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Context-Responsive Learner-Centered Education in a Secondary School

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This is to certify that the doctoral dissertation by

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Abstract

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Dissertation Submitted in Partial Fulfillment

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Abstract

Learner-centered education (LCE) has historically proven difficult to implement in non-Western countries, despite being perceived as synonymous with quality education. Although context-responsive pedagogy has been proposed as the key to successful LCE implementation, the literature on context-responsive pedagogy has not focused on LCE specifically, but on education in general. The purpose of this basic qualitative study was to explore Nigerian teachers' understanding of context-responsive LCE. The conceptual framework consisted of Fernandes et al.'s curricular contextualization framework and Schweisfurth's minimum standards for LCE. The research question examined teachers' perceptions of context-responsive LCE. Participants were 10 teachers in a Nigerian urban secondary school known for promoting LCE. Teachers had a minimum of 2-year post-qualification experience. The remotely conducted, semi-structured interviews were analyzed using open coding, and then codes were clustered into meaningful categories. The emergent themes from the categories were (a) affirmation of the LCE educational model, (b) teachers' leadership role in promoting LCE, and (c) LCE-supporting instructional strategies. Subthemes focused on the role of the teacher as guide and caregiver, the positive benefits of creating a student-friendly learning environment, and the usefulness of improvisation as a practical and effective teacher response in resource-challenged settings. The findings offer teachers and school leaders alternative and potentially more motivating ways of engaging with their students. This may have implications for positive social change in the Nigerian educational system, where strong teacher-centered methods persist.

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Dedication

This study is dedicated to Almighty God, my sustenance and consolation on this earthly journey. It is also dedicated to my parents, the late Michael Enemuoh and Cecilia Enemuoh, and to my sister, the late Edith Enemuoh. My unfading memory of your hardworking and generous lives has been a constant source of strength and inspiration throughout this intellectual journey. You live forever in my heart.

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I also want to thank the participants in this study who generously gave their time to be interviewed. Needless to say, this study would have been impossible without your

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Chapter 1: Introduction to the Study

In contemporary pedagogical discourse, many practitioners and scholars presume learner-centered education (LCE) to be synonymous with quality education (Amponsah et al., 2018; Bowers et al., 2018; van de Kuilen et al., 2019). According to Olena (2020), LCE assumes a changing world in which students must learn to continually adapt. The tools for developing this adaptive capacity include creativity, rational thinking, decision-making, and good learning habits, and strategies (Altay et al., 2016; Gravani, 2019; Jaiswal, 2019). LCE has been an important part of the policy framework for improving education in many non-Western countries. Nonetheless, LCE implementation attempts in these countries have been unsuccessful. In Sub-Saharan Africa, where these failures are more pronounced (Vavrus et al., 2011), LCE contextualization has been suggested as a potential solution (Cunningham, 2018; Ishemo, 2017; Schweisfurth & Elliott, 2019). Contextualization describes instructional strategies that link foundational skills and academic content by focusing teaching and learning on concrete application, in a specific context that is of interest to the student (Mazzeo et al., 2008). Although "culturally responsive teaching" (Berry & Thomas, 2017; DeCapua, 2016; Gay, 2018), "funds of knowledge" (Gonzalez et al., 2006; Navarro-Cruz & Luschei, 2020; Volman & 't Gilde, 2021), "culturally sustaining pedagogy" (Paris & Alim, 2017), and "context-responsive pedagogy" (Roofe, 2015) are all forms of contextualization, the term "context-responsive pedagogy," or CRP, was adopted in this study because it was the most representative in meaning. It serves as an umbrella term for a diverse range of pedagogy-related bodies of knowledge; it highlights adaptability skills needed by the teacher to respond to

unpredictable changes in the classroom; also, the term "context" is understood as a substrate that supports multiple domains, such as personal, family, social, and political contexts. Multiple studies on CRP were found in the literature. However, these studies concentrated on pedagogy generally. Few studies were found which centered on context-responsiveness with specific focus on LCE. Exploring teachers' understanding of context-responsive LCE may contribute to a deeper understanding of LCE implementation from Nigerian teachers' perspectives. It may also shed light on how teachers adapt the cultural and material context of their classrooms to the needs of their students. Given that both learner-centeredness and context-responsiveness are valued approaches to successful teaching and learning in today's world (Brinkmann, 2019; Britton et al., 2019; le Grange, 2019), more knowledge is needed on how they might work together in pedagogical practice for the learner's benefit.

In this first chapter, I explain the present study's background, based on the existing literature. I describe the research problem, the purpose of the study, and the research question. This is followed by a brief description of the conceptual framework guiding the research, the nature of the study, and the definitions of the terms used. I end the chapter by stating the assumptions, scope, and delimitations, as well as limitations and significance of the current work.

Background

Research on LCE often underlines its relative newness and the challenges education practitioners face in its implementation (Aliusta & Özer, 2017; Darsih, 2018). A common theme in the literature relates to the barriers to LCE implementation,

including teacher competence, teacher commitment to LCE ideals, student readiness, depth of LCE practice, and contextual constraints (Brinkmann, 2019; Darsih, 2018; Lane, 2018; Moradi & Alavinia, 2019; Oyelana et al., 2018). Several studies indicate that, in Sub-Saharan Africa, contextual constraints constitute some of the major challenges to LCE implementation (Cunningham, 2018; MasterCard Foundation, 2020; Schweisfurth, 2019). Key contextual issues identifiable in the literature are resource availability and the interaction of divergent cultures. Regarding the first issue, LCE is known to be resource-intensive; inadequate material resources pose practical constraints to its implementation (Nuru & Alafiatayo, 2018; Otara et al., 2019; Westbrook et al., 2014). A recent study (MasterCard Foundation, 2020) showed that many secondary schools in Sub-Saharan Africa have high student-teacher ratios and lack basic teaching and learning materials, including textbooks, lab equipment, and computers. The second issue refers to the interaction of divergent cultures. This describes cultural habits that are found in conflict with LCE's underpinning Western values (Schweisfurth, 2019). For example, many sub-Saharan African countries place a high value on respect for elders and those in authority, and the subordination of the individual will to that of the group. Such respectful and socially-dependent cultural traits, characterized as "high power distance" and "collectivist" (Minkov & Hofstede, 2012), can affect how readily teachers develop habits associated with LCE, including relinquishing some control to students, and promoting learner independence, in the classroom.

To successfully implement LCE in educational settings where such contextual challenges exist, authors have advocated a focus on the peculiarities of the local setting.

Carney (2008) advocated a closer appreciation of the meaning that practitioners ascribe to contextualized educational practices prior to making any decision in favor of Western-originating educational reform. Thompson (2013) favored a cultural translation of the professional language of LCE initiatives to be more meaningful to the host cultures and institutions. Schweisfurth (2015) recommended a contextualized reconceptualization of LCE. Brinkmann (2019) advocated the promotion of LCE in ways that recognize cultural challenges and benefit from LCE's ideals without subscribing to its Western-oriented values. This implies respecting local traditional pedagogical practices while maintaining the core LCE principles.

Multiple studies have been conducted in response to this need for pedagogies adapted to the characteristics of the local setting. Some of the expressions of teaching and learning contextualization identifiable in the literature include "culturally responsive teaching," "context-sensitive pedagogy," "culturally sustaining pedagogies," "funds of knowledge," and "context-responsive pedagogy." Of these studies, culturally responsive teaching (CRT) has received the most attention. CRT is primarily focused on addressing the disadvantages faced by ethnic minority as a result of racist hegemony (Gay, 2018).

CRT (Douglas, 2015; Gay, 2018; Richards et al., 2007; Usanga, 2021) describes an instructional approach that considers students' prior experiences and cultural backgrounds as strengths and uses them to support learning and achievement (Douglas, 2015; Richards et al., 2007; Usanga, 2021). CRP, in addition to responding to the students' personal, family, and cultural backgrounds, also considers the characteristics of the local environment in making teaching and learning (Fernandes et al., 2013; Vinlove,

2012). The most commonly studied themes in CRP are promoting teacher agency and exploring teachers' understanding and practice. Promoting teacher agency refers to helping teachers develop context-responsive capacities in their teaching and learning. This has been studied from multiple perspectives, including helping teachers develop context-responsive pedagogical skills through the use of participatory action research (Dhungana et al., 2021), promoting CRP using local resources (Wagley et al., 2019), and applying context-responsive tools to teacher training (Wang et al., 2019). Teachers' understanding and practice of CRP have been the focus of a number of studies.

Aspects studied under this theme include the examination of professional and student-teachers' context-responsive practices (Usanga, 2021; Vinlove, 2012); the impact of context-responsive teacher training approaches on student teachers' practice (Bax, 1997); teachers'' understanding of their roles as culturally responsive instructors (Rulinda, 2020; Usanga, 2021); and the challenges encountered in implementing CRT (Love-Kelly, 2019). Several studies have focused on using CRT to tackle issues of diversity, meet students' needs, and implement humane teaching and learning practices (Douglas, 2015; Hramiak, 2015; Paris & Alim, 2017; Richards et al., 2007; Roofe, 2018). For example, to achieve positive social transformation, Paris and Alim (2017) advanced culturally sustaining pedagogies to promote teaching that perpetuates and fosters linguistic, literary, and culturally pluralism as an integral part of schooling.

