views on utilisation of learner-centred teaching methods and analysing benefits of utilising learner-centred teaching methods.

In summary, the literature has shown that

1. the activities which the teacher uses to engage the learners and make them active participants in the knowledge construction process are equally important. It was, therefore, important for this study to explore not only the approaches that the tutors claim that they use when teaching but also to describe the views which the tutors hold when they give learners activities and how they make the learners engage in those activities

2. the way a teacher defines important concepts in education like teaching, learning and the teacher's role in the education process influences what methods the teacher chooses to use when teaching hence the need to describe the views of the tutors on utilisation of learner-centred teaching methods

3. some veteran teachers are resistant to change and think that the way they have taught traditionally is the best.

4. although teachers experience challenges in utilisation of learner-centred teaching methods, the teachers are still eagerly implementing the learner-centred teaching methods. This indicates why it is necessary to determine the perceived benefits and facilitators to utilisation of learner-centred teaching methods

3. Research Methodology

3.0 Introduction

In this section, the researcher presents the design, population, sample size, methods of data collection and analysis used in the study. In addition, the chapter also presents the steps which were followed to ensure compliance with ethical requirements and safe data management and storage.

3.1 Research methods and approach

This was a qualitative study. Qualitative research method is based on the philosophical principle of constructionism which is predicated on the assumptions that knowledge of reality is subjective, situation ally and culturally variable and ideologically conscious (LoBiondo-Wood & Haber, 2018). Knowledge about reality is constructed individually according to how one interprets what he/she experiences. To gather data on individual knowledge or information it is best to conduct research in the natural setting of the participants (LoBiondo-Wood & Haber, 2018). Ontologically, qualitative study is based on the principle that although reality is one, it is experienced and perceived differently by different individuals. Therefore different people attach different meanings to their experiences. Epistemologically, qualitative study is preceded on the principle that knowledge about reality can be obtained by engaging the individuals experiencing the reality so that they describe their experiences, views and perceptions. The study focused on the descriptions of the participants of what they do in their genuine life experiences in natural settings (Lincoln & Guba, 1985). Perceptions, experiences and views on utilisation of learner centred teaching methods, as a phenomenon, were elicited from the tutors. The perceptions, experiences and views were best studied from personal views of those with direct experiences in utilising learner centred teaching methods (LoBiondo-Wood & Haber, 2018). In this case, the tutors who have used the learner-centred teaching methods were the best participants and therefore best fit to be studied using the qualitative method (Vaismoradi, Turunen, & Bondas, 2013).

3.2 Research design and approach

The researcher employed a qualitative descriptive design to explore the perceptions of the tutors of Holy Family College of Nursing and Midwifery. The approach gave an

opportunity to the participants to share their perceptions of learner-centred teaching methods and describe their perceptions and views on issues affecting utilisation of learner-centred teaching methods from their personal perspectives.

3.3 Study setting

The study was conducted at Holy Family College of Nursing and Midwifery, located in Phalombe in the southeastern region of Malawi. This institution was chosen because the curriculum which is being implemented to train nursing and midwifery technician students at this institution recommends the use of learner-centred teaching methods.

3.4 Study population

The study population was all tutors of nursing and midwifery technician students at the college. The tutors were chosen because they are responsible for facilitating learning using learner-centred teaching methods.

3.5 Sampling and sample size

This study used a purposive sampling technique to select the participants based on their ability to provide rich descriptions of their perceptions and experiences in using learner-centred teaching methods (Polit & Beck, 2017).

The projected sample size was 14. Literature recommends 10 to 20 participants to be sufficient for qualitative research (Matthews & Ross, 2010; Polit & Beck, 2017). In this study, data saturation was reached after interviewing 12 participants. Out of the 12 participants, 9 were female and 3 were male. All the participants had a minimum of 2 years teaching experience. Ten of the participants had Bachelors' Degree and two had a Master's Degree. The ages of the participants ranged from 30 to 50 years. The first participant who was free and ready for the interview was interviewed first and the next willing and available participant was also interviewed next.

3.6 Inclusion criteria

All tutors who had undergone some training on teaching methods either during their pre-service period or as an in-service training were eligible to participate in the study. The tutors had to have at least one year of teaching experience at a college of nursing and

midwifery in order to ensure that they have used a variety of teaching methods including learner-centred methods.

3.7 Exclusion criteria

Tutors who had never undergone any training on teaching methodology were not eligible for the study. Tutors who have worked less than one year were also excluded. These were considered less likely to have enough experiences on utilization of learner-centred teaching methods

3.8 Data collection process

Data collection was done using in-depth interviews (Appendix H) in which open-ended questions were used to guide the interviews (Polit & Beck, 2017). The interviews were conducted in an office with the door closed. This created an environment where the participants talked freely about their perceptions and were open to express other issues which might have not been captured in the questions but were equally pertinent. Each participant was interviewed separately and the interviews were audio-recorded.

This study was conducted from December 2018 to June, 2020

3.9 Data collection instruments

A semi-structured interview guide containing open-ended questions was used when conducting the in-depth interviews (Appendix H). The topics for the guiding questions were on when and how the tutors used learner-centred teaching methods, the benefits and challenges which stood out as memorable to the tutors and the tutors' general views on the facilitators and barriers to utilization of learner-centred teaching methods. Additionally, the instrument had demographic data of the participants. This included age, the academic departments to which the tutors belonged, years of teaching experience and gender of the participants. An audio recorder was used to record the verbal responses from the participants.

3.10 Data analysis

Data analysis started immediately after starting data collection and continued concurrently with the data collection process. The researcher used the thematic approach to analyse the data. First of all, the researcher familiarized himself with the data by reading and rereading textual data and listening to audio recordings (Clarke & Braun, 2017). The

recordings were manually transcribed verbatim. After listening to the audio recordings, the researcher produced write-ups of what was shared during the interviews. From the write-ups, the researcher identified main issues which the participants were raising. These major issues or main ideas led to the formulation of initial codes. The initial codes were generated from an initial list of ideas about what was in the data. Searching for themes began when all data had been initially coded and organised. A list of different codes had been identified across the data set. The codes acted as building blocks for themes which are larger patterns of meaning, underpinned by a central organizing concept or a shared core idea (Clarke & Braun, 2017). The identified themes were then reviewed. In the review some themes were collapsed into each other while other single themes were broken down into separate themes. The themes were then classified according to their significance and relevance. Some were classified as major themes and others as sub-themes (Higginbottom et al., 2013). The reviewed themes were then defined and further refined before being presented. Formulation of the major themes and sub-themes was guided by the objectives of the study.

3.11 Ethical considerations

The research proposal was developed and submitted to the College of Medicine Research and Ethics Committee (COMREC) for ethical approval before conducting the study. The Certificate of Ethics Approval Number is P.07/19/2721 (Appendix F). Furthermore, permission was obtained from Christian Health Association of Malawi (CHAM) secretariat as well as the College Principal and Management of Holy Family College of Nursing and Midwifery to conduct the study at their institution (Appendix C). Both CHAM and the college management gave authority for the study to be conducted (Appendices D and E)

The researcher explained the research objectives, its significance and how data will be collected, managed and utilized (Appendix A). Participants were informed that participation was free and voluntary and that they may withdraw at any point without any consequences. Participants were further informed that there would be no risks and direct benefits following their participation in the study (Appendix A). The participants were further informed that there would be no any ethical or disciplinary issues related to disclosure

of their preferred teaching method. The researcher then asked the participants for a verbal and written consent to participate in the study (Appendix B).

During data collection, the researcher ensured participants' anonymity by using codes instead of participants' names during interviews. The interviews took place in a room with audio-visual privacy. Confidentiality has been maintained by using passwords to protect electronic copies of data and by keeping safely all hard copies of the data in a lockable cabinet. This information will only be accessible to the researcher and his supervisors.

3.12 Trustworthiness of findings

Trustworthiness of the research findings has been ensured by following principles of credibility, dependability, transferability, confirmability and reflexivity.

3.12.1 Credibility

Credibility was ensured in order to give confidence in the truth of the research findings (Korstjens & Moser, 2018). It was meant to establish that the research findings represent plausible information drawn from the participants' original data and is a correct interpretation of the participants' original views (Korstjens & Moser, 2018).

Subjective interpretation and member checking were utilized to ensure credibility of the study findings (Lietz et al., 2006).

One way used to ensure credibility was member checking or respondent validation. This approach was used to validate participants' responses to the researcher's conclusions about them in order to check for factual and interpretive accuracy. Main issues raised during the interviews were summarized and presented to participants at the end of the session for the participants to confirm or alter them, to ensure an accurate and representative summary of the discussion.

Subjective interpretation was ensured by clearly demonstrating how interpretation of the data was achieved and illustrating findings with direct quotations from the raw data (). (Muecke, 1994 as cited in Higginbottom et al., 2013; Rice & Ezzy, 1999). The inclusion of excerpts from participants' narratives has been used to enhance the credibility of findings as it portrays that the study findings are representative of the participants' views.

