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**Redesigning the College of Education Curriculum to meet the
Learner Centered Approach Needs of the Pre-service teacher for
Effective Implementation of the Standard Based Curriculum in
Ghana**



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Redesigning the College of Education Curriculum to meet the Learner Centered Approach Needs of the Pre-service teacher for Effective Implementation of the Standard Based Curriculum in Ghana

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Abstract

Purpose: There is the need for the training of Pre-Service Teachers (PST) to appreciate and exhibit Learner Centered Approach (LCA) in the teaching and learning process. As we celebrate the preparedness of the college of education tutors to impart this knowledge to the PST, the space to deliver is faced with challenges. This paper aims at exploring how tutors are implementing the practices in LCA in colleges of education in their lesson delivery. It also aims at populating the challenges associated with the implementing the approach. The paper in addition, aims at highlighting the possible practices that can support Pre-Service Teachers to appreciate the use LCA in facilitating concepts in the classroom.

Methodology: This current qualitative research adopted exploratory and descriptive design. Qualitative data was collected through interview. Three Colleges of Education (CoE) in VOLTI zone were purposively sampled for the study.

Result: From the interview results, it was found that, college curriculum on academic content is focusing much of its attention on academic content than practicum. The mode of assessment is also making the impartation of LCA to the pre-service teacher seemingly untenable. The college tutors are functionally equipped to impart the methodology of LCA to the pre-service teacher, however the use of the LCA does not support them to cover much curriculum content. Tutors struggle to complete the semester's curriculum hence a deviation from the low usage of the LCA. It is also noted that, quizzes and End of Semester examination assessment items do not reflect

practicum. The observation results supportively confirm that tutors have difficulty of integrating LCA in the teaching of content related courses due to their apparent focus on examination.

Unique Contribution to Theory, Policy and Practice: It is therefore concluded that, the current practice of promoting LCA without appropriate forms of assessment to sustain its practice demotivates both tutors and students to engage in such classroom practices. We therefore recommend that, the B.Ed program is reorganized to include more practicum to prepare functional PST in towards the facilitation of the Standard based Curriculum.

Keywords: *Curriculum, Learner Centeredness, Practicum, Pre-Service Teacher, Tutor.*

I. INTRODUCTION

The SDG 4 mandates all countries to provide quality education for all learners by 2030 (UNESCO, 2021). If quality education must be given it should be effectively provided through appropriate and creative pedagogies (Yekple et al., 2022). Classrooms in the 21st century are expected to accommodate all category of learners. It is also expected that classroom practices are engaging enough to maximize learning outcomes. In such learning environments, learners find the learning process more meaningful when sub-strands are relevant, useful and applicable to their lives, needs, and interests especially when they are purposefully involved in creating, understanding, and connecting to knowledge (Whistler, 1997). Nyimbili et al. (2018) observed that LCA of teaching encourages education which hinges on the pivot that learners take a center stage of the teaching and learning process so that they can get involved in the educational process. In this approach, the learning process departs from the traditional lecture methods to a modern strategy of focusing on learners more instead of teachers.

Rogers (1983) proposed LCA of learning to be an approach to learning in which students choose what to learn, how it is learnt and why that topic or concept might be of interest to them. These definitions propose a very unfortunate situation in the Colleges of Education in Ghana which make the attainment of educational goals untenable. The college curriculum is designed to achieve a high percentage of content than practicum. The national aspirations should equally cover the practical experience and training interests of the pre-service teacher.

To further explain a learner centred-learning to accommodate better situations at the stages of training, Weimer (2002) suggested that the best duty of the teacher is to encourage learners into doing discovery learning and peer learning. As Wright (2011) demonstrated, the use of learner-centered pedagogy allows a democratic flexibility to teaching that relocates the class facilitator from the center of the learning environment to a more referee position. This shift increases learner engagement to actively participate in the classroom activities. It also calls for research into effective and interactive strategies to facilitate learner-centred lessons in various subject areas at the colleges of education level. By this way, the learning activities continue (lifelong learning) hence, becoming self-directed. This creates more opportunities for peer interaction through which they can share learned information.

Moate and Cox (2015) discussing the relationship between the two parties in the approach indicate that facilitators who practice the LCA values a collaborative strategy of teaching and learning. They maintain that, the strategy respects students' wisdom and contributions. Classroom facilitators create such learning atmosphere which encourages learners to actively participate in and take ownership of their learning experiences. The classroom atmosphere arouses learning interest and inspires learners to think critically about how to apply knowledge and skills acquired to their future practice in the society.