Studies have also been conducted on reconceptualizing quality in education (Pyvis, 2011) and improving testing by adopting context-responsive parameters, rather than parameters inherited from dominant cultures (Sternberg, 2018). Funds of knowledge

proposes specific and practical ways to employ the principles of CRT by identifying and using the strengths and resources of families and communities for effective pedagogical action (Gonzalez et al., 2006; Hogg, 2011). In funds of knowledge, families' competencies and knowledge are documented through first-hand research experience. Teachers can then draw on the knowledge and skills students acquire in their families and communities to support teaching and learning. Differentiated instruction has also been advanced as a context-responsive measure, focused on personal rather than group contexts. According to Tomlinson and McTighe (2006), differentiated instruction offers a framework for catering to individual students' learning needs by addressing the variance in students' learning characteristics within the same classroom context.

From the foregoing, the need to adapt teaching and learning to the local context has given rise to multiple research studies on CRP. However, in the Nigerian context, besides being scarce, these studies have focused on teachers' practice of CRP in general. No research has been found to study CRP in connection with LCE specifically. A gap in knowledge thus exists on LCE implementation within the framework of CRP in the Nigerian context. Since both learner-centeredness and context-responsiveness are valued strategies with potential to aid successful teaching and learning, there is a need for more knowledge on how they might interact in pedagogical practice. Exploring this gap may provide deeper understanding of how LCE might be implemented in specific local settings, with their own distinguishing characteristics. It is important for understanding how teachers adapt the characteristics of the local context to meet the needs and interests

of their students. Findings could inform an improved curriculum for teacher training on LCE and CRP.

Problem Statement

The problem identified was the lack of research on context-responsive LCE implementation in the Nigerian context. Scholars recommended adapting LCE to the local context of education as a potential solution to the implementation failures recorded in non-Western educational systems (Brinkmann, 2019; Cunningham, 2018; Moland, 2017; Schweisfurth, 2019). Thompson (2013) advocated a cultural translation of the professional language of LCE initiatives to make it meaningful in the local context. Cunningham (2018), focusing on Sub-Saharan Africa, supported a gradualist approach that would allow LCE curriculum to be implemented in lockstep with the educational system's readiness for change. Schweisfurth (2019) advocated a contextualized reconceptualization of LCE that would preserve LCE's core values while adapting it to the local context. Although there are multiple research studies on CRP in general, what is missing is research on context-responsiveness with specific reference to LCE in the Nigerian educational setting. This might be better understood by exploring Nigerian teachers' understanding of context-responsive LCE in a secondary school context.

Purpose of the Study

The purpose of this qualitative basic design study was to explore Nigerian teachers' understanding of context-responsive LCE in a secondary school. To this end, I intended to examine teachers' accounts of their activities as individual practitioners and as members of an institution working together to facilitate student learning. Data

collection consisted of interviews with teachers designed to probe what teachers understood context-responsive LCE to mean.

Research Question

Research Question: What are Nigerian teachers' perceptions of context-responsive learner-centered education?

Conceptual Framework

The study was an exploration of Nigerian teachers' understanding of context-responsive LCE. The conceptual derivatives from this research topic were "context-responsiveness" and "learner-centeredness." Correspondingly, the conceptual framework comprised two components. The first component was the curricular contextualization framework (CCF) synthesized from the literature by Fernandes et al. (2013). The second was Schweisfurth's (2015) minimum standards for LCE (MSLCE).

Understanding curricular contextualization was important as the underpinning assumption of context-responsiveness. Fernandes et al. (2013) synthesized five foci from their review of the literature on curricular contextualization, which served as framework component describing CRP. The first focus stressed the important of *place* and was concerned with harmonizing the curriculum with the local situations with which students were familiar. The second focus was the *student*, and the preoccupation was with relating the curriculum with students' interests and characteristics. The third focus was *pedagogical practice*, which demonstrated the importance given to the methods teachers used to adapt the curriculum to the context. The fourth focus concerned *cultural diversity* and signaled the importance of connecting the curriculum to real life. The final focus was

on *disciplinary content*, which indicated the importance attached to the contextualization of subject content, giving it greater clarity, and adapting it to students needs and interests. The five foci offered a good framework for evaluating CRP.

Schweisfurth's (2015, 2019) reconceptualization of "learner-centeredness" for non-Western contexts shaped the perspective on LCE in this study. In search of a workable version of LCE in a non-Western context, the author proposed seven "minimum standards," MSLCE, that should describe LCE. According to the author, these standards could be used to evaluate existing practice and to help LCE attain full potential. The MSLCE was adopted as the second component of the framework for this study because of its potential to minimize context-related challenges and focus attention on the most basic and universally acceptable learner-centered principles.

The two components of the framework, the CCF and the MSLCE, were linked to the research topic, which explored teachers' understanding of context-responsive LCE. They guided the formulation of the interview questions for the participants and provided a useful framework for data analysis and interpretation. The conceptual framework has been developed in greater detail in Chapter 2.

Nature of the Study

Using a basic qualitative design (Merriam & Tisdell, 2015), this research focused on an exploration of Nigerian teachers' understanding of context-responsive LCE in an urban secondary school. The focus on participants' understanding of this pedagogical approach informed the choice of the basic qualitative design. According to Merriam and Tisdell (2015), in the basic qualitative design, researchers seek to understand how people

interpret their experiences of a phenomenon and construct their world and the meaning they attribute to those experiences.

The participants were teachers with at least 2 years of post-qualification experience after formal teacher training. The target group's interviews, conducted with a semi-structured interview and open-ended questions, were the data collection methods for the study. Data analysis steps involved doing open coding manually, which consisted of organizing the materials into codes emerging from the data, and further synthesizing the codes to generate categories and themes.

Definitions

Basic education: This is compulsory post-kindergarten education. It comprises 6 years of primary education and 3 years of junior secondary education (Igbokwe, 2015).

Context-responsive pedagogy: According to Vinlove (2012), CRP is a conceptual umbrella term to represent the collection of ideas linked to CRT, place-based teaching, differentiated instruction, and any other contextualized pedagogies not linked to these ones.

Contextualization: This describes instructional strategies that link foundational skills and academic content by focusing teaching and learning on concrete application in a specific context that is of interest to the student (Mazzeo et al., 2008).

Culturally responsive teaching: CRT describes an instructional approach that considers students' prior experiences and cultural backgrounds as strengths and uses them to support learning and achievement (Gay, 2018).

Culturally sustaining pedagogies: These promote teaching that perpetuates and fosters linguistic, literary, and culturally pluralism as an integral part of schooling to achieve positive social transformation (Paris & Alim, 2017).

Differentiated instruction: According to Tomlinson and McTighe (2006), differentiated instruction offers a framework for catering to individual students' learning needs by addressing the variance in students' learning characteristics within the same classroom context.

Funds of knowledge: This proposes specific and practical ways to employ the principles of CRT by identifying and using the strengths and resources of families and communities for effective pedagogical action (Gonzalez et al., 2006; Hogg, 2011).

High-stakes examinations: These are state-sponsored student assessments designed for accountability purposes, and with significant consequences for schools, students, and teachers, especially in secondary schools (A. Gonzalez et al., 2017). Such consequences include student promotion to the next grade level, qualification for placement in higher education institutions, parental subscription to the school, and state financial support.

Place-based education: This recognizes that connections with the natural world are an important part of being human. It encourages the pursuit of social action that enhances social and ecological well-being (Gruenewald, 2003).

Post-basic education: This stage of education is identified as senior secondary education; it consists of 3 years of schooling beyond basic education and concludes the secondary school stage of education (Igbokwe, 2015).

Primary and secondary education: Primary and secondary education in the country consist of 9 years of basic education and 3 years of post-basic education (Igbokwe, 2015).

Teaching qualification: According to the Nigerian national policy on education, the minimum qualification to teach at the basic education level is the National Certificate in Education (Nigerian Educational Research and Development Council, 2013). However, at the senior secondary level, teaching qualification consists of at least a bachelor's degree in education or a combination of a bachelor's degree in another field and a post-graduate diploma in Education.

Teacher-centered pedagogy: According to Moate and Cox (2015), teacher-centered pedagogy aligns with traditional conceptions of teaching that give priority to acquiring pertinent content knowledge as a primary learning objective.

Assumptions

I assumed that participants in the study would be honest about their expressed perspectives during interviews. I also assumed that participants' actual levels of professional experience approximated the levels needed for informed and meaningful participation in the research. While the number of years of teaching experience was easy to verify, the quality and depth of that experience were more difficult to determine. I understood that these assumptions were potential limitations of this study.

Scope and Delimitations

The research explored teachers' understanding of context-responsive LCE. This focus was found appropriate in direct response to LCE implementation's contextual

challenges extensively reported in the literature. This study was limited to teachers in one secondary school in an urban setting, with minimum of 2 years' teaching experience, after qualification. While the research findings may not be generalizable because of the research's limited scope, they may highlight new issues worthy of further investigation.

Limitations

This research was a basic qualitative study. It was limited in that the investigation was conducted in a single institution, an urban private secondary school in Nigeria. As such, the findings of the research were only for deeper understanding of the context, and not for generalizability. The research was also limited in the number and type of participants who would be certified teachers in the selected school, with a minimum of 2 years' experience as practitioners.