During the interviews the researcher utilised active listening skills. Active listening consisted in close observation of the actions and behavior of the participants during interviews. Active listening helped the researcher to identify salient issues which might have not been explicitly expressed by the participants but were related to the phenomena being investigated and needed to be explored in detail. The observations during active listening were essential for subsequent interviews because they helped in identification of some salient issues which were used to guide subsequent interviews.

3.12.2 Transferability

Transferability helped to ensure that results of this research can be transferred to other contexts or settings with other participants(Korstjens & Moser, 2018). Transferability has been ensured by the researcher supplying a highly detailed description of the study situation and methods. This will enable the readers of the research report to note the specific details of the research situation and methods, and compare them to a similar situation that they are more familiar with. Other researchers can also conduct a similar study in another context and compare the findings.

3.12.3 Dependability

Dependability has been ensured by reporting each process in the study in detail to enable an external researcher to repeat the inquiry and achieve similar findings or compare findings if they will be different. This will ensure that the research findings are consistent and could be repeated(Korstjens & Moser, 2018). This will also enable other researchers to understand the methods and their effectiveness (Korstjens & Moser, 2018)

3.12.4 Confirmability

The researcher's background and position as a tutor is likely to affect what he chooses to investigate, the angle of investigation, the methods judged most adequate for this purpose, the findings considered most appropriate, and the framing and communication of conclusions. The findings need to be confirmable that they are from the participants and the researcher has not influenced the findings. Confirmability was used to help establish that data and interpretations of the findings are not figments of the inquirer's imagination, but clearly derived from the data(Korstjens & Moser, 2018). The researcher took responsibility for providing a complete set of notes on decisions made during the research process, research

team meetings, reflective thoughts, sampling, research materials adopted, emergence of the findings and information about the data management (Korstjens & Moser, 2018). The researcher has made available an audio tape in which he recorded the interviews, a typed record of the transcripts, initial codes and themes as well as a reflective diary where he recorded the steps followed when making decisions. These can be provided to a reader who can do an audit trail.

3.12.5 Reflexivity

Reflexivity has also been utilized to ensure trustworthiness. Reflexivity is an attitude which has assisted the researcher to systematically attend to the context of knowledge construction at every step of the research process (Malterud, 2001). The researcher developed a reflexive journal or diary throughout the research process and this was actively utilised during the process of data collection and analysis. The researcher made regular entries in the reflexive journal during the research process. In these entries, the researcher recorded methodological decisions and the reasons for them. The researcher also made entries of the logistics of the study, and reflection upon what was happening in terms of his values and interests. The researcher documented all the themes and indicated how they were identified and how all the changes were made. The researcher made a record of what influenced his thoughts and feelings ((Rolfe, 2006)

3.13 Data management and storage

After data collection and analysis, the data have been transferred to a hard drive and will only be accessible to the researcher and supervisors. The electronic copies of data have been protected by a password which will be only available to the researcher and supervisors. Furthermore, backup copies of electronic data have been stored in google drive and flash discs and have also been protected by a password. The data have been stored in a laptop and they have also been protected using a password. The stored data will be kept for five years after which it will be discarded by permanently deleting it.

3.14 Dissemination of the findings

The findings of the study will be disseminated to Holy Family College of Nursing and Midwifery and all other Christian Health Association of Malawi (CHAM) nursing and midwifery colleges. Copies of the research thesis will be submitted to Kamuzu College of

Nursing library (Blantyre and Lilongwe Campuses). Another copy will be presented to the College of Medicine Research and Ethics Committee (CoMREC). The study findings will also be presented in research dissemination seminars both at local and international conferences. The findings will further be published in both local and international educational, medical and nursing journals.

3.15 Limitations of the study

The major challenge of this study is that some participants were reservedly sharing on the methods they use and the reasons they do not often use learner-centred teaching methods. Probably this was because they were fearing that disclosing that they are dominantly teacher-centred might have negative implications on their job. The participants had, however been already assured before asking them to consent to take part in the study that such kind of disclosure will not have any repercussions on their job. The researcher, however, thinks he got the required data from the study in spite of this because data saturation was reached from the participants who were giving sufficient information.

3.16 Conclusion

After describing how data have been collected and analysed, the researcher has presented the findings of the study in chapter four of the report in narrative form according to the identified themes

4. FINDINGS

4.0 Introduction

This chapter presents the findings of the study conducted at Holy Family College of Nursing and Midwifery whose main purpose was to explore perceptions of tutors on utilization of learner-centred teaching methods. Specifically, the study was carried out to describe views of tutors at Holy Family College of Nursing and Midwifery on usage of learner-centred teaching methods., explain benefits of utilising learner-centred teaching methods as perceived by tutors at Holy Family College of Nursing and Midwifery, examine perceived facilitators to utilisation of learner-centred teaching methods by tutors at Holy Family College of Nursing and Midwifery and assess barriers to utilisation of learner-centred teaching methods by tutors at Holy Family College of Nursing and Midwifery.

Data were collected through in-depth interviews using a semi-structured interview guide. The projected sample size was 14. In this study, data saturation was reached after interviewing 12 participants. Demographic characteristics of the participants are presented first followed by the views on learner centered teaching methods, benefits of utilising learner centered teaching methods and then perceived facilitators and barriers to utilisation of learner centered teaching methods.

The findings show that the participants have some similarities as well as differences in their perceptions and views on utilization of learner-centred teaching methods. The study has revealed that tutors view utilisation of learner-centred teaching methods to be time consuming and to require increased access to learning resources. The findings further indicated that utilising learner-centred teaching methods was viewed to be beneficial to the learners because it enabled learners to apply knowledge into practice, it promotes critical thinking and deep lifelong learning and helps learners to take responsibility for their own learning. The participants also indicated that utilisation of learner-centred teaching methods can be made more effective if teachers provide specific guidance to learners, if the teachers are innovative and if the learners are more actively involved in the learning activities.

4.1 Demographic Data of the participants

The demographic characteristics of the participants that were collected were on gender, teaching experience, academic qualifications and departments from which the participants came.

4.1.1 Gender and number of years in teaching at a nursing institution

Out of the 12 participants, 9 were female and 3 were male. All the participants who were interviewed had a minimum of 2 years teaching experience. One tutor had 2 years teaching experience, seven tutors had 3 to 5 years teaching experience and four tutors had more than 5 years teaching experience. All the tutors had undergone some training in teaching methods either at pre-service or in-service or both.

4.1.2 Qualifications and Departments

Ten of the participants had Bachelors' Degree and two had a Master's Degree. Participants were drawn from all the four academic departments of the college. Two were from the clinical department, three were from the community health nursing department, four were from the medical-nursing department and three were from the midwifery department.

4.2 Themes and sub-themes.

The findings show that the participants have some similarities as well as differences in their perceptions and views on utilization of learner-centred teaching methods. The themes generated from the study were usage of learner-centred teaching methods, perceived benefits of utilising learner-centred teaching methods, perceived facilitators to utilisation of learner-centred teaching methods and perceived barriers to utilisation of learner-centred teaching methods. These main themes and subthemes were generated inductively from the transcribed data and not deductively from a pre-determined framework.

Upon completion of the data analysis four themes and ten sub-themes emerged (Table 1)

Table 1:

Themes and Sub-themes

Themes	Sub-Themes
Usage of learner-centred teaching methods	<ul style="list-style-type: none">• Time consuming• Requirement for more information resources
Perceived benefits of utilising learner-centred teaching methods,	<ul style="list-style-type: none">• Application of knowledge to practice• Promotion of critical thinking and deep lifelong learning.• Responsibility for own learning
Perceived facilitators to utilisation of learner-centred teaching methods	<ul style="list-style-type: none">• Provision of specific guidance to learners• Tutor innovativeness• Learner involvement
Perceived barriers to utilisation of learner-centred teaching methods	<ul style="list-style-type: none">• Teacher challenges• Learner challenges

The themes and subthemes are illustrated and supported by excerpts from the participants.

4.2.1 Usage of learner-centred teaching methods

Regarding utilisation of learner-centred teaching methods, the study findings revealed that the participants viewed utilisation of learner-centred teaching methods to be time consuming and require more information resources for students' learning.

4.2.1.1 Time consuming

The study found that the participants viewed utilization of learner-centred teaching methods to require a little more time to implement. The participants indicated that this affects the methods that they choose to use and how often they use the methods. The following account by Participant G M 37/5 illustrates this:

These learner-centred teaching methods require a lot of time to use unlike the traditional ones like the lecture one. During a lecture you can deliver so much content within a period of time. So considering that you have a lot of content to deliver like may be in 4 hours but then you have to use this learner-centred approach, remember we can pair the learners, we can do the debate and this requires a lot of time. So sometimes it becomes so challenging especially when the content is too much.

Participant A F 45/4 corroborated this view with the following statement: :”Most of these methods require a lot of time in order for them to be implemented effectively. In our programme, we don’t have much time so that we may use these methods so often”.

4.2.1.2 Requirement for more information resources

The participants were of the view that in order for them to successfully implement learner-centred teaching methods, learners should have resources from which they can access information and also require that learners have the capability to source information. Participant A F 45/4 indicated this view on the need to increase learners’ access to information with this statement

There is a need to encourage our learners to use the library so that they can become familiar with the library and the books which are found there. Furthermore, the school should assist them to access the internet maybe at a lower rate. Or it could be charged together with school fees and provided freely to the learners.