According to the discussion above, teachers are expected to engage in constructing appropriate, real-life activities that arouse and sustain learner involvement. It supports the current increasing emphasis on moving away from traditional pedagogies of teaching towards LCA. This paradigm shift has encouraged moving of the power of engagement from the instructor to the learner, treating the learner as a co-creator in the teaching and learning process (Barr & Tagg, 1995; Nyimbili et al., 2018). LCA of teaching and learning acknowledges the value of the learner in the classroom process yet the instruction is extended to cover desirable practices that can enhance the improvement of learning outcomes (Nyimbili et al., 2018). If stakeholders expect the implementation of LCA, then these desirable practices in the Ghanaian context should be readily attended to. These practices which fosters learner centred classroom include the availability of functional teachers. It is this caliber of teachers who are effectively built with the knowledge of appropriate creative pedagogies that drive home the curriculum content. In line with the above, this current paper aimed at achieving the following research objectives;

- a. To investigate how the college tutors are prepared to use the LCA in their teaching activities.
- b. To investigate how the College of Education Curriculum is preparing the pre-service teachers for the field.

II. THEORETICAL FRAMEWORK

Dewey (1938) propounded the theory of learning by doing which demands that children work together with their immediate environment to become accustomed and acquire knowledge and skills for development. Yekple et al., (2021) observing the pedagogical imports of this theory, suggests that the learning space in the 21st century should be expected to support the demonstration of real life situations. They further recommended that the classroom should have the opportunity to allow and support children to participate in learning activities in safe, comfortable and flexible social settings. They suggested the use of play and games as social interactive activities that encourages learning by doing sometimes using simulation and real situations.

Vygotsky (1978) highlighting how children learn, projects the social constructivist theory. The theory propounds peer social interaction as a relevant strategy that facilitates learning. The theory highlights play, hands-on-activities by which children are gainfully engaged, as classroom practices. In social constructivist theory children perform actions of imagination in an imaginary situation. They create voluntary intentions. They form real-life plans and pursue voluntary motives in classroom activities The theory registers that children continuously practice what they previously learn and also learn new things (Yekple et al., 2021). In the work of Dewey (1929), he posits in his progressive learning theory that:

“The only true education comes with the stimulation of the child’s powers by the demands of the social situations in which he finds himself. Through these demands he is

stimulated to act as a member of a unity, to emerge from his original narrowness of action and feeling, and to conceive of himself from the standpoint of the welfare of the group to which he belongs”

Again, Dewey in 1985 reviewing his own argument explained that the progressive learning theory focuses its practices on experiential learning that develops within a social milieu. Our argument is that LCA should always be an act of social interaction that results in effective learning for sustainability. This learning should operationally happen within the domains of the theory. In a similar explanation, Labaree (2005) suggests that classroom activities make learners interact with one another and in this way they develop social qualities of community, cooperation, justice, democratic equality and tolerance for different points of view. Such qualities are necessary in preparing children to operate in a democratic society. Dewey’s two theories; learning by doing and progressive learning are suitable theoretical assumptions for this paper due to their interrelatedness focusing on social interaction through activities and experience.

III. LITERATURE REVIEW

Basic school teachers alleged that the course content in the Colleges of Education and universities is focusing too much on classroom academic work than the practical teaching practices to equip them for the field of the job in the classroom (Yekple, 2022). According to Weimer (2002), college-level classrooms are very instructor-centered, which hinders students from developing into successful and functional mature learners. Although their level of awareness of the issue varies from those who are aware of the specific problem areas to those who simply have a sense that something is wrong with the educational process, she claims that many instructors are aware of this and are making changes in the direction of becoming more of LCA practitioners. The teacher-centeredness of the classroom may be observed clearly in five areas, according to Weimer: the power dynamic, the function of the content, the teacher’s position, the student’s responsibility for learning, and the goals and evaluation procedures are critical in the process. The goal is to modify educational activities in a way that will improve student learning, even though the notion is not always employed in the literature or in usage with a consistent definition (Reigeluth et al., 2006). Higher education is becoming more and more interested in LCA and many colleges offer online resources for instructors on their websites. The pedagogical literature supports her subsequent shift toward LCA, which is hoped to result in more success for students and greater work satisfaction for teachers. It is acknowledged that the affective and cognitive domains have an impact on classroom effectiveness (Wright, 2011). In addition, the study also notes that, based on her own teaching experiences, students anticipate and prefer that the teacher have final say over most curricular matters. She cites the course description as evidence, and poses rhetorical questions regarding who decides things like course material, meeting times, classroom setup, student conduct, and grades. She argues that, teachers make their authority known through the use of authoritative language while relaying information

to students. She says that, today's college and university students are more likely to be worried and tentative than empowered, confident, and self-motivated, and she suggests that teachers start giving students more self-confidence right away by giving them a choice of how many assignments to do.