Significance

This study explored Nigerian teachers' understanding of context-responsive LCE practice. This could potentially enrich the literature on effective ways to respond to contextual issues in LCE implementation. A significant social change implication of this research was that making LCE successful in the country could raise the quality of education and human development for young learners and prepare them for 21st century work demands. Also, it was envisaged that this study could draw Nigerian teachers' attention to gaps in their engagement with students and inspire them to greater self-reflection on their practice, in search of strategies to help each student make progress in their learning. Finally, it was foreseen that the research could be useful to school administrators, curriculum planners, and national policymakers.

Summary

I highlighted the status of LCE as a model of quality in contemporary beliefs about education, its failures, and the barriers to its implementation in non-Western countries. I indicated contextual constraints as a major challenge to LCE implementation in Sub-Saharan Africa and cited some authors' support for CRP in response to this challenge. I showed that, despite multiple studies on contextualization, few had specifically addressed context-responsive. On the basis of this gap, I presented the purpose of the study as exploring Nigerian teachers' understanding of context-responsive LCE in a secondary school. I introduced the strategies for data collection, analysis, and interpretation, and for the qualitative data analysis. Then, I described the nature of the research, the phenomenon under investigation, and the target group from which the participants would be selected. This was followed by definitions of terms used in the research, together with supporting citations in the professional literature. Finally, I described my assumptions with respect to this research study, as well as the limitations, scope, delimitations, and significance of the research.

In Chapter 2, I will discuss the conceptual framework and the literature review in greater detail. The former will illuminate the concepts of CRP and LCE, while the latter will highlight significant themes that were synthesized from the literature on LCE.

Chapter 2: Literature Review

The problem identified in this research was the near absence of knowledge on Nigerian teachers' perception of context-responsive LCE. To address this gap, the purpose of this research study was to explore Nigerian secondary school teachers' understanding of context-responsive LCE implementation. Although LCE is widely acclaimed as an effective pedagogical paradigm in the context of learners' full human development, preparation as citizens for democratic societies, and preparation for 21st century work demands (Blass, 2018; Olena, 2020; Schweisfurth, 2019), implementation efforts have failed in many African countries (Cunningham, 2018; van de Kuilen et al., 2019). Schweisfurth and Elliott (2019) suggested that the efficacy of LCE may lie in a balance between learner-centeredness and contextualization of pedagogy. While there is already extensive literature on LCE and on contextualization of teaching and learning (Dhungana et al., 2021; Usanga, 2021; Wagley et al., 2019) separately, little or no attention has been given to research on LCE under the lens of contextualized pedagogy, particularly in the Nigerian educational setting. The present study contributes to filling this knowledge gap by exploring teachers' understanding of context-responsive LCE.

In the first section of this chapter, I explained the strategies employed in the literature search, including listing the library databases accessed and the search engines used, spelling out the key search terms and combinations and clarifying my strategy for handling of situations of scant information from peer-reviewed journals. In the second section, I presented a conceptual framework for this research study based on two components: (1) the CCF developed by Fernandes et al. (2013), and (2) Schweisfurth's

(2015) MSLCE. In the third section, I conducted a review of the literature on LCE, guided by themes derived from the current research topic. I concluded the chapter with a summary of the major themes salient in the literature review, the identified gaps, and how I addressed those gaps with the current research.

Literature Search Strategy

The main constructs explored in this study were "learner-centeredness" and "context responsiveness" as pedagogical paradigms. In researching the literature, I searched for international journal articles, government policy and curriculum documents, conference papers, books, as well as dissertations on the topic. I was interested in aspects of the concept related to efficacy, implementation barriers, application in developing countries' context, and strategies for successful implementation proffered by researchers. I was also interested in articles, whether or not by local scholars, on LCE and CRP application to the Nigerian context.

Peer-reviewed articles were sought for reliable information on the research themes. An extensive search, however, yielded few results on LCE and CRP in the Nigerian context. Consequently, I also searched non-peer reviewed journal articles that provided some information on LCE local practice. Scholarly databases searched under EBSCO Host included ERIC, Education Research Complete, Academic Search Premier, and ProQuest Central. The search was also extended to Google Scholar, which frequently provided the first lead, complete with abstracts, based on which more extended searches could be carried out.

Mindful of the slight differences between UK and USA English spellings, relevant terms were searched for in the two versions of their spellings. For example, *centered* in USA usage is spelt *centred* in UK usage. This was an important measure because related articles published in one or other of the spelling traditions would have been left out altogether. For example, I could not have discovered Schweisfurth's (2015, 2019) extensive work on LCE if I had concentrated on the term *learner-centered* and not also explored *learner-centred* during the search process. Hence, key words included but were not limited to *learner-centered, learner-centred, student-centered, student-centred, constructivism, social constructionism, developing countries education, teaching in West Africa, curriculum models, curriculum development, instructional methods, pedagogy, contextualized pedagogy, context-responsive pedagogy, culturally responsive teaching, funds of knowledge, education in Africa, African American education, education among minorities,* etc. Some of the search findings turned out to be irrelevant to the topic and were left out. All, however, contributed to enriching my knowledge of the depth and extension of the existing literature on LCE and CRP.

Conceptual Framework

The purpose of the study was to explore Nigerian secondary school teachers' understanding of context-responsive LCE. As shown in Figure 1, the components of the conceptual framework were associated with two conceptual derivatives of the research topic, namely "learner-centeredness" and "context-responsiveness." The first component was Schweisfurth's (2015) MSLCE. The MSLCE was designed by Schweisfurth to facilitate LCE implementation in non-Western educational settings with challenging

contextual issues. The second component was the CCF, developed by Fernandes et al.

(2013). The authors synthesized five foci from an extensive review of the literature on

curricular contextualization that could serve as a framework for CRP.

Figure 1

Conceptual Framework Components
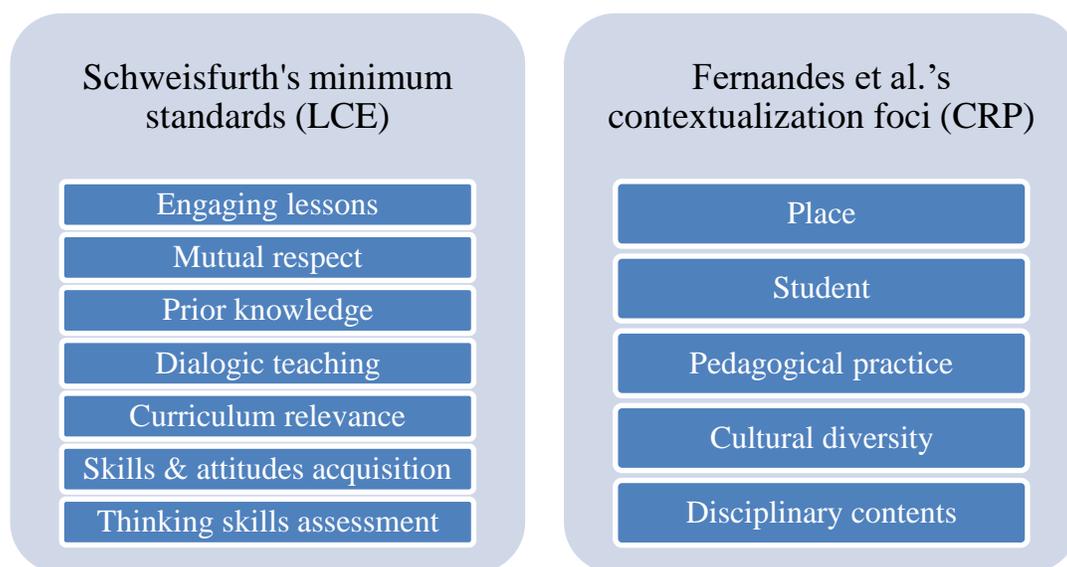
Note. Schweisfurth's minimum standards for learner-centered education and Fernandes et al.'s contextualization foci for context-responsive pedagogy represent the two components of the study's conceptual framework.

Schweisfurth's Minimum Standards for LCE

Schweisfurth's (2015, 2019) reconceptualization of "learner-centeredness" for

non-Western contexts shaped the perspective on LCE in this study. In search of a version

of LCE workable in a non-Western context, the author proposed seven minimum

standards (MSLCE) below which the pedagogy could not be considered to be learner-

centered. According to Schweisfurth (2015), these minimum standards could be used to

evaluate existing practice and to help LCE attain full potential. The MSLCE has been

adopted for this study because of its potential to minimize context-related challenges and focus attention on the most basic and universally acceptable learner-centered principles. The MSLCE includes (1) motivating learners through offering engaging lessons, (2) creating a climate of mutual respect between teachers and learners, (3) building new lessons on the learner's prior knowledge, (4) dialogic teaching, (5) making the curriculum relevant to the learner's life, (6) focusing the curriculum on the acquisition of skills and attitudes, without neglecting content and, (7) focusing assessment on broad-based thinking skills.

Motivating Learners Through Offering Engaging Lessons

Schweisfurth's (2019) suggestion that lessons should be engaging for students showed a concern for students' need for motivation. This aligns with Starkey's (2017) humanist dimension of learner-centeredness. It demands of the teacher considerable understanding of students' intellectual and emotional needs, as well as a deep knowledge of the subject content.