The participants further indicated that the learners face several challenges as they try to seek information. The challenges mainly concern scarcity of sources of information and inability of the learners to find information. One challenge about sourcing information which

relates to scarcity of resources and materials from where information can be found was suggested by Participant E F 44/5 by the following:

So regarding the numbers, for example, we have a class of 83 learners. So for those groups to find enough reference materials it's so challenging. This shortage of reference materials is compounded by the fact that learners have to pay to access the internet. This puts those who cannot afford at a disadvantage.

Another challenge which was pointed out by the participants is the inability or incompetence of some learners to find information. This view on inability to find information was stressed by Participant D F 45/3 who said:

Other groups could not find information and they came up with irrelevant information. Either it was difficult for them to find where to get information or they did not understand the question and they didn't know what the question was asking them to do and where to get relevant information. Some learners don't know where to search information, which books to use and how to use internet to find information.

4.2.2 Perceived benefits of utilising learner-centred teaching methods

The participants described the benefits which they perceived that accrue to learners who utilise learner-centred teaching methods. The participants expressed views that when learners learn using learner-centred teaching methods, they are assisted to apply knowledge into practice, develop and use critical thinking skills, engage in deep lifelong learning and take responsibility for their own learning.

4.2.2.1 Application of knowledge to practice

The participants were of the opinion that when they taught using learner-centred teaching methods, the learners were helped to apply knowledge into practice. The opinion of application of knowledge was shown by the following statement by Participant P F/32/3:

It encourages application of knowledge into practice. This was shown in the clinical area by the way they were performing like the way they were managing family planning clients. The way they were performing the actual

procedures step by step showing that they were really active in class and they had taken time to study the material and prepare their own notes.

The participants also revealed that when the topic that they taught was related to previous knowledge; for example secondary school work or life experiences; the learners would be more enthusiastic to learn new concepts which are related to the previous knowledge or experience. Participant P F/32/3 illustrated this view on the importance of relevance of information to previous knowledge and experience with the following statement:

Some learners have ever used the family planning methods in their lifetime before joining the college. But they were using it ignorantly. During the lesson, they were therefore keen to know what it was that they were using, how it was working in the body and the possible side effects.

Participant A F 45/4 elaborated this opinion on the importance of relevance of current information to previous knowledge and its application to practice with the following statement:

The topic was related to previous knowledge at secondary school. The topic was on Neglected Tropical Diseases like Schistosomiasis and filariasis. And similar content is found in a topic which is on Man and Diseases in Secondary School Biology. So the learners were able to relate with what they had learnt at secondary level. And they were therefore very active during the lesson contributing a lot as their friend was presenting and asking questions where they felt their friend should have elaborated more.

4.2.2.2 Promotion of critical thinking and deep lifelong learning.

The study findings indicate that participants think that utilising learner-centred teaching methods promotes critical thinking and makes learners engage in deep lifelong learning. The aspect of promoting critical thinking was illustrated in the following excerpt by Participant E F 44/5

When you give them those tasks, you make them engage in critical thinking. Because the learners are able to think critically, they can even spot the

mistakes that were there in their friends' presentations. During group presentations, some learners can even be better demonstrators than some teachers.

The participants also considered utilisation of learner-centred teaching methods is a tool for encouraging deep lifelong learning. Participant G M 37/5 affirmed this opinion of promoting lifelong learning by saying this:

When you are involved in doing something, you accept responsibility or you internalize that thing. So what I am trying to say is that when a learner is given a chance to discover something on his/her own what happens is that the person internalizes that material and can hardly forget about that material. So there is lifelong learning when a learner is given a chance to be an active participant rather than being a passive listener.

4.2.2.3 Responsibility for own learning

The participants were also of the opinion that utilising learner-centred teaching methods encourages learners to search more and rich information, and take responsibility for their learning. Participant H M 37/5 made the assertion that it encourages learners to search more and rich information saying

The learners get more information when they do it on their own. The learners can search information which you can add to your own. They search multiple engines. So sometimes they even go deeper than the way you were prepared. So you also even benefit. You use that to your advantage. Furthermore, the learners can get rich information because they are learning from each other. This one can have an idea and share with another friend. Rather than you, the tutor, being the only source of information

Participant E F 44/5 also expressed the opinion that utilizing learner-centred teaching methods helps equip learners with knowledge and skills for taking responsibility in handling future academic challenges.

When the learners graduate, they will need to upgrade at the university and they will meet a similar situation whereby most of their learning is by using

learner-centred methods. So it's like we are preparing them for what they will meet in future when they continue with their education.

4.2.3 Perceived facilitators to utilisation of learner-centred teaching methods

The study findings indicate that the participants perceived that giving specific guidance to learners, innovativeness of the tutors and learner involvement in the learning activities make utilisation of learner-centred teaching methods more effective.

4.2.3.1 Provision of specific guidance to learners

The participants perceived that one role of a teacher in learner-centred teaching is to be a facilitator of learning who provides specific guidance to the learners. The opinion on the facilitator role of a teacher was summarized by Participant C F 50/4 using the following statement:

Sometimes the learners could go too deep in their search for information, only to confuse themselves. Furthermore, the books cater for every level in nursing education including the degree level. So the tutors need to trim the information to the level of the learners so that they don't become confused.

Participant P F/32/3 was also of the view that one of the roles of a teacher is to be a facilitator

The other issue is that when students have presented, the teacher needs to correct whatever mistakes the students made during the presentations. This helps to ensure that learning is directed towards the objectives. Because the information is rich but there are some guidelines which need to be followed. So the teacher needs to make some corrections here and there to ensure that the learners are on the same footing.

Participant D F /45/3 also shared a similar opinion on the need for teachers to give guidance to facilitate learning by saying

The tutor is there to provide guidance. If you don't provide proper guidance, the learners can be doing things outside the expectations. Tutors need to give clear learning outcomes and create time to supervise the learners as they do

their tasks. When learners are guided, they know what is expected of them because it helps them to know exactly what they need to learn and work towards that expectation.

Participant A F 45/4 expressed the opinion that it is important for a teacher as a supervisor to facilitate learning to ensure that learners are going in the right direction “The tutor needs to be going through the groups to see what they are finding on that particular topic. To check that they are going in the right direction. This will help him/her to make corrections”.

Participant H M 37/5 suggested how this guidance is given saying:

Usually I give the outline to my learners including expectations to say this is what I am expecting from you. I give objectives that should be followed or the sub-topics. For example, maybe I have asked the learners to work on a particular condition or a particular illness, I give them the objectives or the outline; like to define that condition, state the aetiology and so on. And I even give the references or the reading materials that they are supposed to use.

4.2.3.2Tutors’ innovativeness

Another view of the study participants was that utilizing learner-centred teaching methods necessitates that teachers should be innovative. The participants suggested that teachers can be innovative and improve utilization of learner-centred teaching methods by knowing what the learners are learning and being up-to-date with information. The participants suggested that innovative teachers need to choose methods which are realistic and help learners to best meet the learning outcomes. Participant P F/32/3 gave the opinion on this need to choose appropriate methods “Tutors should combine learner-centred with other methods of teaching in order to make learning more interesting rather than monotonous”.

Participant C F 50/4 expressed the view on the need for innovative teachers to be up to date with current information, saying:

Knowledge is increasing and changing and we don’t have to be basing on the past all the time. Always we have to read our books. But at the same time

have the latest information using the internet. In that way we can come up with better teaching methods.

Participant G M 37/5 corroborated the opinion on the need for teachers to be up-to-date with information by saying: “Tutors need continuous professional development on these learner-centred teaching methods. We are supposed to be reoriented on how we can effectively use these approaches and when to use them”.

4.2.3.3 Learner involvement

The study findings indicate that the participants were of the opinion that learners should be involved in the orientation programme on utilisation of learner-centred teaching methods. Participant G M 37/5 suggested this need saying:

But also on the part of the learners, they are also supposed to be taught. They are supposed to be oriented. We are supposed to orient them to learner-centred teaching methods. And they are supposed to be informed that it is part of learning. If they have learnt something on their own, that is still learning. So that will help in changing their mindset.

4.2.4 Perceived barriers to utilisation of learner-centred teaching methods

The participants also shared their views on the factors which they think negatively affect utilisation of learner-centred teaching methods. They suggested that some barriers to utilisation of learner-centred teaching methods are teacher-related while others are learner-related. The participants pointed out that teacher-related barriers include minimal learner-learner interaction when teaching, teaching to cover content, teacher dominance in teaching activities and some teachers clinging to power. While learner-related barriers include some learners;’ attitude towards learner centered methods, challenges with accessing information and lack of seriousness towards utilisation of learner centered methods.

4.2.4.1 Teacher-related barriers

This study has shown that the participants hold the view that most teachers at the college teach to cover content. The participants indicated that most interactions that they make learners engage in are intended to make the learners seek information which they will

present with minimal efforts to make learners learn from each other by interacting among themselves. Participant D F 45 3 expressed this opinion on the type of interaction saying

The main way in which we make learners engage in learner-centred learning activities is that we give them group assignments so that they can present. They go to the library, search for information, make power-point presentations and come and present in class. We do not make them engage much in activities which make them learn from each other.

