

TEACHERS' BELIEFS AND CONSTRAINTS IN ADOPTING LEARNER-CENTERED PEDAGOGY; AN ANALYSIS OF TEACHER-CENTERED METHODS IN TANZANIAN TEACHER TRAINING COLLEGES

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Abstract : Modern teaching prioritizes student-centered learning, yet teacher-centered methods (TCM) still exist in many contexts, including Tanzanian colleges. This study investigates the factors that motivate the continued use of TCM in selected teacher training institutions in Tanzania. Using a quantitative approach, data were collected from 150 college teachers through structured questionnaires, analyzed with the Relative Importance Index (RII) to rank the motivational factors. The research findings reveal three main factors driving the use of TCM, which consist of teachers' belief in its effectiveness, poor student cooperation perception, and low student learning ability. Additional but less significant factors include class size, resource limitations, and standardized testing demands. This study concludes that deeply rooted teacher beliefs and contextual classroom challenges reinforce the use of TCM, despite policy changes advocating for student-centered methods. (LCM). This study recommends enhancing teacher training programs that focus on fostering student engagement and addressing student ability perceptions to align teaching practices with modern educational goals.

Keywords : Teachers' Beliefs; Learner-Centered Pedagogy; Teacher-Centered Method.

Abstrak : Pengajaran modern memprioritaskan pembelajaran yang berpusat pada siswa, namun metode yang berpusat pada guru (TCM) masih ada dalam banyak konteks, termasuk perguruan tinggi Tanzania. Studi ini menyelidiki faktor-faktor yang memotivasi penggunaan TCM secara terus-menerus di lembaga pelatihan guru terpilih di Tanzania. Dengan menggunakan pendekatan kuantitatif, data dikumpulkan dari 150 guru perguruan tinggi melalui kuesioner terstruktur, dianalisis dengan Indeks Kepentingan Relatif (RII) untuk menentukan peringkat faktor-faktor motivasi. Temuan penelitian mengungkapkan tiga faktor utama yang mendorong penggunaan TCM, yang terdiri dari keyakinan guru terhadap efektivitasnya, persepsi kerja sama siswa yang buruk, dan kemampuan belajar siswa yang rendah. Faktor tambahan tetapi kurang signifikan termasuk ukuran kelas, keterbatasan sumber daya, dan tuntutan pengujian standar. Studi ini menyimpulkan bahwa keyakinan guru yang mengakar kuat dan tantangan kelas kontekstual memperkuat penggunaan TCM, meskipun ada perubahan kebijakan yang menganjurkan metode yang berpusat pada peserta didik (LCM). Studi ini merekomendasikan peningkatan program pelatihan guru yang berfokus pada pembinaan keterlibatan siswa dan mengatasi persepsi kemampuan siswa untuk menyelaraskan praktik pengajaran dengan tujuan pendidikan modern.

Kata Kunci : Keyakinan Guru; Pedagogi Berpusat pada Siswa; Metode Berpusat pada Guru.

INTRODUCTION

Educational institutions globally, including colleges and schools, have been undergoing significant pedagogical transformations due to progressive theories such as constructivism and connectionism (Anderson & Putman, 2020; Calderón et al., 2020; Mogas et al., 2022). Historically, teaching relied heavily on behaviorist approaches that positioned the teacher as the primary source of knowledge, using teacher-centered methods (TCMs) (Muganga & Ssenkusu, 2019). These methods emphasize teacher control over instructional activities, with limited attention to active learner participation. Despite policy shifts advocating for learner-centered methods (LCMs), TCMs remain dominant, particularly in large classroom settings (Kafyulilo et al., 2013; Msonde, 2013).