Creating a Climate of Mutual Respect Teachers and Learners

Mutual respect between students and teachers was a middle ground between an authoritarian classroom environment in which the teacher had near absolute power and control, and a laissez-fez one in which students were in complete control and teachers had little or no authority. This was akin to the "balance of power" recommended by Weimer (2013) and Cullen et al. (2012), here toned down in deference to the realities of adult-dominant cultures, characterized by strong authority-based intergenerational relations (Schweisfurth, 2015). For example, promoting mutual respect between students

and teachers has cultural relevance in African countries where strong power distance

relationships are prevalent (Hofstede Insights, 2019). With this standard, respect for

elders was taken for granted, and the less culturally-acknowledged need of respect for

children was also promoted.

Building New Lessons on the Learner's Prior Knowledge

In building new lessons on students' prior knowledge (Schweisfurth, 2015), the

value placed by the teacher on students' individual contributions to the classroom was

underlined. This practice empowered and motivated the learner. In this recommendation,

one can recognize Weimer's (2013) ideas on the responsibility for learning and Starkey's

(2017) agentic dimension of learner-centeredness.

Dialogic Teaching

Dialogic teaching (Schweisfurth, 2019) was one way to achieve a balance of

power between teachers and students in the classroom (Cullen et al., 2012; Weimer,

2013). Through class dialogue, students freely expressed themselves and revealed

themselves to be repositories of knowledge potentially beneficial to the whole class.

Through dialogic teaching, the teacher reduced their control in the classroom and allowed

the power of the students to be increased. Dialogic teaching fostered knowledge co-

construction and reflected community building (Cullen et al., 2012).

Making the Curriculum Relevant to the Learners' Life

Schweisfurth's (2019) emphasis on the relevance of the curriculum to the

learner's life was linked to her recommendation that lessons must be engaging. The

former was one of the keys to achieving the latter objective as learners were more likely

to be engaged when they understood the relevance of a lesson to their present and future lives.

Focusing Curriculum on Acquisition of Skills and Attitudes, Without Neglecting Content

A consistent focus on curriculum relevance, in the midst of competing values, signaled a humanist vision of teachers' responsibilities towards learners (Starkey, 2017). The teachers ought to be concerned that their lessons were relevant to the lives of their students.

Focusing Assessment on Broad-Based Thinking Skills

Finally, Schweisfurth (2019) proposed a broad-based curriculum that embraced skills, attitudes, and content as learning outcomes. She emphasized that evaluation of student learning should be outcome-based. It should assess a range of thinking skills, aimed at addressing individual differences and diversity among the students.

According to Schweisfurth (2019), using the MSLCE held many benefits. It could be used to evaluate practice and help existing practice attain full potential; standards below these minimums could not be adjudged learner-centered. Schweisfurth made several claims about the MSLCE. The MSLCE were mutually reinforcing. They were responsive and interactive and could become pivotal to pedagogical development in any given context. The MSLCE helped practitioners to avoid conflicts with cultural norms and were not resource-intensive. They encouraged teacher/student interactions and did not promote individualist over collectivist worldviews. Successful implementation of the MSLCE did not depend on technology. They were flexible enough to allow operational

variations to reflect the needs of different classrooms, schools, and cultural and policy contexts. They could be used by different levels of agencies to promote sound pedagogical practice.

Curricular Contextualization Framework

The research was concerned with teachers' perception of LCE within the framework of contextualized pedagogy. It was an exploration of teachers' understanding of responsiveness to contextual issues in teaching and learning in the process of implementing of LCE. According to Mazzeo et al. (2008), contextualization focuses pedagogy squarely on concrete applications. Likewise, Richards et al. (2007) noted that context-based approaches enable students to connect discipline-based concepts with real world applications. Fernandes et al. (2013) also found the promotion of meaningful learning to be associated with curricular contextualization.

Rationale for the Term Context-Responsive Pedagogy

Vinlove (2012) explained that the term "context-responsive pedagogy" brings different bodies of knowledge dealing with contextualized pedagogy under one umbrella. These bodies of knowledge include literature on CRT, place-based teaching, collaboration with families and communities (especially funds of knowledge), differentiated instruction, and culturally sustaining pedagogies.

CRT is primarily focused on addressing the disadvantages faced by ethnic minority as a result of racist hegemony (Gay, 2018). Funds of knowledge proposes specific and practical ways to employ the principles of CRT by identifying and using the strengths and resources of families and communities for effective pedagogical action

(Gonzalez et al., 2006; Hogg, 2011). According to Tomlinson and McTighe (2006), differentiated instruction offers a framework for catering to individual students' learning needs by addressing the variance in students' learning characteristics within the same classroom context. Culturally sustaining pedagogies promote teaching that perpetuates and fosters linguistic, literary, and culturally pluralism as an integral part of schooling, to achieve positive social transformation (Paris & Alim, 2017).

As Vinlove (2012) showed (see Figure 2), although each of these knowledge bodies covers several elements of contextualized pedagogy, no single one presents the complete picture. Hence, "context-responsive" offers an omnibus term to express their collective meaning from the viewpoint of pedagogy.

Figure 2

Context-Responsive Teaching
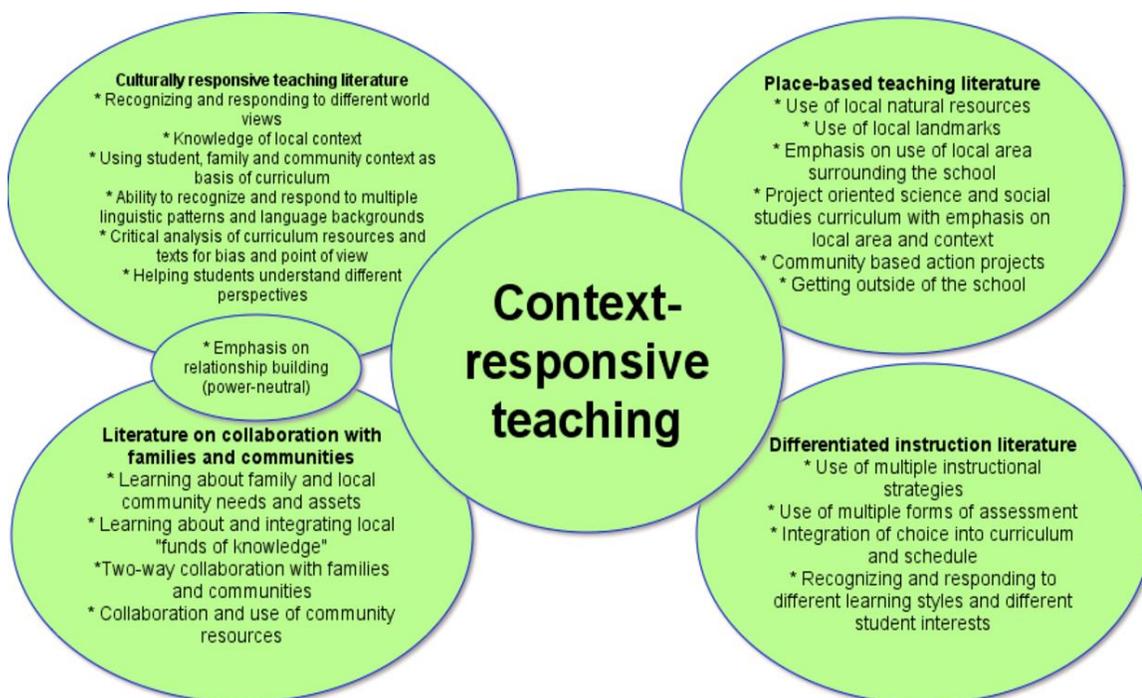
Note. The figure illustrates the literature base contributing to the definition of context-responsive pedagogy. Adapted from *Learning to teach where you are: Preparation for context-responsive teaching In Alaska's teacher certification programs*, by A. L. Vinlove, 2012, p. 44 (https://scholarworks.alaska.edu/handle/11122/9140). In the public domain.

Another reason for using the term CRP is that it aptly highlights the important skill of adaptability to new situations which the teacher must develop in response to changes in the classroom. Marishane (2020) explained that context-responsiveness is an intuition-based skill; that is, common sense resulting from experience. This skill is also called tacit knowledge. According to Sternberg et al. (1995), tacit knowledge is "action-oriented knowledge, acquired without direct help from others, which allows individuals

to achieve goals they personally value that enables" (p. 916). Tacit knowledge is experiential knowledge that enables decision-making, action, and conduct in the face of specific changes in situation. The author went on to state that being context-responsive involved a four-step process of awareness of the situation, knowledge of the situation, understanding of the situation, and translation of the knowledge gained into purpose-driven action.

Although Marishane (2020) was writing about school leaders, the same concepts can be applied to classroom teaching practices. This means that the teacher must be context intelligent, which involves three basic actions: (a) adaptation - personal adjustment to a new (unfamiliar) environment, (b) selection - choosing from a wide array of possible alternatives presented by the changing situation, based on what is best for the teacher and the class group, and (c) reshaping - taking the initiative to modify the environment for the teacher's and the class group's benefits. Roofe (2015) observed that context-responsive teachers need to have situated contextual knowledge. This means that they should be context responsive irrespective of their setting. Training "should prepare teachers with situated knowledge and skills to theorize about their practice and respond to the needs of students given a particular context" (p. 6).