The responses of the participants gave insight into the fact that the participants perceived that the main aim of most teachers when choosing which teaching methods to use was to cover content. The participants therefore, were of the opinion that the tutors usually chose those methods which they thought required less time or helped them deliver a lot of content in the shortest time available. The view on the approach of teaching to cover content was expressed by Participant H M 37/5 in the following statement:

Most learner-centred teaching methods like brainstorming tend to consume more time especially if you are to involve everyone to present something. I, therefore, use them less often. I tend to use group work and group presentation because these approaches are more economic in terms of time.

The same sentiments were echoed by participant C F 50/4 “If you pair them you need more time. So we just put them in small groups to make sure that whatever the learners are going to learn should be within the stipulated time. But if time allows that’s when we pair them”.

The responses of the participants also showed that they view instructional delivery at their institution to be dominantly teacher-centred. The participants indicated that they observed that teacher-centred instruction happens from the planning phase of a lesson through implementation up to assessment. Participant D F 45 3 expressed the opinion on the dominantly teacher-centred approach to teaching by saying: “Objectives are developed by the tutors on their own or taken from the curriculum or course outlines without involvement of learners”.

Participant G M 37/5 highlighted the view on the teacher-centred approaches to planning instruction by saying:

I think I have to say maybe we are mostly teacher-centred because most of the time you see your friends busy carrying a pile of books and busy writing and when you ask them they say I am preparing notes for tomorrow. And even in class most of the time you will see a teacher standing in front of the learners. So the tutors try to make sure to find rich information so that they should teach adequately with a lot of information given to the learners. So I would say that in terms of lesson preparation from myself and even from the other tutors we mostly use the lecture method.

The participants also indicated the observation that even during lesson implementation they are dominantly teacher-centred. Participant P F/32/3 pointed out the view on the teacher-centred approach to lesson implementation with the following statement:

Tutors do not accompany colleagues to class to observe what approaches they are using. We don't have that specific opportunity to go into class and watch what methods our colleagues are using. But hearing from afar, we can tell that s/he is using teacher-centred methods most of the time.

Even when assessing learning, the participants revealed that they are dominantly teacher-centred.

Participant G M 37/5 highlighted the opinion on the teacher-centred approach to learner assessment by saying: "Even on the examinations part, we ask what we want to ask them, not asking what the learners think they need to be asked. So we just follow the teacher-centred approach".

In general, the participants' responses revealed the view that there was minimal readiness in the participants to transfer the responsibility for learning to learners or work with the learners when setting learning outcomes, implementing lessons and assessing learning. Participant E F 44/5 had this to say on readiness of the tutors to transfer the responsibility for learning to students:

Learner-centred approach requires that teachers transfer responsibility to learn to the learners. Other tutors don't like sharing or assigning their duties or responsibilities to somebody else.

4.2.4.2 Learner-related barriers

The study has found that the participants perceived the attitude of some learners towards learner-centred teaching methods as an obstacle in effective utilization of learner-centred teaching methods. The participants described the unwillingness, laziness, and uncooperative spirit, a dependence mindset of some learners and lack of seriousness towards learner-centred teaching methods as trying to force a horse to take its water. The participants indicated that sometimes the learners are unwilling to engage in learner-centred learning activities. Participant C F 50/4 expressed this perceived unwillingness of the learners as follows:

Learners always feel they can't do it well. They want the teacher to do it. It is always a little bit of a problem at the beginning of a group work for them to get settled. Sometimes it needs someone who has got confidence. And no one wants to come up straight forward and say I am going to present. Until at some point you have to point that from this group we should have someone and may be you have to say it a few more times and then one comes up and they get the ball rolling.

The participants further expressed the opinion that some learners are lazy. Participant A F 45/4 indicated the view on laziness of some learners by saying:

The learners claim that they can't find information, play in a group and leave work to a few. So the only individuals that will gain more are those learners who are actively involved in the learning. Whereas those who are just passive, who are not actively involved will not benefit. And especially when they are more in a group, they hide behind others, thinking that the others will do it. And so they don't become as active.

Apart from learners' unwillingness to do their work and laziness, some participants expressed the observation that some learners lack the cooperative spirit. The participants

indicated that the learners are not good at teamwork and they do not like to work with fellow learners. This was indicated by the following excerpt by Participant C F 50/4: “Some learners are not cooperative and so because of that others become a little bit discouraged knowing that they are always the same learners who are active while some others are not very active”.

The findings also indicate that the participants viewed some learners as having a teacher-dependent mindset. The participants said that such learners are used to listening to a teacher as the source of information. The following account by Participant G M 37/5 illustrates this:

The learners have a mentality that if they are learning it means the teacher is in front presenting to them. A teacher who is giving a lot of work or who involves the learners in a lot of group work or whatever for them to do, they feel like this teacher is deserting his/her work or neglecting his/her work. Because he/she is paid for that so why should he/she involve them in searching for information. They feel like they should just go there in class, sit down and listen. They don't take those learning experiences seriously may be due to lack of orientation to these approaches.

This study has revealed that some participants think that some learners do not understand the importance of learning using learner-centred approaches. The participants pointed out that there is a lack of seriousness among learners during learner-centred learning activities especially when they have been given self-study or other individual assignments and even group work. Participant P F/32/3 indicated this view on lack of seriousness using the following statement:

Some learners do not take the learner-centred approach to teaching seriously. Therefore, there is a need to divide them into small groups and give them different tasks from their friends. Because if you give them the same tasks, they will just copy from their friends. Furthermore, the tutor needs to go around the class as the learners are working to check if they are doing the expected task. And if a learner does not participate, they should not benefit from the marks. Another way is giving them an individual assignment. The

same assignment, the same topic to be done by the same learners but individually.

4.3 Conclusion

The focus of this chapter was analysis and presentation of the study findings. The findings have been presented in two sections. The first section is on the demographic data of the participants. The second one is on the themes and subthemes of the study findings on perceptions of tutors on utilization of learner-centred teaching methods. The key findings of the study are: that the participants perceived that utilizing learner-centred teaching methods assisted learners to apply knowledge into practice, promoted critical thinking and deep lifelong learning and helped learners to take responsibility for their own learning. The study also found that giving specific guidance to learners, tutor innovativeness and learner involvement are some of the facilitators to effective utilisation of learner-centred teaching methods. On the other hand the study revealed that minimal learner-learner interaction, teaching to cover content, teacher dominance and some teachers clinging to power are teacher-related barriers to effective utilisation of learner centered methods. Furthermore, negative attitude of some learners towards learner centered teaching methods was a major learner-related barrier. The study further found that utilisation of learner-centred teaching methods was time consuming and required more information resources.

The next chapter will focus on discussion of the findings. This will be done by presenting the researcher's interpretation of the findings and their relationship to existing literature on utilization of learner-centred teaching methods.

5. Discussion and recommendations

5.1 Introduction

In this section, the findings are discussed in relation to the major issues of focus on perceptions of tutors on utilization of learner-centred teaching methods. The main aim of the study was to explore perceptions of tutors of Holy Family College of Nursing and Midwifery on utilization of learner-centred teaching methods. The key findings are: that the participants perceived that utilizing learner-centred teaching methods assisted learners to apply knowledge into practice, promoted critical thinking and deep lifelong learning and helped learners to take responsibility for their own learning. The study also found that giving specific guidance to learners, tutor innovativeness and learner involvement are some of the facilitators to effective utilisation of learner-centred teaching methods. On the other hand the study revealed that minimal learner-learner interaction, teaching to cover content, teacher dominance and some teachers clinging to power are teacher-related barriers to effective utilisation of learner centered methods. Furthermore, negative attitude of some learners towards learner centered teaching methods was a major learner-related barrier. The study further found that utilisation of learner-centred teaching methods was time consuming and required more information resources.

5.2 Usage of learner-centred teaching methods

The major findings that have emerged from the study regarding views of tutors on utilization of learner-centred teaching methods are that they are time consuming and that they require more information resources.

The views or perceptions which teachers hold about teaching and learning greatly influence which teaching methods the teachers choose to implement from those which they know (Gillies & Boyle, 2008). How they carry out the implementation and how they deal with the challenges they face during implementation is also affected by their perceptions on the teaching methods (Gillies & Boyle, 2008). Choice of teaching methods in nursing education is greatly influenced by the way nurse-educators define teaching and learning and the roles of a nurse educator in the teaching and learning processes (Ellis, 2016). The meaning that tutors attach to learner-centred teaching methods is important. Plessis (2020) found out that participants understood learner-centred teaching as teaching that places the

learners at the centre of the teaching activities, that it involves a variety of teaching methods, and that it assists all learners equally.