Since students are the main focus of the educational business, all planning involves deciding what needs to be done and how it should be based on their cognitive and affective active learning. While the students' efforts are primarily directed at capturing the information, the instructor traditionally handles the majority of the classroom instruction for the class, including selecting and organizing the content, understanding and applying the concepts, and evaluating student learning. Weimer (2002) argues that in the LCA classroom, the roles of teacher and student must change. The teacher no longer serves as the "sage on the stage" but rather as the "guide on the side," who sees the students as intellectual seekers rather than as empty vessels to be filled with knowledge. She also uses the metaphors "midwife," "coach," and "wright" to characterize the teacher. The demands of the students, who depend on the teacher to take all of the decisions, and the pedagogical literature, which, in her opinion, is focused with teaching over learning and almost entirely focuses attention on what the teacher should do, are obstacles to this change in role. Students learn best by doing, according to Weimer, thus including them in the learning activities helps them learn. When the lecturer asks the class to provide examples, applications, or summaries, for instance, the students participate in the presentation and learn from one another. They also gain knowledge when they participate in problem-solving sessions. Faculty members have the chance to assist students in clarifying their comprehension and assimilation of the subject matter in relevant ways through in-class activities that include the students.

According to Baxter and Gray (2001), moving toward a model in which students are actively involved in the learning process is preferable for effective learning. The instructor now serves as a facilitator rather than a passive giver of information and is not required to be an authority on the subject matter. Peer-learning activities like micro teaching on a subject to their peers as opposed to just participating in debates or reading from provided material are examples of peer-learning activities that have been reported in the literature across a wide range of disciplines. Instead of using passive conventional teaching techniques, cooperative learning strategies that encouraged peer interaction and connected the concepts to other disciplines were more effective at helping remedial students strengthen their subject area skills. Another study indicates that a big upper-division biology class was made more interactive by including student involvement and cooperative problem-solving into the lectures, student learning and conceptual understanding increased dramatically (Knight & Woods, 2005). In a like manner, Salter et al. (2009) argues that, giving students and instructors new roles, it assisted faculty in restructuring their course so that students would be more actively engaged and not only listen to lectures from the instructors. Instead, concentrating on the tasks teachers needed to complete in order to prepare the class

presentation, the tasks students needed to complete in order to understand the subject were identified when organizing classroom activities. The discussions above demonstrates that with the LCA approach the students develop the ability to question assumptions and lead to conceptual shifts. When multicultural topics were being studied, the LCA was shown to be extremely effective (Mahendra et al., 2005), as the students were able to gain from the vast range of perspectives that were present. With the use of these strategies, classrooms went from being teacher-centered to interactive learner centred engagements.

According to An and Mindrila (2020), the standard model of education places equal emphasis on the instructor and the content being taught, LCA take into account the unique characteristics of each student and tailor their instruction accordingly. Cognitivism, constructivism, and humanism all contribute to the central idea in learner-centered education, which is that students create sense or make meaning out of information and experience in their own manner. They further opined that, the concepts of LCA psychology, learning involves the individual as a whole. It is not simple to adopt LCA education in the current education system, which was created with sorting in mind rather than learning, despite the fact that it has the ability to satisfy the requirements of individual students and better prepare them for the quickly changing global world. Many studies have found out that educators value and implement LCA practices. Despite this, there is a depth of studies that investigate how educators prioritize their students as learners.

An and Mindrila (2020) suggest personalized learning activities and assistance, social and emotional support, self-regulation, collaborative and genuine learning experiences, and evaluation for learning are the five hallmarks of LCA outlined and seen in LCA classrooms. LCA practice that has been demonstrated to be effective for students at the university level was characterized by McCombs (2015) and classified into five categories. Facilitating the learning process, inspiring personal challenge and responsibility, meeting the needs of individuals and groups, and establishing productive connections are the five areas that make up a well-rounded educational environment. Bas and Beyhan, (2019) recently presented pedagogical principles for learner-centered education: attainment-based instruction, task-based instruction, individualized instruction, shifted roles, and rethought curricula. By concentrating on the development of real-world skills like higher-order thinking, problem solving, decision making, and teamwork, a LCA to education may address the demands of our fast-evolving society as well as the needs of individual learners.