A third reason for using CRP was based on the meaning of context when compared to culture. Savard and Mizoguchi (2019) stated that context is a substrate, meaning that it serves a support for something else to exist. Thus, we can speak of social, historical, cultural, and economic contexts but we cannot speak of context in isolation since it can only exist as an entity for something else. This is in line with Northoff's

(2013) assertion that culture is one specific instance of context-dependence, which presupposes other instances of context-dependence. Thus, context cannot be equated with culture; it is wider in scope. Correspondingly, CRP has a wider scope than CRT, since it is concerned with not only cultural, but also personal, family, social, economic, political, and other types of contexts that may affect teaching and learning. According to Savard and Mizoguchi (2019)

> by recognizing context as the substrate of culture, we recognize the functions and potential roles of each (context and culture) in teaching and learning, and we broaden the horizon of possibilities for effective transfers and deeper learning. We make sure not to use both concepts as if they were synonyms and to create a harmful ambiguity. We enable ourselves to use both context and culture, in their full synergistic potential of use. (p. 9)

Conceptual Framework for Context-Responsive Pedagogy

The meaning ascribed to the construct "context-responsive" was influenced by the CCF of Fernandes et al. (2013) who carried out a conceptual clarification of curricular contextualization, through an extensive literature review process. As shown in Figure 3, Fernandes et al. (2013) synthesized five curricular contextualization foci in the literature, based on *place*, *the student*, *pedagogical practice*, *cultural diversity*, and *disciplinary contents*.

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Figure 3

Curricular Contextualization Framework
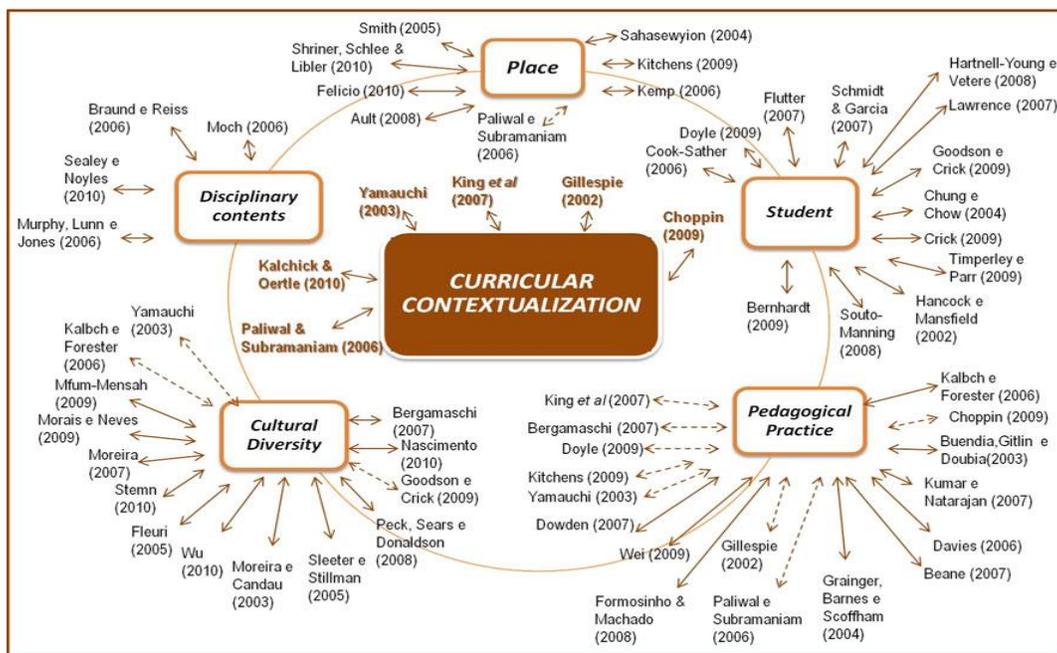
Note. The figure illustrates the five foci that characterize curricular contextualization practices. Adapted from *Curricular Contextualization: Tracking the Meanings of a Concept*, by P. Fernandes, P. Leite, A. Mouraz, and C. Figueiredo, 2013, *The Asia-Pacific Education Researcher, 22*, p. 10, (https://doi.org/10.1007/s40299-012-0041-1). In the public
domain.

These foci were relevant to the present study because they corresponded to the

considerations education practitioners must make in order to be context-responsive, and

the criteria based on which CRP could be evaluated. From their scholarly work,

Fernandes et al. (2013) also established a definition of curricular contextualization:

A didactical–pedagogical strategy that aims to promote the students' school

success and the improvement of their learning. This can be done by adapting

curricular contents in order to bring them closer to students and to the

environment where teaching and learning occurs and, therefore, as a result,

making them more significant and understandable. (Fernandes et al., 2013, p. 9)

A detailed explanation of the five foci is given in the following subsections. They

correspond to the five most critical issues curricular contextualization must be based on,

synthesized the curriculum from the scholarly works of nearly 60 authors on the subject.

Focus on Place

A concern to connect with situations with which students were familiar

(Dhungana et al., 2021; Wagley et al., 2019) was one of the central ideas in the literature.

A related concern was the improvement of the curriculum itself to align with the social

context within which education takes place. According to Fernandes et al. (2013), place,

together with its particular cultural features, was a central consideration in developing

teaching and learning that promote student success. It was seen as a good starting point

for curriculum planning and development because of its relevance and interest to

students. Its consideration could lead to a curriculum relevant to students' lived

experiences; it could make it easier to relate subject content to real life situations; it could

foster students' deeper understanding of the subject matter; and it could help in the

attainment of a useful level of knowledge valid for the future.

Focus on the Student

The authors' examination of the literature noted scholars' marked keenness to

relate curriculum with students' interests and characteristics. The focus on place also

justified a focus on designing a curriculum accessible and familiar to students. Logically,

students should be involved in developing curricular contents. For curriculum to be close to students, it should be based on their interests and lives. By implication, students should have a voice. This argument of voice supported a vision of students as active participants in their own learning process. Schools were a part of society and should be open to discussion of their students' realities, starting with experiences students brought to the classroom. Student involvement should lead to enjoyment, success, and commitment to school. According to Chung and Chow (as cited in Fernandes et al., 2013), a pedagogical practice focused on "the learning experiences, learning perceptions and learning capabilities of the students, received encouraging feedback from the students" (p. 7). This focus underlined the motivational benefits of considering students' characteristics and interests.

Focus on Pedagogical Practice

The authors found that much attention was paid to the methods used by teachers to adapt and fit the curriculum to the context. Fernandes et al. (2013) identified a strong interest in teachers' instructional approaches in the classroom. This included teachers' promotion of learning, improved student outcomes, creativity, diversity of pedagogical practices to cater to different student needs, and their sense of responsibility to create good learning environments, and harmonize national and contextualized curricula. In this focus, how teachers planned and executed lessons, and the need to use contextualized practices generated much interest in the literature.

Focus on Cultural Diversity

The authors found that the literature prioritized connecting the curriculum to real life. A quarter of the reviewed articles focused on cultural aspects of diversity among students. Their authors claimed that curricular contextualization should acknowledge and deal with diversity in schools and classrooms in today's world, understanding that characteristically students come with individual and cultural differences. It was a transformative instrument to respond to diversity, and reduce inequalities. It should focus on improving the schooling of Indigenous neglected populations through knowledge of the populations geographical, historical, and cultural characteristics. Curricular contextualization should plan for diversity and promote egalitarian teaching and learning, with a focus on every student's success. It should defend cultural diversity and should have strategies for achieving a CRT and learning process, in response to classroom needs.

Focus on Disciplinary Content

The authors identified the contextualization of subject content, giving it greater clarity, and adapting it to students needs and interests, as a major focus in the literature. Disciplinary contents were the main elements needing adaptation in curricular contextualization. This focus acknowledged that certain subjects such as physics, mathematics, and the natural sciences, were more problematic for students who did not see their relevance outside the school context. Curricular contextualization served a useful purpose in making such subjects more understandable, familiar, and meaningful in students' lives. Extra-curricular measures, as part of curricular contextualization could help to increase interest and engagement among students and make their success more

attainable. There was a general concern to find new instructional strategies to promote disciplinary contents, with special attention to the trickiest and most difficult subject areas.

The components of the framework discussed above were useful for designing the interview questions. The minimum standards (Schweisfurth, 2015) offered suitable standards for evaluating the quality of the instructional approach, and its fidelity to the core principles of LCE. The five foci (Fernandes et al., 2013) offered useful guidelines for evaluating CRP. In combination, the two components offered a useful framework for conceptualizing the present study in all its aspects.

<h3 style="text-align:center">Literature Review Related to Key Variables and Concepts</h3>

The literature review focused on themes that were connected to the current research topic. These themes included (1) the learner and learning, (2) learner-centeredness, and (3) contextualization of pedagogy. Under the learner and learning, the subthemes included learners' strengths and diversity, student empowerment for learning, and encouraging student thinking. Subthemes that derived from learner-centeredness included contrasting learner-centered and teacher-centered approaches, LCE in practice, and dimensions of learner-centeredness. Under context-responsiveness, the four subthemes identified included the context of LCE practice, disregard of socio-cultural contexts, resource barriers, and language of instruction barriers.