5.2.1. Time consuming

This study has identified gaps between the learner-centred teaching methods that the participants know and those that they put into practice. Some participants in this study indicated that their approach to teaching is greatly teacher-centred when they are planning, implementing and evaluating instruction. They said this was due to time constraints. The participants indicated that they do not have adequate time to cover all the content in the prescribed time. This makes the tutors either to use teacher-centred teaching methods or to select such learner-centred teaching methods as group presentation which involve more of learner-content interaction and less of learner-learner interaction and as such do not consume a lot of time. As Henderson (2009) notes, awareness and knowledge of learner-centred teaching strategies cannot guarantee their actual practice. Previous studies also reported the fact that instructors give priority to content delivery due to limited class time (Hora & Ferrare, 2014; McKoy et al., 2017). The findings corroborate with the findings of Mtitu (2014) who found that teachers in Tanzania predominantly used lecture and question and answer methods which are teacher-centred instructional methods to save time which would otherwise have been wasted if all learners were given a chance to share their thoughts regarding the topics (Mtitu, 2014). Vavrus, Thomas and Bartlett (2011) also found that teachers often feel intense pressure to cover an ambitious syllabus in their subjects in preparation for examinations based primarily on the recall of factual information in their discipline.

A sense of having limited class time is therefore one of the reasons for use of teacher-centred approaches (Hora & Ferrare, 2014). Based on the findings of this study, it is significant to address the challenge of the content-centred curriculum which makes the participants dominantly use teacher-centred teaching methods to maximize on time utilization.

5.2.2. Requirement for more information resources

The participants indicated that utilization of learner-centred teaching methods required that learners should have increased access to information resources. Information

can be accessed from books, the internet as well as interaction with tutors and fellow learners. As Emenyeonu(2012) found, when learning resource centers in Oman were not well equipped in terms of books and there was hardly any access to electronic materials, learners did not engage in reading. In addition to issues of access to information, Emenyeonu found that a more serious problem with information seeking was the lack of reading culture among learners whereby even if the libraries were well equipped, the learners hardly had time to engage in reading. This corresponds with the findings of current study that the participants indicated that in addition to the fact that the learners faced challenges of scarcity of sources of information and were unable to find appropriate information, some learners are lazy and do not want to work

5.3 Benefits of utilizing learner-centred teaching methods

The study revealed that there are many benefits when learners are taught using learner-centred teaching methods. The participants indicated that when learners are taught using learner-centred teaching methods, they are encouraged to apply the knowledge which they have gained into practice and to engage in deep learning and critical thinking

5.3.1 Application of knowledge to practice

The study has found out that one of the strategies which the participants use to make learners active participants in the learning process is to make the lesson relevant to daily life or previous knowledge and experiences. The participants indicated that relevance of the topic to previous knowledge and experience is one of the factors which motivated the learners and made them more active when engaging in learning activities. Kovacevic and Akbarov(2016) found that helping the learners to relate new information to experience is one of the important factors characterizing learner-centred teaching. If an educator takes into account a learner's prior experience and tries to make the learner relate new learning experiences to the prior ones, she/he is practicing a learner-centred approach (Kovacevic & Akbarov, 2016) and encouraging deep life-long learning.

5.3.2 Promotion of critical thinking and deep lifelong learning

The study found that if learners acquire knowledge through learner-centred teaching methods, deep, life-long learning happens and the learners tend to utilize the knowledge in life. The participants also indicated that using learner centred teaching facilitates critical

thinking in learners who can even spot the mistakes that are made by their friends. Yoruk(2016) also found out that using learner-centred teaching methods helps learners to be self-confident persons who realize their world and surroundings and become well-trained candidates for their future jobs. Yoruk further observed that an increase in self-efficiency will make learners to be persons who know themselves and their abilities and hence become analytical thinkers in their community.

5.4 Perceived facilitators to utilization of learner-centred teaching methods

The participants indicated that specific guidance given to learners, innovativeness of the tutors and increased learner-involvement in learning activities are some of the facilitating factors to utilisation of learner-centred teaching methods.

5.4.1 Provision of specific guidance

The participants perceived that one role of a teacher in learner-centred teaching is to be a facilitator of learning who provides specific guidance to the learners. The participants indicated that the guidance can be provided by assisting the learners so that they get relevant and clear information, correcting the information as the learners make presentations and facilitating discussions as the learners work in groups. These findings correspond with those of Gillies and Boyle (2010) who found out the need to orient learners on the learner-centred teaching methods. Gillies and Boyle noted that if a teacher wants learners to learn in a manner that is genuinely learner-centred, he/she will need to explicitly teach the skills that go with this type of learning. This implies that the teacher has to teach the learners how to learn before teaching them what to learn. As Gillies(2016a) points out, teachers have a role in promoting learner interactions during learner-centred teaching. Helping learners to interact and work together enables them not only to learn from each other but also to accept responsibility for the tasks they have to complete and the decisions they have to make. Msiska et al. (2014) also suggest that nurse educators have a potential to facilitate learners' learning but at the same time they can also hinder it. Nurse educators need to be aware that they can be effective facilitators if they let the learners work at their own time and pace without much intrusion which hinders independent learning.

5.4.2 Tutor innovativeness

The study also found that the participants need to be innovative in their approach to teaching. For the participants to be innovative enough, there is a need for them to be re-oriented to the teaching methods. As Bullard and Felder (2007) point out, for an instructor to launch full-scale into a pedagogical approach with which he or she is unfamiliar and/or uncomfortable, it can have disastrous effects. The participants, therefore, need to understand the teaching methods clearly in order for them to use those methods effectively. Keith (2019) suggests that workshops focused on teaching, participation in organized activities around enhancing pedagogy, and incentives to integrate new technology into the classroom all contribute to increased odds of using learner-centered instructional practices effectively. The tutors therefore need to be trained and re-trained on learner-centred teaching methods.

5.4.3 Learner involvement

In the study, some participants suggested that there is a need to orient learners on learner-centred teaching methods. Gillies and Boyle (2010) also found out the need to orient learners on the learner-centred teaching methods. Gillies and Boyle noted that if a teacher wants learners to learn in a manner that is genuinely learner-centred, he/she will need to explicitly teach the skills that go with it (Gillies & Boyle, 2010). This implies that the teacher has to teach the learners how to learn before teaching them what to learn.

The study further revealed that the participants realize that increasing learner involvement in learning activities arouses the interest of the learners thereby making the learners more active. This corresponds with the findings by Surian and Damini(2014) which suggest that when learners work with each other the results are that learners enjoy the activities which they engage in and as a result they tend to participate actively in classroom activities (Surian & Damini, 2014). Gillies and Boyle (2010) also found out that when learner-centred teaching methods are used, learners are motivated, the learners like the subject they are doing and the teachers don't have a problem to draw the attention of the learners because the learners are all enthusiastic. Helping learners to interact and work together enables them not only to learn from each other but also to accept responsibility for the tasks they have to complete and the decisions they have to make(Gillies, 2016b). Mercer, Dawes, Wegerif, and Sams (2004) also found that learners who were encouraged to interact

and learn from each other were able to talk and reason effectively together. This indicates that interactive group activities help in the development of individuals' reasoning as well as problem-solving skills among learners.

5.5 Perceived barriers to utilization of learner-centred teaching methods

The study revealed that the participants face many challenging experiences when using learner-centred teaching methods. The participants indicated that some barriers to utilisation of learner-centred teaching methods are teacher-related while others are learner-related. The participants said that the attitude of some learners discouraged tutors from using learner-centred teaching methods, that some teachers wanted to maintain authority over learners and that there was minimal learner-learner interaction during utilization of learner-centred teaching methods.

5.5.1 Teacher-related barriers

The study found out that the participants make too many of the decisions about learning. The participants decide what learners should learn, how they should learn it, the pace at which they learn and the conditions under which they learn. Learners are not given a chance to decide what content should be included in the course. And then the participants choose the criteria to be used when determining whether learners have learned or not. One pre-requisite in effective utilisation of learner-centred teaching methods is that there should be a shift in balance of power from a state where the teacher does most of the work to the state where the learner does most of the work (Weimer, 2002) When teachers make all the decisions, the motivation to learn decreases and learners become dependent (Weimer, 2002). Learners tend to develop a teacher-dependent attitude because they are used to a learning situation where their teachers are the only sources of information (Borrego, & Henderson, 2014). As Weimer (2013) points out, learner-centered teaching motivates learners by giving them some control over learning processes. Findings by Mtitu(2014) also showed that learner-centred teaching requires balanced and harmonious teacher-learner power relationships such that teachers transfer teaching authorities to learners in a manner that learners control their learning under the teachers' guidance.. Learner-centred teaching is guided by the constructivist theory (Yoo et al., 2014) which holds that there are various ways

of conceptualizing knowledge and that knowledge comes from one's personal interpretation of one's interactions with the world (Kalaian et al., 2018).

This study has found out that in most classrooms there are learner–content and learner-teacher interactions whereas learner– learner interactions remain limited. This finding correlates with the findings of a study in Qatar which showed that instructors tend to focus on content delivery as the main task in teaching (Al-Thani et al., 2016). As Kovacevic and Akbarov(2016) put it, academic programmes emphasise the need to acquire the knowledge and expertise needed in the job market. Since it is assumed that teachers are experts in their specific fields, the prioritising of material delivery and learner interaction with content to master it seems to be a logical choice. These findings are in contrast to the proposition by Weimer (2013) that learner activities are regarded as essential in instructional practices. As Weimer argues, learner-centered teaching encourages collaboration among learners and between learners and teachers. It sees classrooms as communities of learners (Weimer, 2013). Learner-centered teachers recognize that teachers can learn from learners as well (Weimer, 2013). Learner-centered teachers work to develop structures that promote shared commitments to learning (Weimer, 2013). Conti (2004) argued that presence or absence of learner-centred activities in a classroom can be used as one of the indicators defining a teacher’s teaching method. High levels of learner interaction with the content and instructor are a likely indicator of a teacher-centered pedagogic approach.