In Tanzania, the introduction of the Competence-Based Curriculum (CBC) in 2005 marked a significant shift in educational priorities, emphasizing learner-centered methods (LCM) to promote creativity, critical thinking, and problem-solving skills. This policy aimed to align teaching practices with the demands of the modern workforce by fostering active and independent learning among students. Despite this mandate, the practical implementation of LCM in teacher training institutions remains limited, as many continue to rely heavily on teacher-centered methods (TCM). Several studies have highlighted persistent challenges that hinder the adoption of LCM. For example, Mkimbili (2018) notes that limited teaching resources, such as instructional materials and technological tools, make it difficult for teachers to facilitate interactive and student-driven learning. Similarly, overcrowded classrooms often force educators to prioritize efficiency over engagement, further reinforcing TCM practices. Moreover, as Muganga and Ssenkusu (2019) point out, deeply ingrained beliefs among teachers regarding what constitutes effective instruction—often rooted in their own educational experiences—play a crucial role in perpetuating TCM use. These challenges indicate a disconnect between curriculum goals and classroom realities, which undermines the potential of CBC to transform learning experiences. Addressing these barriers is essential for ensuring that the goals of the CBC are fully realized in Tanzanian education.

Numerous studies have examined the persistence of TCM in educational settings. For instance, Rawat (2012) identified barriers to adopting LCM in Pakistan, including resource shortages, large class sizes, and inadequate leadership. Similarly, Mavumba (2022) highlighted factors in Tanzania, such as overloaded syllabi, lack of teacher training, and student passivity, which reinforce TCM use. Chiwanga and Iddy (2018) further demonstrated that insufficient instructional materials and language proficiency issues drive the reliance on TCM in Tanzanian secondary schools. While previous studies largely relied on qualitative analyses, this research distinguishes itself by employing a quantitative

approach, utilizing the Relative Importance Index (RII) to statistically rank the factors influencing TCM adoption. This methodological distinction enables a more precise identification of the most prominent motivating factors, addressing a gap in existing literature. Addressing this gap, the current research employs the Relative Importance Index (RII) to quantitatively rank the factors influencing TCM adoption in teacher training colleges. By doing so, this study not only offers a more precise understanding of the primary drivers of TCM use but also contributes a novel methodological perspective to the existing body of literature.

This study aims to identify the key factors motivating teachers to use the Teacher-Centered Method (TCM) in teacher training institutions and determine the relative importance of these factors based on teachers' perceptions. Previous studies have extensively examined the persistence of TCM in various educational contexts, focusing on barriers to the adoption of Learner-Centered Methods (LCM). For instance, Rawat (2012) identified constraints such as resource shortages, large class sizes, and inadequate leadership in Pakistan. Mavumba (2022) highlighted issues like overloaded syllabi, limited teacher training, and student passivity in Tanzania. Furthermore, Chiwanga and Iddy (2018) revealed that insufficient instructional materials and language challenges contribute to the reliance on TCM in Tanzanian secondary schools. However, most of these studies relied on qualitative approaches that describe the phenomena without providing a quantitative understanding of the hierarchy of these factors. By employing the Relative Importance Index (RII) method, this study addresses the gap in previous literature by statistically ranking motivational factors such as teacher beliefs, classroom dynamics, and resource limitations. This quantitative approach complements prior qualitative findings and offers more precise insights to support decision-making in policy and teacher training programs.

Teachers choose the Teacher-Centered Method in training. They are motivated by their teaching beliefs (Held & Mejuh, 2024). The learning environment shapes their choices. Resource limits also influence their decisions. Multiple barriers to the implementation of Learner-Centered Methods (LCM) have been identified by previous studies, including resource shortages, large class sizes, and overloaded curricula, which make it difficult for educators to adopt these methods effectively. These studies have predominantly adopted descriptive and qualitative approaches, and an in-depth comprehension of how each factor compares regarding its relative importance needs to be improved. This study uses the Relative Importance Index method. It fills a gap in earlier research. The analysis finds several key factors that strongly influence the outcomes. This research assumes that teachers believe TCM is the best approach, and they confront difficulties like limited student cooperation and low learning abilities, which mainly drive their preference for this method

(Chidubem Precious & Adewunmi Feyisetan, 2020). The researchers expect the findings to help develop relevant, evidence-based educational policies, and they believe this will make a massive difference.