In addition, learning that is LCA oriented has the opportunity to better serve each student's needs and get them ready for the world that is changing so quickly (An and Mindrila, 2020). Implementing LCA in the current educational system, which was built more for sorting than for learning, might be difficult. There is a depth of research that has looked at teachers' LCA, despite the fact that, an increasing number of research studies suggest that teachers have good views toward LCA. Their study conducted an online poll to look at the methods and resources employed by 125 instructors to build LCA classrooms. The study also looked at the challenges

they encountered while utilizing technology to support LCA. The methods and resources employed for LCA are broken down into six main groups: (1) getting to know individual students, (2) creating a welcoming environment, (3) offering individualized learning opportunities, (4) offering authentic learning opportunities, (5) promoting group learning, and (6) encouraging self-regulated learning. Lack of time, lack of technology, ignorance about learner-centered training, and standardized testing were the main obstacles to adopting technology to enhance LCA.

IV. METHODOLOGY

This paper operates in the domain of qualitative research. Denzin and Lincoln (2003) suggest that, qualitative researchers stress the socially constructed nature of reality, the intimate relationship between the research and what is studied, and the situational constraints that shape inquiry. They also highlight the value-laden nature of inquiry in the qualitative method. The data for this paper was solicited from a targeted three public colleges of education in the Volta and Oti Zone who are affiliated to University of Cape Coast. These colleges are implementing almost the same Curriculum. Three tutors each were conveniently selected and interviewed from the Early Childhood, Primary Education and Junior High School programs respectively. Supported Teaching in Schools' Coordinators (STCs) from the three colleges were also interviewed. Their participation in this research is justified by their contribution in the implementation the LCA in both the colleges and in their respectful partner basic schools in their catchment districts. Leveraging on the suggestion by Vasileiou et al. (2018) for interview based study, a total of twenty seven (27) tutors participated in the data collection.

Table 1: PARTICIPANTS IN THE RESEARCH

SN	B.ED PROGRAM	COL JBK	COL JBM	COL JBN
1	B.ED ECE	0	3	3
2	B.ED PRI	3	3	3
3	B.ED JHS	3	3	3
4	STS CORD	1	1	1
Total		7	10	10

An interview guide was developed based on the thematic areas of interest. It covers Tutor preparedness for LCA implementation, Course structure of the B.Ed program and Terminal Assessment Practices.

V. FINDINGS

The findings have been categorized according to the three thematic interest areas.

a. Tutor Preparedness

Items on tutor preparedness aimed at ascertaining whether tutors in the colleges of education are well equipped in readiness to implement the LCA before the introduction of the B.Ed program in 2018 and what has been the continuous development. It included academic qualification, professional pedagogy and preparation and use of teaching practices. It was evident in our interaction with the tutors that, apart from tutors who were recruited in 2020, all tutors in the colleges of education have been trained in readiness for the roll out of the program. Twenty four (24) tutors representing eighty nine per cent (89%) of the participants suggested strongly that they have been prepared for the job. One of the participants from one of the colleges had this to say which was similarly supported by twenty one other participants.

Transforming Teacher Education through Learning (T-TEL) has been one major key stakeholder in this direction. T-TEL was able to use the Professional Development Sessions in the colleges to train us on various preparatory activities to well position us for the degree teacher training. This training was divided into professional development themes. The themes ranges from Creative pedagogies, Questioning practices, Teaching and Learning Resources, Pre-service teacher learning observation and coaching, The teacher as a researcher, Integration of the Reading, wRiting, aRithmetic, cReativity (4Rs) and science in lesson delivery through supervision etc., (JBK001)

The other three (3) participants who failed to demonstrate their preparedness for the takeoff of the B.Ed program had confirmed to be recruited between 2020 and 2022.

Participant COL JBM003 mentioned that;

The mentor university has also engaged almost all college tutors in various subject based workshops to prepare them for the content of each course before the initial semester in which such a course was to be taught begins.

COL JBN002 said

I was the Subject lead from my department who attended the workshop on Synthetic Phonic Approach of teaching literacy sponsored by T-TEL in 2019. I was able to cascade the workshop to other members of the department through a departmental professional development session.