5.5.2. Learner-related barriers

The participants described the process of dealing with the attitude of some learners towards learner-centred teaching methods as forcing a horse to drink water. This was indicated by the description of the learners to be unwilling, uncooperative, being lazy and having a dependence mindset and therefore, do not want to engage in learner-centred learning activities. This could signal a lack of understanding of the importance of learner-centred teaching methods and lack of skills on how to engage in learner-centred learning activities. Weimer (2013) indicates that learners often resist a change from the traditional teacher-centred teaching-learning approach due to lack of understanding, unfamiliarity, confusion, and uncertainty about a new teaching method (Weimer, 2013). Oyelana et al. (2018b) found out that while learners' resistance to change to learner-centred learning may

be due to inadequate understanding, learners do not inherently dislike the learner centred teaching approach, but they tend to respond negatively to some part of the implementation process, such as evaluation practices. That some teachers throw all the blame to the learners as the main source of problems regarding utilization of learner-centred teaching methods can be seen as a symptom indicating that teachers prefer to use teacher-centered methods and are unwilling to change to learner-centred teaching methods.

This study also found that some learners have a teacher-dependent mindset and as such they do not want to work on their own to seek information and construct knowledge from the information. This finding correlates with the findings of Emenyeonu(2012) who also found that some learners have a teacher-dependent syndrome. Emenyeonu found that most of the learners believed in the traditional method of teaching where teachers are the sole authority in the classroom. Emenyeonu found that most teachers are seen as the reservoir of knowledge and thus should transfer such knowledge to the empty brains of the learners. Learners who hold such beliefs about a teacher and a learner are less likely to engage in learner-centred learning activities.

5.6 Conclusion

Utilisation of learner-centred teaching methods is both an exciting and a challenging experience among tutors at Holy Family Colleges of Nursing and Midwifery. The experience is exciting and rewarding because utilising learner-centred teaching methods assists learners to apply knowledge into practice, it promotes critical thinking and deep lifelong learning and helps learners to take responsibility for their own learning. Giving specific guidance to learners, tutor innovativeness and learner involvement are some of the factors that promote effective utilisation of learner-centred teaching methods. It is challenging mainly because it is time consuming and requires more information resources. Learner-related factors like unwillingness, laziness, and uncooperative spirit, a dependence mindset of some learners and lack of seriousness towards learner-centred teaching methods which learners display are some of the barriers to utilisation of learner-centred teaching methods. Teaching to cover content, clinging to power and limited efforts to make learners interact among themselves and learn from each other are some of the teacher-related barriers to effective utilisation of learner-centred teaching methods.

5.7 Implications of this study

The findings of the study show that teachers generally think that it is not easy to utilise learner-centred teaching methods because of what such methods demand. The study has shown that teachers do not consider their own attitude to learner-centred teaching as a barrier to utilisation of learner-centred teaching methods.

5.8 Recommendations

It is essential for all stakeholders to take the initiative, and work collaboratively in addressing issues and barriers that impede the process of transitioning from the teacher-centred model of nursing education to the innovative learner-centred teaching model. The successful implementation of learner-centred teaching requires that faculty members, heads of department, administrators and learners develop a strategic plan that outlines an educational philosophy and collaborative plan about best practices in nursing and midwifery technician education.

For the nurse educators

- Sometimes a learner is truly not intellectually ready to become the independent learner that is necessary for him or her to get the most out of learner-centered teaching approaches. Knowing the sources of resistance can help the tutor to work with the learner in formulating a plan for combating the challenges which are making the learners resist the transition. Teachers should therefore work with learners in identifying and implementing solutions to the obstacles to utilisation of learner-centered teaching methods at their institutions.

- I also recommend that faculty should place greater emphasis on learning than teaching. This can be done by ensuring increased access to learning resources as compared to teaching resources. The internet, for instance, should be easily accessible to all learners. This will help the learners to develop their critical thinking skills and engage in research oriented study. Furthermore, learners' assessments should be done with the view to encourage improvement rather than competition among the learners

- Lifelong learning should be encouraged among learners. Presently most of the learners study for utility – just to pass examinations. Thus it is not strange for learners to memorize relevant course materials and regurgitate them during examinations. There is a

need for proper understanding and synthesizing of the course content by the learners. Teachers therefore need to go beyond power-point teaching style and introduce learners to additional course resources. This will broaden their understanding of the subject matter.

- In playing supervisory roles in learners' group work, teachers have to ensure that all hands are on deck in problem solving. While emphasizing interaction through group work, the individual learner's initiative should also be encouraged.

To nursing education managers

- Faculty development workshops, seminars, and programs are recommended to empower tutors with knowledge, skills and attitudes in utilization of learner-centred teaching methods. An informal and formal professional support system, such as peer mentorship, would also be helpful for the tutors in their teaching roles utilizing the learner-centred teaching methods.

- Furthermore, nurse educator leaders like college principals should advocate for institutional change that transforms learning environments and fosters faculty development to train future nurse educators using learner-centered frameworks because most educators teach the way they were taught. This implies advocating for the development of a flexible curriculum which emphasizes learning rather than teaching. Even the teaching and assessments should concentrate more on how the learners learn and less of what they learn.

To other stakeholders including those interested in nursing education research, I further recommend that research be conducted in the following areas:

- A concept analysis to explore the meaning of learner-centred teaching as perceived by tutors and learners,
- An exploration of nursing students' experiences of learner-centred teaching,
- An ethnographic study of the behavior of students when engaged in learner-centred learning activities
- An observational study to determine the extent of utilization of learner-centred teaching methods by the tutors and
- A longitudinal study examining the long-term outcomes of learner-centred teaching among nursing graduates.

6. Conclusion

Several key findings have been raised in this study. The first one is that the participants teach to cover content. They are therefore not so eager to use learner-centred teaching methods which require flexibility in utilization of time. The participants think that use of learner-centred teaching methods consumes a lot of time. They therefore often use teacher-centred teaching methods or choose those learner-centred teaching methods which involve less learner-learner interaction and require less time. The second issue is that the participants indicated that utilizing learner-centred teaching methods is beneficial not only to the learners but also to the tutors. However, the participants also pointed out that challenges of limited resources and poor attitude of some learners negatively affect their utilization of the learner-centred teaching methods. The participants suggested that utilization of the learner-centred teaching methods can be made more effective if the challenges are dealt with by for instance faculty development programmes, increasing students' access to information and orienting learners on their roles in learner-centred teaching.

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APPENDICES

APPENDIX A Participant's Information Sheet

Research Title: Perceptions of tutors of Holy Family College of Nursing and Midwifery on use of learner-centred teaching methods

Dear Prospective Participant,

RE: Information Sheet as a Prospective Participant

My name is IreneoMatewere one of the faculty members at Holy Family College of Nursing and Midwifery, but currently I am a Master's Degree student at University of Malawi, Kamuzu College of Nursing. I am writing to request for your participation in a study titled, "Perceptions of tutors of Holy Family College of Nursing and Midwifery on use of learner-centred teaching methods". The study is aimed at exploring how tutors perceive use of learner-centred teaching methods. The study employs a descriptive qualitative approach. The interview will follow a dialogic approach and not question and answer format and this is important because it allows both the interviewer and interviewee to be immersed

into the discussion so that meaning of the phenomenon under investigation can be attained. Should you accept to participate in this study, the transcribed interview will be sent to you within two days for your validation and the interpreted findings will be sent to you at a later stage. This will promote objectivity of the study.

The study is for the researcher's MSc thesis and you are being requested to participate in this study because you are one of the tutors at Holy Family College of Nursing and Midwifery and therefore you are involved in teaching using different teaching methods. Data collection will take place from May to June 2019 and your participation is voluntary. Should you accept to participate, you will be one of the ten participants. You will be interviewed at a place of your own choice and our conversation might last up to two hours and the interview session will be tape recorded if you consent and nobody will be listening. You are not forced to answer all questions and you can withdrawal from participating even after the interview has already commenced and this will not be used against your professional progression.

Privacy and confidentiality will be ensured throughout the research period. Tapes of recorded interview sessions will have codes and not names in order to ensure anonymity. All research materials including the recorded tapes, notes taken during the interview and my reflective diary will be kept in a locked filing cabinet and the key will be kept by the researcher. My supervisors are the only people who will have access to the data. However, the information produced during this research will be used for publication and presentations during research dissemination conferences. When the research is completed, the raw data will be stored at a data archive (Research Centre KCN). This study is associated with minimal risks which could be psychological in nature and that such occurrences will be handled through appropriate counselling. The study is beneficial because it is hoped that the results will help to appreciate perceptions of tutors regarding using learner-centred teaching methods and improve their use of such methods. Should you accept to participate in this study, you will be asked to give both verbal and written consent. If you have any questions about this study, you can ask the chairperson of COMREC or the head of Basic Studies Department at Kamuzu College of Nursing or the Principal Investigator and their contact details are indicated below.