METHOD

This study employed a quantitative research approach to investigate the factors motivating teachers to persist in using Teacher-Centered Methods (TCMs) in Tanzanian Teacher Training Colleges (TTCs). The quantitative approach was chosen to provide statistical insights into the prominence of these factors, addressing gaps in previous studies that predominantly relied on qualitative analyses. A cross-sectional research design was used, enabling data collection at a single point in time through structured questionnaires.

The study was conducted in the Morogoro Region, Tanzania, encompassing four TTCs: Morogoro Teachers' College (MOTCO), Morogoro Vocational Teachers' College (MVTTC), Mhonda Teachers' College (Mvomero District), and Dakawa and Ilonga Teachers' Colleges (Kilosa District). This region was selected due to its significant number of TTCs, which ensured the availability and accessibility of respondents for reliable data collection. The study population included teachers in these colleges, who were expected to provide relevant information based on their experiences and practices. Out of 190 teachers in the region, 150 were randomly selected to ensure representative sampling while maintaining accuracy within specified confidence intervals.

Data collection involved a structured questionnaire, where respondents rated their agreement or disagreement on factors motivating their use of TCMs. A five-point Likert scale was used, with ratings ranging from "1 = strongly disagree" to "5 = strongly agree." The data were analyzed descriptively using frequency distributions and the Relative Importance Index (RII) computation. The RII, calculated for each indicator, was used to rank the factors based on their perceived importance. The RII classification (Chougule, 2020) was adopted, with indicators categorized into High (H: 0.8–1.0), High-Medium (H-M: 0.6–0.8), Medium (M: 0.4–0.6), Medium-Low (M-L: 0.2–0.4), and Low (L: 0.0–0.2).

To ensure validity, the research tools were developed using precise conceptualization and operationalization of variables, informed by expert opinions and peer reviews, to identify and rectify potential errors. Construct validity was further enhanced through alignment with established literature (Creswel et al., 2018). The reliability of the questionnaire was assessed using Cronbach's Alpha, which yielded a coefficient of 0.81, indicating high internal consistency. This robust methodology ensures that the findings are reliable and valid, providing valuable insights into the persistence of TCMs in teacher training contexts.

RESULT AND DISCUSSION

The study sought to investigate the main drivers of why teachers continued adopting Teacher-Centered Methods (TCMs) in some Teacher Training Colleges (TTC) in Tanzania. The study also ranked all these factors using the Relative Importance Index (RII) analysis to measure their significance in these preferences. Responses were obtained through a structured questionnaire with a five-point Likert scale, enabling respondents to share their degree of agreement or disagreement with statements addressing TCM usage. This reflected the teachers' perceptions and allowed for a statistical ranking of the factors. Key findings indicated beliefs held by teachers that TCM is the most suitable method for student learning delivery, and perceived low student cooperation or learning abilities were the most prevalent factors. Other considerations, including resource shortages and class sizes, scored lower. The findings shed light on the reasons for TCM use, revealing that teacher beliefs and contextual difficulties continue to combine to challenge policies based on a more learner-centered approach to curriculum implementation. These results are consistent with the existing literature but provide a nuanced, quantitative view.

This research analyzed the key drivers encouraging educators to adopt the Instructor-Centered Approach (ICA) at teacher preparation organizations. The academics rated their concurrence with diverse declarations utilizing a five-point Likert scale, allowing for the Relative Importance Index (RII) to be applied. Examining their responses illuminated numerous determinants swaying their choice to utilize ICA, with the positioning of these variables furnishing perception into the relative significance allocated to every. Elsewhere in the classrooms, some learners thrived in the structured environment provided by the traditional teaching style. In contrast, others expressed they would benefit from opportunities to direct portions of their edification and from assignments that stimulated superior-order thinking abilities. The rankings resulting from the study offer helpful guidance for administration regarding how best to support training staff; nonetheless, they remain suggestive as no method is preferential for all pupils in all scenarios.