It was also found out that *Right to Play*, another Non-Governmental Organization with headquarters in Canada and country office in Accra, had signed a Memorandum of Understanding (MOU) with fifteen colleges of education to support them to train their tutors on Play Based Pedagogy. It is reported that at least seven tutors from two of our research participating colleges have been trained as “*Play Leads*” to cascade the pedagogy to their colleagues. It is expected by this MOU that, the college tutors would in turn support Ghana

Education Service to train teachers in the partner schools of the colleges in the various districts in which the pre-service teachers observe and practice teaching.

COL JBN002 said, *we cascaded the learning through play training by organising an initial training for all tutors in my college. We also have been organizing same training session for our level 300 students before they embark on Micro Teaching.*

All ten 10 participants from college (JBN,) concluded that, though they are also an ECE college in the zone, *Right to Play* is not in any partnership with them. They had this to say;

We have been hearing of this Play Based Pedagogy or Learning through Play from some teachers in our partner basic schools but actually do not have much knowledge about it.

This finding is in support of what Yekple et al. (2021) suggested that a purposive training and retraining of the college tutor positions them appropriately to train the pre-service teachers in learner centred pedagogy and indigenous knowledge before they graduate from college.

For the item on tutor qualification, participants in the three colleges reported that Master of Philosophy or any other researched masters has been the minimum requirement for recruitment all tutors into the colleges of education since 2015. Those who were already in the college having degree were encouraged to upgrade and majority have done that already.

b. Implementation of LCA in the Colleges of Education.

The study discovered that, though the college tutors have knowledge of learner centred practices and are ready to impart same into the pre-service teachers, some implementation challenges are demotivating the expected reality in the colleges. It is surprising to find out that apart from only two (3) ECE tutors representing eleven per cent (11%) who reported that they are struggling to somehow practice the LCA in teaching few topics on their course outline, the rest twenty six (24) representing (89%) are not using the approach to teach. JBN001 and JBM3 explained that;

the few topics we teach using LCA approaches like play and drama are purposive because the topics demanded it. Also, when there is a kind of monitoring from external bodies to supervise college practices, we struggle to employ the approach to impress the system.

This confirms what Yekple et al. (2022) found with basic school teachers in a deprived district in Volta region that teachers have the knowledge of creative pedagogies in developing oral literacy but are failing to use them in teaching. They however use it to impress monitors and supervisors. The finding is also a supporting evidence of the research of Weimer (2002), lamenting that college-level classrooms are very instructor-centered, which hinders students from developing into successful, mature learners. The interview responses pointed out that the course content of the college of education curricular, assessment strategies and the in-service teacher mentor factors as barriers to the implementation of the LCA in training the pre-service teachers.

b.i Course content of the college of education curricular

It is observed from the interview and evidence from the course outlines of various courses that, the B.Ed curriculum is mainly structured to cover academic content than the pedagogy of teaching the content. JBM 001 was had this to say

Out of the eight semesters that constitute the four years, only one semester is dedicated to a pedagogy course. Students are introduced to curriculum studies in the various English, Mathematics and Science (EMS) and the various elective courses. The content of this curriculum course does not allow us tutors and learners to fully digest the Standard Based Curriculum (SBC) before End of Semester Examinations is due. That is, Methodology of Teaching, a third year first semester course. A next experience of practicum is Micro Teaching which is a kind of teaching practice for less than twenty minutes activity for about four times.

This findings is not far from what was alleged by Yekple et al. (2022) saying that in-service teachers are lamenting that the course content of the CoE is focusing too much on classroom academic work than the practical teaching practices to equip them for the field of the job.

b.ii Assessment strategies in the colleges of education

Generally, the assessment composition is both formative and summative. The formative assessment in the college is internal quiz and assignment based due to the generally large numbers. This assessment has an external component called Mid-semester quiz from the mentor university. An End of Semester Examination is finally conducted by the mentor university. The composition the quiz and End of Semester examination does not comprise teaching methodology. A tutor complained that;

I once attempted setting practical methodology questions but was discouraged by the course coordinator upon consultation (JBM 003).

b.iii The in-service teacher factor

The in-service teacher currently forms one node of the pre-service teacher training process. As a component of the B.Ed program, the student teacher is expected to be attached to a school for mentorship. The student teacher visits this school for observation once a week in each semester and produces a formal report of their observation. The reports available to the three Supported Teaching in School Coordinators in the three colleges suggest that, the in-service teachers are not using LCA to teach. Hence, the pre-service teachers are not experiencing and practicing LCA activities as the theory of experiential learning suggests. This finding is similar to what Yekple et al. (2022) observed that teachers have the knowledge of creative pedagogy of developing oral literacy skills for early grade learners but do not engage the learners in it. Although the college tutors reported that they have been training the teachers in their partner schools towards their role in the implementation of the B.Ed program, they could not do much in terms of LCA practices. They explained that the mentorship practice should be revisited and the in-service teacher should be trained to be aware of the role of a trainer to the pre-service teacher. It is suggested that by

this awareness, the in-service teacher will embrace the LCA and the best and current dimensions to teaching.