Dr. YB. Mlombe(COMREC Chairperson)

College of Medicine,

Private Bag 360,

Chichiri,

Blantyre 3,

Malawi.

Telephone: 01 871911 or 01 874107

Fax: 01 874 700

Dr. MasaukoMsiska (Head Basic Studies Dept)

Kamuzu College of Nursing

Private Bag 1

Lilongwe

Mobile: 0999926715

Telephone: 751622/ 751200

Fax: 756424

IreneoMatewere

Kamuzu College of Nursing

Private Bag 1

Lilongwe

Mobile: 0999134037

E-mail{matewere2017ireneo@kcn.unima.mw}

APPENDIX B Participant's Informed Consent

I understand that I am being asked to participate in a study which explores the perceptions of tutors on use of learner-centred teaching methods. I agree that my role in this study will be a co-researcher because of the nature of the study. I will be interviewed for approximately up to two hours and the interviews will be conversational in nature and will focus on my experiences with learner-centred teaching methods. The interview will take place where I choose and will be tape recorded. Codes will be utilised and no names will appear on all interview material. There are minimal risks associated with this study and these will be handled through appropriate counselling should they occur. I realise that my participation in this study is entirely voluntary, and I may withdraw from the study at any time I wish.

I understand that all the study data will be kept confidential. However, this information may be used in nursing publications or presentations.

The study has been explained to me. I have read and understand the consent form, all of my questions have been answered, and I agree to participate. I understand I will be given a copy of the signed consent form

Signature of Participant: _____ Date: _____

Signature of Researcher: _____ Date: _____

Further information is available from:

Name of Principal investigator: IreneoMatewere

Address: Kamuzu College of Nursing Private Bag 1 Lilongwe

Telephone: 0999134037/0881852795

Email: matewere2017ireneo@kcn.unima.mw or matewereireneo@gmail.com

APPENDIX C Request for Permission to Conduct the Study

University of Malawi

Kamuzu College of Nursing

Private Bag 1

LILONGWE

18th April, 2019

The College Principal

Holy Family College of Nursing and Midwifery

P.O Box 51224

LIMBE

Dear Sir/Madam,

RE: REQUEST FOR PERMISSION TO CONDUCT A STUDY AT HOLY FAMILY COLLEGE OF NURSING AND MIDWIFERY

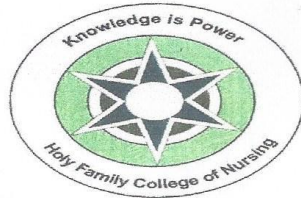
I write to request for your permission to carry out a research study at your institution. I am a second year student pursuing a Master of Science Degree in Nursing and Midwifery Education at Kamuzu College of Nursing. As part of my academic requirement, I am conducting a research study titled “Perceptions of tutors of Holy Family College of Nursing and Midwifery on use of learner-centred teaching methods” The study will target postnatal first-time mothers and it seeks to establish factors that promote and/or hinder a positive and satisfying childbirth experience. The study will be conducted over a period of four weeks. At the end of the study, your office will be furnished with a written report of the findings and recommendations.

Your permission will be greatly appreciated.

Yours faithfully,

IRENEO MATEWERE

APPENDIX D Institutional Permission to Conduct the Study



HOLY FAMILY COLLEGE OF NURSING

Telephone 0111940376

P.O Box 51224,

Email holynursing@gmail.com

Limbe.

The University of Malawi
Kamuzu College Of Nursing
Private Bag 1
Lilongwe

23rd April, 2019

Dear Mr. Ireneo Matewere,

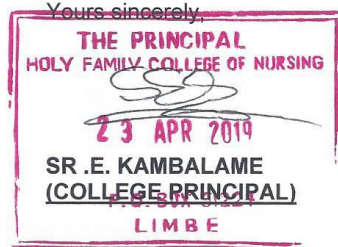
RE: PERMISSION TO CONDUCT A STUDY AT HOLY FAMILY COLLEGE OF NURSING

Refer to your letter dated 23rd April 2019, I am writing to formally grant you a permission to conduct a research study at Holy Family College of Nursing on 'perception of Tutors'.

I support this effort and will provide any assistance necessary for the successful implementation of this research study.

Wishing you all the best.

Yours sincerely,



APPENDIX E CHAM Permission to Conduct the Study



CHAM
CHRISTIAN HEALTH ASSOCIATION OF MALAWI

P.O. Box 30378, LILONGWE 3, Malawi.
Telephone Office: 01-755 180/404, 01-771 258 fax: 01-775 406
E-mail: chamsec@cham.org.mw

Ref:

CHAM/01/19

31st January, 2019

The Chairperson
COMREC
P/Bag 360
Chichiri
BLANTYRE 3.

Dear the Chairperson,

**PERMISSION FOR IRENEO MATEWERE TO CONDUCT RESEARCH IN
CHAM COLLEGES**

On behalf of Christian Health Association of Malawi (CHAM), I would like to render support to Ireneo Matewere who is a student at Kamuzu College of Nursing (KCN) to conduct a study entitled "***Perceptions of teachers of nursing and midwifery technician students on use of cooperative learning methods***".

The study will be conducted at Mulanje Mission and Holy Family training colleges.

We hope that that the study will be of beneficial as it will help to improve quality of Education in CHAM colleges.

Yours Sincerely,

Dr. Titha Dzowela
ACTING EXECUTIVE DIRECTOR

**APPENDIX F KAMUZU COLLEGE OF NURSING POSTGRADUATE
DEAN'S APPROVAL LETTER**

UNIVERSITY OF MALAWI
KAMUZU COLLEGE OF NURSING

PRINCIPAL
DR. MERCY PINDANI
DipNurs, MRM, BSc.N, MScN, PhD



P/BAG 1, LILONGWE, MALAWI
TELEPHONE: 265 (0) 1 751 622/200
TELEGRAMS: NURSING
FAX: 265 (0) 1 756 424
EMAIL: principal@kcn.unima.mw
Website: www.kcn.unima.mw

4th April 2019

The Chairperson
COMREC
Private Bag 360
Chichiri
BLANTYRE 3

Dear Sir/Madam

SUBMISSION OF RESEARCH PROPOSAL FOR APPROVAL FOR MR IRENEO MATEWERE

I write in support of Mr Ireneo Matewere's submission of his thesis titled "**Perceptions of tutors of Holy Family College of Nursing and Midwifery on use of learner-centred teaching methods**" in partial fulfilment for the award of a Master of Science Degree in Nursing and Midwifery Education at University of Malawi, Kamuzu College of Nursing.

The topic is very important and relevant to Malawi situation, since it will help to reduce the knowledge and research-practice gap among nurse students in nurse teaching institutions in Malawi.

I recommend submission of this research proposal for your approval, and thank you for your usual assistance. For more information contact, Phone: 0998502 573 and e-mail: gmsiska@kcn.unima.mw

Yours faithfully

Gladys Msiska, PhD
DEAN, POSTGRADUATE STUDIES

APPENDIX G Certificate of Ethics Approval



CERTIFICATE OF ETHICS APPROVAL

This is to certify that the College of Medicine Research and Ethics Committee (COMREC) has reviewed and approved a study entitled:

P.07/19/2721 - Perceptions of tutors of Holy Family College of Nursing and Midwifery on utilization of learner-centred teaching methods, Phalombe, Malawi version 2 dated 15 July 2019 by Irene Matewere

As you proceed with the implementation of your study, we would like you to adhere to international ethical guidelines, national guidelines and all requirements by COMREC some of which are indicated on the next page for your study

A handwritten signature in blue ink that reads 'YB. Mlombe'. The signature is fluid and cursive.

25-Aug-19

Dr. YB. Mlombe - Chairperson (COMREC)

APPENDIX H Data Collection Instrument (Discussion guiding questions)

Research Title: Perceptions of tutors of Holy Family College of Nursing and Midwifery on utilisation of learner- centred teaching methods

Note: These guiding questions will be used during the in-depth interviews with participating tutors. Probes will be utilised where necessary.

1. When and how do you use learner-centred teaching methods?
2. What teaching experiences do you consider as benefits of using learner-centred teaching methods?
3. What teaching experiences do you consider as challenges of using learner-centred teaching methods?
4. Which factors do you consider as facilitators to utilisation of learner- centred teaching methods? How do they facilitate?
5. Which factors do you consider as barriers to utilisation of learner- centred teaching methods? How do they hinder?
6. What are your general views about using learner-centred teaching methods?