The Learner and Learning

Several themes emerged on examining LCE literature on the learner and learner-centeredness. These themes included learners' strengths and diversity, empowering

students for effective learning, encouraging students to think, student collaboration and peer support, and assessment for learning. The themes described the learner's characteristics, the learner's needs towards effective learning, and how assessment might benefit the learner.

Learners' Strengths and Diversity

In the literature, respect for learners' uniqueness and diversity was an aspect of LCE found to be associated with its successful implementation. The underlying notion was that individual students had different capacities and backgrounds, and learned differently (Bondie et al., 2019). Pedagogical practices should reflect these differences. This was the rationale for differentiated learning and diversity (van Geel et al., 2019). Differentiated learning was a useful measure to avoid a one-size-fits-all approach to instruction. Advocates of differentiated learning sought to develop instructional methods that were aligned with the needs of individual learners.

Schweisfurth (2015) proposed, as one of several MSLCE, building new knowledge on learners' existing knowledge and skills, citing Vygotsky's zone of proximal development (ZPD). According to Vygotsky (as cited in Daniels, 1996) the ZPD was that knowledge zone within which the learner could indeed learn, but only with the aid of more knowledgeable helpers, who could be parents, siblings, teachers, or peers (Danish et al., 2017; Eun, 2019). Individual learners had their own unique ZPDs; the teacher could respond to diversity by encouraging the creation of an individual learning plan and scaffolding the learner towards the attainment of the intended learning outcomes. However, Schweisfurth (2015) noted that the approach might be unsuitable in

some contexts, owing to pedagogical and cultural constraints, such as resource challenges and collectivist worldviews. In contexts with collectivist worldviews, such as in Africa and India, LCE is perceived as being in cultural conflict with local cultures. Its student-centered orientation is viewed as promoting Western individualism which is alien to African and Indian cultures (Brinkmann, 2019).

Mungoo and Moorad (2015) proposed pedagogical flexibility to address the diversity of learners' intellectual capacities. In a mixed-methods research involving students and teachers from eight junior secondary schools, Mungoo and Moorad (2015) investigated students' perceptions of teachers' LCE instructional strategies. They found that high achieving students preferred autonomous learning while low-achieving students preferred to be taught. Fundamentally, these findings suggested that students preferred a mixture of teaching styles, in line with the notion that in large mixed classes, no particular method of instruction should be used exclusively.

Student Empowerment for Learning

Researchers (Darsih, 2018; Moate & Cox, 2015) identified creating opportunities for self-directed learning as a key role the teacher must play to make LCE effective. Learner autonomy should be fostered, allowing the learner to take responsibility for his or her own learning (Du Toit-Brits, 2018). This was based on the reasoning that learners were more committed to what they themselves initiated or controlled; independent learning provided its own motivation since one was acting freely and without compulsion.

Nuru and Alafiatayo (2018) recommended instructors to shift perspective and allow students to take on active roles in their own learning. In their quantitative research in a West African university, with 28 lecturers as participants, they investigated the barriers affecting the incorporation of learner-centered strategies in undergraduate Biology classrooms, and whether the biology lecturers were ready to incorporate LCE strategies into their teaching practices. Barriers identified included academic cultures, teacher-centered habits, bulky curriculum, large classes, inadequate infrastructure, and time and resource constraints. They also found the lecturers all willing to shift from TCE to LCE pedagogy if the identified barriers were eliminated or reduced. Other authors (Rogers, 1965) recommended teachers to empower students by trusting them to take responsibility for their learning.

The shape that student empowerment should take in the classroom has also been discussed by a number of authors. Aslan and Reigeluth (2016) carried out a qualitative case study research to investigate the factors responsible for a school's reputed success with LCE implementation. The research involved 12 educators, comprising nine teachers, and 3 administrators, with data collection consisting of one-hour individual interviews with the educators. Aslan and Reigeluth (2016) found that, even in such a school where LCE had been successfully implemented, students still needed motivation to embrace the idea of student autonomy, being more accustomed to following teachers' detailed instructions; hence, teachers should encourage students to develop future-oriented mindsets, including the power to pursue their own interests, and the responsibility for learning.

Other authors encouraged teachers to device creative ways of facilitating learning. For example, Darsih (2018) and Zhuzha et al. (2016) recommended activity- and inquiry-based classroom practices to build student knowledge. Activity-based instruction (Ul-Haq et al., 2017) is one in which students participate intensely in some organized activity in the classroom, as a means of acquiring relevant learning experiences; it is a method of learning by doing. Inquiry-based learning (Acharya, 2019) is a form of active learning in which questions, scenarios, or problems are posed to students, and answers are worked out through dialogue and research, under the guidance of the teacher or a fellow student.

Tawalbeh and AlAsmari (2015) found problem-based learning as a reliable approach to implementing LCE; it is a form of active learning in which students work together to solve a problem, usually of some relevance to the students. As a strategy for effective inquiry-based instruction, Darsih (2018) found that learners were effectively empowered when their questions were redirected at them by the teacher. Students learned to seek answers through research and experience, rather than overly rely on the teacher to provide the answers. This approach aligns with the findings of Cornelius-White's (2007) meta-analysis on learner-centered teacher/student relationships. Cornelius-White had found that nondirectivity – the instructional strategy of not dictating knowledge to learners – was a key factor in effective LCE implementation.

Herranen et al. (2018) made a distinction between learner-centered and learner-driven pedagogies. Their grounded theory research with higher education students sought to know what concepts emerged while higher education students were planning a teacher education course on sustainability education and how these concepts were related. Based

on students' responses, the emergent theory suggested that the term "learner-driven" should more specifically be applied to learning situations in which decisions and actions were fully driven by learners' perspectives. On the other hand, the term "learner-centered" should be applied to learning situations in which, even though learning was centered on the learner, the teacher remained in control of the learning outcomes.

Encouraging Student Thinking

One of the salient features of effective LCE in the literature was encouraging student reasoning with the goal of achieving understanding (Darsih, 2018). In traditional teacher-centered education (TCE), the concern is to transmit knowledge from teacher to learner (Lak et al., 2017), with the aim of covering the entire syllabus before the onset of the high-stakes standardized tests. Students are not expected to understand the concepts deeply but to remember facts and definitions; for example, they must remember the key steps in standardized experiments in chemistry, as well as the expected results. There is little room for flexibility or creativity in learning. In contrast, in LCE, students are expected to provide reasoned solutions to problems posed by the teacher or fellow students, or to participate in inquiry-based class sessions that task students' mental capacities. According to Cornelius-White (2007), encouraging thinking and learning is a key factor in LCE effectiveness; there is no learning if there is no understanding. Students are made to think, attain understanding through thinking, and learn as a consequence (Shaughnessy & Boerst, 2018; Smith, 2009). Elliott (2014) has provided more insight by explaining that students are motivated to learn through such opportunities to think and collectively solve problems.

Learner-Centeredness

LCE is an approach to education in which the learner occupies the center-stage in the learning process; it is designed to foster learner autonomy, with the teacher providing guidance, and serving to facilitate learning (Darsih, 2018). The instructional approach assumes that the individual learns best by personal decision and effort, while the teacher remains a helpful outsider in the learning process (Olena, 2020).

Contrasting Learner-Centered and Teacher-Centered Approaches

Some findings (Marwan, 2017; Motschnig et al., 2016; Yamagata, 2018) claimed that, if well implemented, LCE could be a more effective instructional approach than teacher-centered education (TCE), the traditional approach. In TCE, teachers are in control of, and dictate, the lesson content (Mackatiani et al., 2018; Mpho, 2018; Onojerena, 2018; Otara et al., 2019), while students are constrained by specific learning outcomes which everyone must attain, and then move on together, in lock-step, to a higher class. In contrast, LCE is characterized by student autonomy and agency, and by self-paced learning, designed for understanding and meaning (Blass, 2018; Lak et al., 2017). Students have the possibility of being assessed in multiple ways, depending on what is best suited to the learner. According to Blass (2018), in making the transition from TCE to LCE, teachers shift from delivering content to answering questions, creating opportunities for student learning through productive dialogue, and helping students become lifelong learners and expert researchers.

Learner-Centered Education in Practice

Studies in varying fields of pedagogy claimed that LCE facilitated effective learning. For example, Jaiswal (2019) showed that LCE was effective in language and vocabulary learning; Gravani (2019) found that LCE improved adult learning in distance learning programs; similarly, Altay et al. (2016) claimed that LCE helped improve Architecture students design skills. These finding are reviewed in the following paragraphs.

Jaiswal (2019) investigated the effectiveness of the learner-centered approach on improving higher education English learners' competency in vocabulary learning. Jaiswal used Gagne's nine-step student-centered instructional event model to organize lessons as a systematic instructional design process, focusing on facilitating effective learning experiences and achieving intended learning objectives. Jaiswal's (2019) research outcomes demonstrated the learner-centered instructional approach's efficacy in strengthening learners' retention and transfer of vocabulary knowledge in language learning.

Based on qualitative data from interviews of adult educators and students, Gravani (2019) found that LCE was an effective approach for enhancing adult education in distance learning programs. Although there were divergences between LCE principles and the practices implemented, many positive LCE practices were observable. These included mutual respect and cooperation between educators and adult students, strong motivation to learn, dialogic teaching and learning, and adult students' real engagement with the lessons.