1. RII Analysis and Rankings

The study utilized the Relative Importance Index (RII) to quantify and rank the factors that motivate teachers to use the Teacher-Centered Method (TCM). By analyzing teachers' responses to various indicators, the RII values were calculated to measure the relative importance of each factor. These values provided a clearer understanding of which factors most strongly influence the decision to adopt TCM. The RII analysis also allowed for a comparison of the weight of each factor, offering valuable insights into how teachers prioritize their teaching methods.

The study's findings were quantified using the RII, which provided a clearer picture of the relative importance of the factors. The RII values for each indicator were calculated based on the strength of teachers' agreement, resulting in the following rankings;

Table 1: Relative Importance Index

Statements	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Total	Total Number (N)	A*N	RII	Rank
C1	145	148	9	62	50	414	150	750	0.552	9
C2	155	176	0	96	27	454	150	750	0.605	8
C3	75	116	30	124	34	379	150	750	0.505	11
C4	140	112	15	114	32	413	150	750	0.551	10
C5	165	204	15	66	28	478	150	750	0.637	6
C6	230	256	6	42	17	551	150	750	0.735	3
C7	170	256	27	56	15	524	150	750	0.699	4
C8	135	248	15	56	28	482	150	750	0.643	5
C9	145	196	3	92	25	461	150	750	0.615	7
C10	275	264	0	24	17	580	150	750	0.773	2
C11	385	128	21	28	20	582	150	750	0.776	1

The table 1, illustrates that factors with higher RII values, such as the belief in TCM's effectiveness (C11) and poor cooperation among students (C10), are perceived as more influential in motivating the use of TCM. Conversely, factors like scarcity of resources (C1) and the examination system (C3) were seen as less impactful.

Table 2: RII Value

Indicators	RII value	Ranking	Importance level
C1	0.552	9	M
C2	0.605	8	H-M
C3	0.505	11	M
C4	0.551	10	M
C5	0.637	6	H-M
C6	0.735	3	H-M
C7	0.699	4	H-M
C8	0.643	5	H-M
C9	0.615	7	H-M
C10	0.773	2	H-M
C11	0.776	1	H-M

The findings from the Importance-Performance Analysis uncovered that two determinants emerged with the highest relative importance index scores. Firstly, practitioners' conviction in Traditional Chinese Medicine as the optimum technique for

patient progress (C11), with a relative importance index of 0.776, closely shadowed by inadequate teamwork among individuals (C10), with a relative importance index of 0.773. These factors were perceived as the most potent motivators for employing Traditional Chinese Medicine. Practitioners' belief in Traditional Chinese Medicine suggests a staunch view that this approach is most successful for fostering patient achievement. At the same time, deficient collaboration highlights the necessity for a structured, practitioner-led strategy to manage dynamics within the clinical environment.

The third most impactful factor was the perceived low learning capacities of individuals (C6), with a relative importance index of 0.735. Practitioners indicated that when patients were perceived to have low learning abilities, they were more inclined to use Traditional Chinese Medicine, as it provides a controlled setting where they can directly provide information. Following this, the determinants of individuals' interest (C7) and substantial clinical workload (C8) were also significant, with relative importance index values of 0.699 and 0.643, respectively. These outcomes propose that practitioners are influenced by the level of patient involvement and the demands of their job duties when selecting Traditional Chinese Medicine.

Several considerations fell into the mid-range for their impact on a teacher's selection of instructional approach. Student collaboration, with a relative importance index of 0.637, had a moderate effect, as did curriculum volume, which carried an RII value of 0.615. Cooperation, rated at 0.605, also landed in the middle group. While relevant, the power of these determinants paled compared to top-tier drivers. It seems instructors deem issues such as learner ability and teamwork most predominant over these other aspects when opting between pedagogical philosophies.