APPENDIX I Principal Investigator's Curriculum Vitae

I. PERSONAL PARTICULARS

SURNAME: Matewere
FIRST NAME: Ireneo
DATE OF BIRTH: 22nd April, 1976
SEX: Male
MARITAL STATUS: Married
RELIGION: Christian (Roman Catholic Church)
CONTACT ADDRESS: Holy Family College of Nursing and Midwifery, P.O. Box 51224, Limbe, Malawi
CELL PHONE NUMBERS: +265999134037/: +265881852795
E-MAIL ADDRESS: matewere2017ireneo@kcn.unima.mw or matewereireneo@gmail.com

CONTACT PERSON: Mrs Josephin Matewere
CELLPHONE NUMBER: 0999327403
HOME ADDRESS: Chilemba Village, P.O. Box 28, Nambuma, T/A Kayembe, Dowa, Malawi

II. WORK EXPERIENCE

- a) June-December, 2010 Nursing Officer at St Michaels (Guilleme) Community Mission Hospital in
- General Out-Patients Department
 - General In-Patients Department
 - Maternity Department
 - Community and Outreach Clinics
- b) January 2011-January 2013 Nursing Officer at Queen Elizabeth Central Hospital in the Obstetrics and Gynaecology Department specifically at Chatinkha Labour Ward
- c) June 2012 to September, 2012 Part-time job as Research Nurse at Malawi-Liverpool-Wellcome Trust for the CHEPETS Gene-Expert Study for Tuberculosis
- d) January 2013 to date Lecturer in Nursing and Midwifery at Holy Family College of Nursing and midwifery

III. EDUCATIONAL AND PROFESSIONAL QUALIFICATIONS

- a) 2005 Malawi School Certificate of Education at Mchinji Secondary School
- b) April, 2006-May 2010 Bachelor of Science Degree in Nursing and Midwifery at Mzuzu University
- c) May 2017 to date Studying for Master of Science in Nursing and Midwifery Education at Kamuzu College of Nursing

IV. COMPUTER LITERACY

- a) Microsoft Word
- b) Microsoft Power Point
- c) Microsoft excel

V. REFEREES

- a) Mr Lucky Mhango
Faculty of Health Sciences
Mzuzu University
Private Bag 201
Luwinga, Mzuzu 2, Malawi

CELLPHONE NUMBERS: 0995421648/0888317244

E-MAIL ADDRESS: lumhango@yahoo.co.uk

- b) Mr Joseph Mfuni
Kamuzu College of Nursing
Private Bag 1
Lilongwe

TELEPHONE : Mobile: +265 881717735 & +265 991357502; Office: +265 175662.

E-mail: jmfuni@kcn.unima.mw; mfuni2200@yahoo.co.uk

- c) Mrs. Mercy Chirwa
Holy Family College of Nursing and Midwifery
P.O. Box 51224,
Limbe
Malawi
E-mail: mechirwa2012@gmail.com

APPENDIIX J Study supervisor's curriculum vitae

NAME : Joseph HezronChinchewe MFUNI

DATE OF BIRTH : 5 March 1957

NATIONALIT Y : Malawian

MARITAL STATUS: Married with children

POSITION : Senior Lecturer

ADDRESS : Kamuzu College of Nursing, P/Bag 01, Lilongwe, Malawi.

TELEPHONE : Mobile: +265 881717735 & +265 991357502; Office: +265 175662.

E-mail: jmfuni@kcn.unima.mw; mfuni2200@yahoo.co.uk

EDUCATIONAL QUALIFICATIONS

1. Master of Education (2003): University of Botswana, P/Bag 0022, Gaborone, Botswana;

specializing in Religious Education and Educational Foundations

Religious Education

- World religions: Christianity, Judaism, Hinduism, Buddhism, Sikhism and Bahai Faith

- World Religions and Educational Practice; Religious Education and Curriculum Development; Psychology and Religious Education

- Religious Education teaching methods in primary and secondary schools and Colleges

Educational Foundations

- Foundations of Education: Philosophy, Sociology, Psychology and History of Education

- Instructional supervision and leadership; Education policy and national development

- Educational research and evaluation

2. Bachelor of Education (1983): University of Malawi, P O Box 278, Zomba, Malawi;

majoring in Religious Studies, History and Education.

Religious Studies

- African traditional religions; African Philosophy; African Independent churches;

- Biblical studies: New Testament and Old Testament literature and theology

- Biblical hermeneutics; Contemporary theology, Philosophy and sociology of

Religion

- World Religions: Christianity; Islam; Judaism

- Bible Knowledge Teaching methods

Education

- Introduction to Psychology: developmental, personality and learning theories

- Educational Foundations: Philosophy, Psychology, Sociology and History of

Education

- Educational testing, measurement, research and evaluation

- School organization and management

- Curriculum studies, and Teaching Methods

History

- Modern World History: Modern Europe; The USA since 1776; Modern Asia since 1850;

- Twentieth century Africa; International relations since 1900

- Rise of western civilization: Ancient civilizations; Renaissance, reformation, exploration

- and colonization; Church history, and Christian missions to Africa

- African History: Pre-colonial Africa; Southern Africa since 1870; North and West Africa

- since 1800; East and Central Africa from pre-colonial times to independence; The

- African Diaspora; Pan-

- Historical research methods, and History research project

- History Teaching Methods

WORK EXPERIENCE

1. Senior Lecturer (Dec 2010 – Date): Kamuzu College of Nursing, P/Bag 01, Lilongwe

Responsibilities:

Teaching, training and assessing tutors and lecturers for Colleges of Nursing and Midwifery; and Head of Basic Studies Department

Courses: Theory and Practice of education, including assessment, curriculum development, supervision of teaching practice and research projects

2. Senior Lecturer (June 2005 - Nov2010): Molepolole College of Education, P/Bag 008,

Molepolole, Botswana

Responsibilities:

Teaching and examining Religious Education and Teacher Education

Courses; and supervising research projects; tutoring primary school teachers upgrading to

Diploma.

3. Lecturer (2004 Jan - 2005 May): University of Livingstonia, Box 37, Livingstonia, Malawi.

Responsibilities:

Designing, teaching and examining Religious Education and Teacher Education courses;

and supervising research projects; carrying out duties of Dean of Students

4. Senior Teacher (1994 - 2003): St Joseph's College, Box 13, Gaborone, Botswana

Responsibilities:

Teaching Religious Education; writing Workbooks for Religious Education for distance

education learners studying with Botswana College Distance and Open Learning (Bocodol).

5. Deputy Headmaster (1988 - 1990):Madisi Secondary School, Box 160, Madisi, Malawi

Responsibilities:

School administration management duties; Teaching Bible Knowledge and History.

6. Deputy Headmaster (1991 - 1993): Katoto Secondary School, Box 136, Mzuzu, Malawi.

Responsibilities:

School management; Teaching some History classes; and writing History Workbooks for

students studying with the Malawi College of Distance Education.

7. Examinations Officer (1984 - 1988): Malawi National Examinations Board, P O Box 191,

Zomba, Malawi

Responsibilities: Development and administration of annual national Examination in History and Bible Knowledge,

SELECTED PUBLICATIONS

□ Sichinga, K.T., Mfuni, J.H.C, Nenty, H.J., &Chakalisa, P. (2016). Teacher questioning behavior and students' participation in Botswana Senior Secondary Schools.

International Education and Research Journal (Factors influencing quality of feedback in

teaching in Botswana senior secondary schools

□ Sichinga, K.T., Mfuni, J.H.C, Nenty, H.J., &Chakalisa, P. (2014). The International

Journal of Research in Social Sciences (IJRSS) in Vol. 3(8)

□ Mmolai, S.K.; Mfuni, J.H.C.; Solobi, K. (2012). Understanding Moral Education Book 2

Gaborone: Pentagon Publishers.

□ Mfuni J.H.C., (2012). Discipline management in Classrooms: Reasons for the use of

Corporal Punishment schools in Primary Schools in the South-Central district of Botswana). Journal of the Botswana Educational Research Association. Vol. 17(2).

□ Mmolai, S.K.; Mfuni, J.H.C.; Solobi, K. (2010). Understanding Moral Education Book I).

Gaborone: Pentagon Publishers

□ Mfuni J.H.C, Mmolai, S.K Selaledi, F. (2009). Understanding Moral Education, a textbook

for Junior Secondary Schools in Botswana.). Gaborone: Pentagon Publishers

□ Mfuni, JHC (2007). The Role of Religious Education in promoting Botho: Implications for

the fight against HIV/AIDS. In Gaie, J.B. &Mmolai, S.K. (eds) (2007). The Concept of

Botho and HIV/AIDS in Botswana. Eldort (Kenya): Zapf Chancery Consultants and Publishers.

□ Mfuni, JHC (1997). Religious Education Workbooks published by Botswana College of

Distance and Open Learning (BOCODOL), Gaborone, Botswana.

□ Mfuni, JHC (1992). History Workbooks published by the Malawi College of Distance

Education (MCDE), Blantyre, Malawi.

REFEREES

□ Dr Matthews Ngwale, Kamuzu College of Nursing, University of Malawi, P/Bag 001,

Lilongwe, Malawi. E-mail: mngwale@kcn.unima.mw

□ Dr Ida Mbendera, University of Malawi, Kamuzu College of Nursing, P/Bag 001, Lilongwe -

ikmbendera@kcn.unima.mw

□ DrMasaukoMsiska, Head of Basic Studies, University of Malawi, Kamuzu College of

Nursing, P/Bag 001 Lilongwe, Malawi – e-mail: masamsiska@kcn.unima.mw

□ MrKutemwaSichinga, Mogoditshane School, P/Bag 44, Mogoditshane, Botswana

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kutemwasich@yahoo.co.uk