Altay et al. (2016) explored the process and outcome of using the learner-centered method to develop architecture students' empathic design abilities, during an educational workshop on inclusive design. Students were made to live through what users of their designed works might experience. Based on these experiences, they were able to create designs that were better adapted to the needs of people with different disabilities. The instructor's learner-centered approach allowed students to discover and explore the nuanced needs of disabled clients and to take responsibility for incorporating solutions to these needs in their architectural designs.

Dimensions of Learner-Centeredness

Starkey's (2017) dimensions model, consisting of the agentic, cognitive, and humanist dimensions, is a useful summary of learner-centered pedagogy's essential constituents. The agentic dimension focuses on creating in the student a sense of ownership of the learning process. With this dimension, the characteristic of LCE which describes the level of sense of belonging in school, as well as responsibility for their own learning progress which teachers are able to engender in students, can be explored. The cognitive dimension is concerned with improving the quality of the student's learning. With the cognitive dimension, the extent to which teachers analyze their students' progress, and strategize to get them to higher levels of academic achievement, can be examined. The humanist dimension concerns students' attainment of their full potential as human beings within their peculiar social and cultural contexts. With the humanist dimension, LCE's humane characteristics, including how teachers show empathy to their students, how they are concerned about their full development as human beings, and how

they take students' social, emotional, and cultural differences into account, can be explored. The three dimensions are potentially useful indicators of how teachers are facilitating the learner-centered climate in their engagements with students.

Contextualization of Pedagogy

The Context of LCE Practice

A number of authors (Aliusta & Özer, 2017; Brinkmann, 2019; Carney, 2008; Dole et al., 2016; Motschnig et al., 2016; Smith et al., 2016) have stressed the importance of integrating learner-centered pedagogy within schools' curricula and cultural contexts. This integration is especially relevant in developing countries' contexts where LCE is regarded by many as a borrowed policy, founded on Western worldviews.

In a qualitative research involving 35 participants, Dole et al. (2016), using online structured interviews, evaluated the impact of a field training program on LCE in transforming teachers into effective learner-centered instructors in the classroom. They found that LCE had to be integrated within the school context. Also, they identified the need to implement the learning program within the framework of district-mandated curricula.

Similarly, in an exploratory mixed methods research involving 309 teachers from 11 Cypriot public high schools, Aliusta and Özer (2017) examined the effectiveness of student-centered learning in the education system. They observed that teachers needed to pay attention to contextual differences in adopting travelling policies such as LCE. They recommended more rigorous hands-on teacher training, involving self-reflection and

action-research with the goal of changing teachers' inhibiting beliefs about pedagogy which constituted barriers to LCE implementation.

In a mixed-methods research on cultural barriers to LCE practice in India, involving 60 teachers in 12 schools, spread across three states, Brinkmann (2019) investigated the influence of teachers' beliefs on their LCE practice. She found that teachers' beliefs were a mediating factor between culture and pedagogy, and recommended, as an integral part of teacher education programs, helping teachers to confront their cultural influences. The author also recommended a pragmatic approach to borrowing educational policies, which should be based on "what works," and should focus on "learning-centered" rather than "learner-centered" pedagogy, in developing countries' contexts, with their peculiar challenges.

Motschnig et al. (2016) investigated the quality and effectiveness of a course on Human and Computer Interaction (HCI) involving many students, guided by the APA-recommended 14 learner-centered principles. Participants included 200 students divided into four cohorts of 50 students each. HCI teachers successfully applied technology to enhance interaction and quick feedback, and achieve learner inclusivity. The authors, however, highlighted the need for LCE to be in harmony with the subject tradition and language and the existing cultural values in the environments in which it is practiced.

Cultural Conflicts in LCE Practice

Many authors have alluded to the futility of educational policies that favor wholesale implementation of LCE without considering the socio-cultural context (Ahmad, 2016; Aliusta & Özer, 2017; Elliott, 2014; Moradi & Alavinia, 2019; Mpho,

2018; Vavrus et al., 2011). They warned that the focus of education should not be on

pedagogy alone. It should also concern those conditions around pedagogy that contribute

to its effectiveness. Among these should be a good understanding of the distinguishing

features of the local environment. Vavrus et al. (2011) identified two contradictory

theories of learning, one related to LCE, underpinned by Western values, and the other

grounded in the lessons learned about culture, tradition, and norms of socialization in the

real communities. LCE's underlying values were seen to be often incongruous with

cultural ethos in the local communities. Similarly, Aliusta and Özer (2017) criticized the

nonreflecting of contextual realities in curriculum planning. Moradi and Alavinia (2019)

also decried the negligence of contextual, sociocultural, and environmental factors in

LCE implementation. Mpho (2018) underlined the vital need to factor in curriculum

planning and execution in socio-cultural contexts if a pedagogical change in basic

assumptions was to be achieved. For example, in the West African context, one cannot

ignore the perception of an adult as a repository of wisdom. If this reality is overlooked in

LCE practice, meaningful student/teacher dialogue would be difficult to achieve. Such

deep-rooted cultural assumptions may be responsible for the resistance to educational

change, owing to their value content, when set against Western values represented by

LCE, whose wholesale adoption implies a value shift. Ahmad (2016) has also noted the

conflict between family traditions with the emphasis on reverence of adults, and the

changed role of students and teachers. This changed role in which the teacher was no

longer the "sage on stage" implied a loss of the traditional respect accorded teachers by

young people; a consequence that many teachers resist.

Teacher Development for Contextualization

The literature on the contextualization of pedagogy dwells extensively on teacher training. The most commonly studied themes were on promoting teacher agency, and exploring teachers' understanding of contextualized teaching (Douglas, 2015; Usanga, 2021). Teacher agency skills-building concerns helping teachers develop context-responsive capacities in their teaching and learning. The studies were approached from varying perspectives, including teacher training with respect to the use of participatory action research (Dhungana et al., 2021), and the adaptation of local resources (Wagley et al., 2019; Wang et al., 2019) to teaching. Teachers' understanding of contextualization was explored in other studies, focusing on professional, and student teacher competences (Usanga, 2021). Still other studies probed teachers' awareness of their roles as context-responsive instructors (Rulinda, 2020; Usanga, 2021); and the challenges of implementing CRP (Love-Kelly, 2019). A small number of studies tackled issues of diversity, meeting students' needs, and implementing humane teaching and learning practices (Douglas, 2015; Hramiak, 2015; Roofe, 2018). Sternberg (2018) also studied how testing might be improved by adopting context-responsive parameters, rather than parameters inherited from the dominant culture.

Summary

The conceptual framework combined two components, namely Schweisfurth's (2015) MSLCE, and the CCF, developed by Fernandes et al. (2013). The themes brought to light in the literature review related to the current study included the learner and learning, learner-centeredness, and contextualization of pedagogy. Regarding the learner

and learning, the sub-themes synthesized included learners' strengths and diversity, student empowerment for learning, and encouraging student thinking. With respect to learner-centeredness, the contrast between learner-centered and teacher-centered approaches, LCE in practice, and dimensions of learner-centeredness, were the emerging sub-themes. Finally, the context of LCE practice, cultural conflicts in LCE practice, and teacher development for contextualization, were the sub-themes emerging from the theme of contextualization of pedagogy.

The present study sought to address the need for contextual considerations in the implementation of LCE. The status of LCE as a borrowed or traveling policy has meant that reformers have struggled to adapt it to non-Western educational contexts. In the current research, I highlighted the extensive literature on CRP in general, showing a gap in the knowledge of context-responsive LCE. I aimed to contribute to addressing this gap by exploring secondary teachers' understanding of context-responsive LCE.

In Chapter 3, I present a detailed plan for this basic qualitative research study. This will include methodology, data collection, data analysis, ethical considerations to protect human subject participants, strategies for participant selection, and measures to control biases.

Chapter 3: Research Method

The purpose of this basic qualitative study was to explore teachers' understanding of context-responsive LCE in a Nigerian urban private secondary school. That is, I sought to explore what teachers perceived about responsiveness to the context in which LCE implementation was taking place. In this chapter, I explain the research design and methodology, my role as the researcher, my plans for collecting and analyzing data, and ethical issues involved in the research.

Research Design and Rationale

The research question addressed in the study was: What are teachers' perceptions of context-responsive LCE? The central concepts in this research were learner-centeredness and context-responsiveness. These concepts were explored using the basic qualitative research approach. According to Merriam and Tisdell (2015), in the basic qualitative design, researchers seek to understand how people interpret their experiences of a phenomenon and construct their world, and the meaning they attribute to those experiences. Basic qualitative inquiry entails asking open-ended questions and observing people in their social interactions in real-world settings (Patton, 2015). In this research, the focus was on how teachers made sense of context-responsive LCE. Given the purpose of the study and the data collection method, the basic qualitative design was the most appropriate for the study.

Two other research traditions, (a) phenomenological approach and (b) case study approach, were considered before the basic qualitative inquiry was adopted. As an approach to research, phenomenology is the study of phenomena as people experience

them; it involves an in-depth understanding of the structure and essence of the phenomenon (Merriam & Tisdell, 2015; Sloan & Bowe, 2014). In this study, the emphasis was on understanding what the practice experience means to teachers, and not on an in-depth understanding of the phenomenon itself. Hence, the phenomenological approach was not an appropriate choice.