On the low end of prioritization came large class sizes with an RII of 0.551, scarce educational resources at 0.552, and testing protocols registering 0.505. These carried weight but to a lesser degree, signaling teachers are less prone to opt for TCM solely based on headcounts, asset availability, or assessment pressures alone. This implies that the pressing in-the-moment needs of students take precedence over external pressures when selecting an instructional model tailored to each unique learning community.

So, we gleaned valuable insights from the RII analysis into the most influential elements of instructors' selection of the Teacher-Centered Method. The findings imply that educators' convictions in TCM's effectiveness, student collaboration, and perceived scholar learning capacities are chief motivators for embracing this style. On the other hand, aspects including class size, resource deficiency, and assessment protocols were determined to exert less sway on method choices. These outcomes underscore how

teacher viewpoints regarding pupil involvement and scholarly abilities significantly contour educational practices. Separately, the survey also highlighted that while class sizes and constraints can impact solutions, motivated teachers often incorporate diverse tactics, including occasional group activities or personalized attention, to engage learners, regardless of constraints or class sizes, actively. Overall, the depth of analysis brings an enlightening perspective regarding the complex interplay of factors impacting educational methods.

2. Prominent Factors Influencing the Use of TCM

The study aimed to identify the primary motivations underlying instructors' adoption of student-centered pedagogy in teacher education institutions. By leveraging a Relative Importance Index analysis of a five-point Likert scale survey, researchers queried educators on their level of agreement with various prompts regarding influential factors. This novel method provided insight into both the determinants impacting the selection of student-centered practices and teachers' perspectives on the comparative significance of each. The findings exposed several key rationales for the embrace of student-centered pedagogy, explored at length below.

This research manifested three prominent influences propelling the usage of student-centered techniques. These determinants materialized via their Relative Importance Index values, indicating instructors' strength of concurrence with each motivating element. The three most impactful drivers comprised beliefs in student-centered pedagogy's efficacy for learning, perceptions of low student participation, and views of limited student learning abilities. Each receives an expanded discussion below.

The strongest motivator for instructors involved their persuasion that student-centered pedagogy most effectively facilitates scholarly success. This belief ranked highest in the analysis. Educators noted how, despite external pressures from policies and curricula, they felt student-centered pedagogy optimally structured accomplishment, especially where other approaches seemed less fruitful. This finding implies that the view of guided, student-led methodology as yielding the best outcomes remains a powerful determinant, especially in contexts where teachers question alternatives.

A notable prompt recognized was the perceived deficiency in student involvement among peers. Educators depicted that when understudies exhibit lower levels of joint effort, they are more prone to actualize Teacher-Directed Classroom Management. This proposes that instructors may prefer a strategy that permits them to keep control over the education condition, mainly when understudies are not proactively cooperating. Teachers highlighted the significance of participation for powerful learning. They felt that Teacher-Directed Classroom Management empowered them to oversee the

homeroom elements all the more adequately when involvement was deficient among understudies.

Another driving thought motivating teachers to receive Teacher-Directed Classroom Management was the deficiency in scholastic advancement among understudies. Educators specified this as a key thought process, as they accepted that understudies who bring down scholarly capacities would have an advantage all the more from an educator-driven methodology. This observation invigorated teachers to embrace progressively customary techniques, similar to direct guidance, instead of understudy-focused ways that may require more prominent levels of understudy undertaking. The outcomes show that teachers may change their showing systems in light of their appraisal of understudy capabilities, favoring strategies they accept will bring about more viable learning results.

Several additional factors beyond those most commonly cited also impact the adoption of traditional teacher-centered methods. Class size, standardized testing, and limited educational resources were all identified as contributing influences. However, these elements carried less weight than teachers' beliefs about students and perceptions of their needs. While standardized exams shape curricula to some degree, they do not motivate teacher-centered techniques as powerfully as attitudinal factors. Similarly, scarcity of materials is recognized but does not primarily drive the traditional approach.