VI. DISCUSSION

The learning outcomes of learners in the 21st century is increasingly getting complex. The national and global goals and expectations are equally getting sophisticated coupled with the increasing advent of technology. The management of such learners and providing their learning needs hence require teachers who are equipped with the skills and knowledge of engaging the formative learners and properly grooming them to become functionally responsible national and global citizens. To be able to pursue this agenda, it is educationally prudent to provide LCA classrooms, teachers who are LCA practitioners who would support the learners to engage their energy in interactive practices to learn. The preparation and production of such global teachers is the responsibility of the colleges of education and other higher institutions who train teachers. As proposed by Beteille and Evans (2011), the time is ripe for the world to purposefully plan a kind of teacher training schemes that would be responsible for producing such holistic teachers to professionally, socially and academically engage the learners. If we need to transform the society, we must transform education. When we must transform education, it must begin with the teacher. The course content of the teacher training institutions should now be focusing on training the professional domains of the pre-service teacher than the academic domains as currently being practiced.

A common futuristic advantage of building the pre-service teachers with the transformative skills and knowledge of the LCA is to encourage the learners to be assertive and responsible for their own actions. They can also analyze, compare and explore their environment and become useful to the society. Learners, also become critical thinkers who would purposefully collaborate responsively in solving societal challenges. Since the opportunity of innovation is one feature of LCA, learners develop creative skills of handling societal needs and challenges. When the pre-service teacher is trained purposively with the skills of LCA, they in turn teach the basic school learners with it hence developing functional global citizens.

VII. CONCLUSION

It is henceforth, concluded that tutors in the colleges of education are extensively prepared in terms of pedagogical knowledge to teach the pre- service teachers using LCA. It is however registered from the interview that there are some implementation factors are militating against such readiness. These factors are cognitive oriented nature which include a higher volume of academic content of all the course. Due to this content demand, students stay in the classroom for lectures more than practicing how to teach such content. The assessment practices in the colleges of education is seen to also focus more of demonstration of content knowledge than practical pedagogical knowledge. The pedagogical knowledge that builds the teacher is occupying less space in the training process of the pre-service teacher. The paper also concludes that there is too

much emphasis on examination by the mentoring university. This practice transcends from tutors to the pre-service teachers. The tutors direct their capabilities and practices to teaching and to test and students also direct their energy to learning to pass examination. Hence, any college tutor who desires to use the LCA to teach a course may not be appreciated by the student teachers. The practice demotivates both tutors and student teachers to invest in the LCA practices at the colleges of education. The implication is that, the pre-service teacher will graduate from college with a good certificate but will not be equipped with knowledge and skills of LCA hence will not be able to function professionally in the classrooms. This practice will result in such teachers using the teacher centred activities to teach. Implicatively, the agenda of developing holistic global citizens will not be achieved.

VIII. RECOMMENDATION

Based on the facts in the conclusion, it is therefore recommended that;

1. Purposeful regular continuous professional development workshops are organized for the in-service teachers who form a node in the pre-service teacher training through the services of Supported Teaching in Schools (STS).
2. The examination boards of the various universities under which the CoEs are placed for mentoring should ensure that, their examination questions are set in such a way to reflect the demonstration of real life or simulated classroom practices.
3. The course structures and number of courses should be reorganized to reduce the theoretical aspect by increasing the practicum to ground student teachers better in pedagogy.
4. Tutors from the various colleges should be pursued to take student teachers through more practically oriented examination items. This can be achieved through regular periodic capacity building workshops for tutors.

Consideration for further research

The paper observes that tutor mentorship is a key component that the college tutor need in the process of work and professional development. Many of the college tutors require mentorship and coaching services to develop professionally on the job. This service need to be advocated and activated in the colleges of education which will transcend to the in-service teachers in their mentor roles for the pre-service teachers in training.

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