Analysis using the Relative Importance Index provided a clearly defined hierarchy. The teacher's faith in traditional methods' effectiveness, assumptions of low student cooperation, and perceptions of limited learning ability topped the list. In stark contrast, the lack of resources and testing demands ranked much lower, implying that they impact teaching tactics less than psychologists' mindsets. This ranking underscores how teachers' opinions of students' capabilities and needs most strongly encourage maintaining conventional practices. These discoveries carry consequential lessons for training programs. Tradition is seen as the optimal strategy, which suggests exploring alternative student-centered models. Additionally, since views of deficient participation and abilities strongly lean on tradition, preparation must supply strategies for fostering engagement and development, which could curb dependence on teacher-focused techniques.

In addition to the top three considerations, factors such as large class sizes, rigid standardized testing, and scarce educational resources were also identified as playing a role, though deemed less critical. Notably, the factor pertaining to limited teaching materials was among the least selected, implying that while a consideration, it is not the primary driver behind TCM usage. The analysis exposed variations in the perceived

importance of these elements. For instance, issues like enormous student numbers in classes, low collaboration, and deficient learning abilities were viewed as highly influential on TCM employment, registering RII values ranging from 0.6 to 0.8. In contrast, problems such as insufficient teaching supplies and inflexible examinations had lower RII scores, suggesting they were less pivotal in shaping instructors' methods.

Overall, the study implies that educators' beliefs in TCM effectiveness, perceptions of pupils' academic skills and cooperative levels, and the structure of the classroom environment are the most consequential motivators for adopting teacher-centered techniques in teacher training institutions. These discoveries underscore how teachers' views of their students and the learning surroundings mold their educational practices, highlighting that belief in the approach itself remains a powerful motivator.

The quantitative research delved into the underlying motivations behind some Tanzanian teacher training colleges' continued reliance on teacher-centered methodologies, offering valuable insights. Employing the relative importance index approach, the study ranked the most significant drivers of instructors' preference for these traditional approaches, shedding light on the intricate interplay between educators' perspectives and the hurdles encountered in the classroom. Results revealed that teachers' conviction in the effectiveness of teacher-centered methods, deficient student participation, and perceived low student learning abilities topped the list of considerations influencing their decisions to employ this model. These outcomes aligned with earlier examinations by Chiwanga and Iddy (2018), Mavumba and Mtitu (2022), who documented the prevalence of teacher-centered strategies across educational settings but stopped short of quantifying and ordering the contributing elements.

Additionally, the findings resonated with a systematic review by Sakata et al., highlighting the dominance of teacher-centered approaches in low- and middle-income nations. This global outlook illustrated a consistent pattern where instructors rely on these traditional student-teacher dynamics regardless of the increasing focus on learner-centered methodologies. Moreover, studies by Silva (2020) and Farias et al. (2021), corroborated these results by pinpointing key difficulties faced by educators attempting to implement learner-centered models, such as issues with classroom management and resistance from pupils (Wolff et al., 2021). These external investigations underscored the need for structural alterations to assist teachers in transitioning to more student-centered practices.

Implications for educational practices draw from the nuanced findings presented. The steadfast belief in Teacher-Centered Methodology highlights the urgent need to address entrenched misconceptions regarding Learner-Centered Pedagogy's potential benefits (Volkman & Fraunhofer, 2023; Waziri et al., 2021). Teachers' reliance on TCM, especially where student cooperation proves scarce, likely stems from deficiencies in awareness and

training of alternatives. As Rawat (2012) and Korzeniewicz (2000) noted, constraints, including scant resources, bloated class sizes, and meager inspiration, can predispose educators to persist in the utilization of TCM. Therefore, targeted professional development prioritizing the potency of learner-centered techniques and outfitting instructors with strategies for more engaging students proves critically important.

Furthermore, the persistence of TCM may be connected to the perceived lack of learning capacity within students. Educators could feel that those with lower academic abilities need more direct steering, an outlook aligning with behavioral learning theory that emphasizes the teacher's role as the foremost source of knowledge (Lee et al., 2023; Ma et al., 2022; Wahid et al., 2020). However, constructivist theories advocate that students actively construct knowledge through experience and are shown to be more adept at cultivating deep understanding (Vavrus et al., 2011; Danton, 2004; Krahenbuhl, 2016). This presents a chance to challenge conventional teachings and supply instructors with instruments for balanced, student-driven methodologies.

The research also spotlights the structural realities that impact TCM adoption, such as expansive class sizes and constrained assets. While these factors ranked lower in the RII examination, they still play a role in shaping instructors' instructional choices. This proposes that confronting these structural issues can make a more inviting environment for embracing innovative teaching strategies. Furnishing extra assets, diminishing class sizes, and offering better backing for educators could alleviate a portion of the obstructions that forestall the widespread use of student-centered approaches (Sanders, 2015). What is more, advancing collaboration among teachers to share best practices and creative arrangements could help counteract the difficulties related to large classes and asset confinements.

The discoveries additionally resonate with Niyozov's (2009) call to advance past the manufactured separation of teacher-centered versus student-centered teaching. This examination's quantitative methodology presents an unusual commitment to the writing by providing a more precise, objective comprehension of the elements affecting the proceeding with the utilization of TCM. Rather than seeing these strategies as mutually exclusive, it is fundamental to acknowledge that the two approaches offer significant parts that add to understudy learning. This point of view urges instructors to draw from the two techniques, modifying their teaching procedures to meet the different needs of their understudies. The joining of student-centered strategies inside an overwhelmingly teacher-centered condition could help strike an adjustment, improving participation and advancing higher-request thinking abilities (Coghlan et al., 2021; Ghasemi et al., 2017; Kamran et al., 2023; Oser et al., 2021).

The research on teacher-centered instruction at Tanzania's teacher training colleges provides a meaningful understanding of why these methods have endured. Quantifying what most affects this choice confirms teachers' views, which are key but also expose structural and situational difficulties in maintaining conventional teaching. These results emphasize the importance of tailored teacher education and establishment assistance to help transition toward more student-centered practices, in the end, bettering how students learn. The study illuminates barriers inhibiting progress and highlights directions for policymakers seeking to modernize pedagogy. By reconsidering founded assumptions and supporting reform through both culture change and resource allocation, educators can work toward instilling in new teachers the student-focused styles international evidence indicates tend to serve learners best.

CONCLUSION

The key findings of this study emphasize that teachers' belief in the effectiveness of Teacher-Centered Methods (TCMs) is strongly influenced by perceived challenges such as poor student cooperation and low learning abilities. These factors, coupled with classroom dynamics, contribute to the persistent use of TCMs in teacher training colleges. However, the study also reveals the negative consequences of this approach, such as fostering passive learners who lack critical thinking and problem-solving skills, ultimately hindering the development of competent citizens who can contribute to the improvement of education systems.

This research contributes significantly to the field by providing a more precise understanding of the factors influencing the continued use of TCMs, using a quantitative approach through Relative Importance Index (RII) analysis. Unlike previous qualitative studies, this method allows for a clearer ranking of the factors, offering valuable insights for policymakers and educators. The findings highlight the importance of creating a conducive learning environment, including reducing class sizes and promoting student-centered learning, to facilitate the development of essential skills in students. This contributes to the growing body of knowledge on educational practices and the shift towards more inclusive and innovative teaching methods.

However, the study is not without its limitations. The research primarily focuses on teacher training colleges in Tanzania, which may not fully represent the broader educational context across different regions or countries. Additionally, the study is limited in terms of demographic variation, such as gender, age, or the socioeconomic backgrounds of the teachers and students involved. Future research could explore the psychological and cultural factors that influence teachers' preferences for TCMs, including how perceptions of

authority and the teacher's role within the socio-cultural context shape their teaching methods.

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