The case study approach was also considered for this research. The case study method is applicable when there is a need to investigate a contemporary phenomenon within its real-life context, and when there are no clear boundaries between phenomena and context (Yin, 2018). Multiple sources of evidence are usually required in order to tell a detailed story in a case study (Patton, 2015). Since a detailed description of the phenomenon in the teachers' context was not intended in this research, and interviews would be the only data source, the case study method was not an appropriate choice either.

Role of the Researcher

In this study, my role was to interview participants and analyze the data. The details of my role included selecting participants, preparing interview questions, arranging for interview sessions, collecting data by interviewing participants, analyzing the data, and presenting my interpretation of participants perceptions with respect to the research question. Participants were also to be asked follow-up questions where necessary. I aimed to listen closely to the participants and observe their body language and tone of voice to capture any non-verbal messages they might convey.

The site for this research was Fairview Secondary School (FSS; a pseudonym), located in a city in southern Nigeria. The school has two semi-autonomous sections, the Junior Secondary (JS), and the Senior Secondary (SS). While they have one principal in common, each section has its own vice principal (VP). I planned to interview only teachers who worked in the JS. I extended the invitation to participate to the SS teachers to have enough volunteers for the research. I had neither influence nor authority over the teachers in both sections of the school.

As an education worker interviewing colleagues in the same field, I understood that I ran the risk of confirmation bias (Yin, 2018) by presuming participants' responses. To mitigate this risk, I did an extensive journaling of my preconceptions about expectations from teachers. I also worked to exclude bias in analyzing the data by continually reflecting on, re-evaluating my impressions, and distinguishing them from those of the respondents, as recommended for avoiding bias in qualitative research (Sarniak, 2015; Shah, 2019).

Methodology

This research was conducted using the basic qualitative method (Merriam & Tisdell, 2015; Patton, 2015). I used purposeful sampling to select participants for the study in order to conduct in-person interviews. I intended that the interviews should facilitate the gathering of rich data from a specific population demographic. A more elaborate explanation of the methodology will be provided in the following subsections.

Participant Selection Logic

I used purposeful sampling to target a specific demographic that could respond to interview questions of relevance to the school. The sample for this study consisted of 10 secondary school teachers recruited from FSS, with a minimum of 2 years' post-qualification teaching experience. I planned to increase the number of participants, if necessary, until data saturation was reached. FSS is a relatively new school with a population of almost 200 students and about 20 teachers. The school has a reputation of promoting good education.

I obtained a written approval from the principal of the school to interview any teachers who were willing to participate in the research study. With this approval, I sought the permission of Walden University's Institutional Review Board (IRB) to conduct the research. Upon receiving the approval from IRB, I sought the assistance of one of the VPs to recruit teachers who met the participant selection criteria. This officer supplied the contact details of the teachers with which I invited them to participate in the research.

Instrumentation

I collected data from participants by conducting semi-structured interviews using open-ended questions. I followed up the open-ended questions with probes where appropriate, which allowed participants to share their perspectives with less inhibition. A chart showing how the research question, the conceptual framework components, and the literature review findings are reflected in the interview questions is presented in Appendix A. An example of an interview question is, "Please describe what you do to

support students who are discouraged by academic challenges." The rest of the questions can be viewed in the interview protocol presented in Appendix B.

Data Collection

After receiving approval from IRB (Approval # # 07-02-21-0281784), I began interviewing. I expected to reach saturation after interviewing between eight to 10 teachers, following the process I outlined in the Participant Selection Rationale subsection. I reached saturation by the 10th interview. The participants were teachers with a minimum of 2 years' post-qualification teaching experience. Having identified these teachers with the help of the vice principal, I emailed each of them to solicit their participation in the study, requested their consent by return mail, and their commitment to a specific day and time for a remote interview. Although I made allowance for using any suitable online communication platform, all participants opted for the Zoom application with which they were all familiar.

Prior to the interview, each participant received a detailed explanation of their rights, as stated in the informed consent form. Participants were assured that the information they provided would be treated with the utmost confidentiality. I explained to each one that they had a right to discontinue the interview at any point, request for a retraction of any information they felt they should not have divulged, or stop the recording altogether at any point. Each participant would be able to review their interview transcript, correct any misinformation, or make additional inputs. This review process involving the participant would help to strengthen the validity of the data.

Each interview was planned to last for 45-60 minutes. During the interviews, which lasted between 30 and 90 minutes, I intended to make audio recordings, along with memoing of my observations and impressions. I aimed, after transcribing the collected data, to listen to the recordings again to ensure that no important detail was left out in the transcript. I planned to conduct a participant review process once I had transcribed the interviews, which would enable each participant to go over the transcript to ensure that the interview responses were accurately captured.

Data Analysis Plan

The purpose of this study was to explore Nigerian teachers' understanding of context-responsive LCE. My data analysis began with a review of the interview transcripts, with frequent references to the recordings, and field notes (Patton, 2015). I highlighted important texts; then, I went over the materials again to confirm the importance and relevance of the highlighted texts. Next, the highlighted texts were hand-coded by assigning words or phrases to represent their meaning. In this process, I used the open coding approach throughout. Thus, the codes were emergent since the concepts and meanings evolved from the very data; they were not based on any a priori assumptions (Stuckey, 2015). The codes were reviewed to refine them for aptness. Since multiple codes were identified, I searched for categories to unify groups of codes, then for a smaller number of themes to unify the categories. I repeatedly returned to the original data so as not to lose the meaning of the interview statements. The final outcome consisted of themes and subthemes. I reappraised the whole coding process to assure consistency, harmony, and completeness among the themes.

Issues of Trustworthiness

I planned to establish trustworthiness of the collected data by declaring my biases, establishing protocols for the data analysis, and the participant review processes. In addition to my committee, I invited one professional qualitative researcher to review the listed codes and determine the plausibility of the emergent themes and subthemes. This step was intended to strengthen the validity of my findings. Further actions aimed at strengthening the trustworthiness of this research are explained in the following subsections.

Credibility

The research tradition chosen for this study is basic qualitative inquiry. This approach is appropriate because of the focus on understanding the phenomenon's meaning to the participants. This is the rationale for the use of only data from interviews for the research. Being a secondary school teacher myself, I am conversant with some of the interests and concerns of teachers in the secondary school context. Hence, I was in a position of advantage with respect to asking relevant questions and making sense of participants' responses. I hoped to achieve rrecruitment transparency by maintaining fidelity to the well-defined participant selection criteria.

Transferability

I planned to interview eight to 10 participants. The number would have been increased, if necessary, until saturation was reached. I aimed to achieve saturation in order to provide a thick description of the context, data collection setting, and the participant selection criteria to facilitate transferability for other researchers.

Dependability

A description of the research design, including the rationale for the decision to use the basic qualitative inquiry approach, has been provided in the preceding section. Details of the data collection procedure will be provided in Chapter 4. Interview questions are displayed in Appendix A.

Confirmability

To help ensure that my personal biases did not interfere with my findings, I decided to articulate those biases and distinguish them from the responses of the participants. During the interviews, I consciously avoid contradicting participants' perspectives that might be at variance with my own perceptions of relevant issues. I planned to describe the analysis process, in both text and table formats, including the transition of the research from data to codes, categories, and themes. I also ensured that there was alignment of meaning between the identified codes and themes, and the transcript's raw interview texts from which those codes and themes were derived.

<p align="center">**Ethical Procedures**</p>

I was guided by ethical procedures in all aspects of this research. I requested for and obtained a written permission from the principal of the school to interview teachers. Once I received the approval letter, I proceeded to request the approval of the IRB of Walden University to conduct the research. I planned to protect the participants by keeping their responses confidential. I maintained this confidentiality by using pseudonyms instead of real names and storing the data using password-protected and encrypted files. This confidentiality was maintained at all stages of the research,

including data collection, data analysis, and findings presentation. I interviewed the participants in a safe and discreet environment where they would be encouraged to share their experiences freely and with confidence. I decided to give an honest explanation to any participant who demanded to know why a question was being asked. If a participant were uncomfortable with a given question, or showed unwillingness to respond to it, I would move on to the next question.

Summary

In this chapter, I provided an explanation of my research study using the basic qualitative approach, with which I explored teachers' perceptions of context-responsive LCE. I explained the rationale for my choice of the research design as the most appropriate one for this study. A description of my role as the researcher followed, in which I explained the steps taken to interview participants and analyze the data. Next, I provided a detailed explanation of the methodology, including the participant selection logic, the instrumentation, data collection, and data analysis plan. I then discussed the issues of trustworthiness and indicated the steps taken to achieve research credibility, transferability, dependability, and confirmability. Finally, I explained the ethical procedures taken in this research to gain participants' consent, preserve confidentiality, and ensure the safety of the collected data.

In Chapter 4, I discuss the research setting, demographics, data collection, data analysis, and evidence of trustworthiness, followed by a presentation of my research findings.

Chapter 4: Results

The purpose of this basic qualitative study was to explore Nigerian secondary school teachers' understanding of context-responsive LCE. To obtain rich, in-depth insights on this topic, I interviewed 10 teachers in a secondary school using open-ended questions. I analyzed the results of the interviews, paying close attention to how they addressed the research question: What are Nigerian teachers' perceptions of context-responsive learner-centered education?

In this chapter, I describe the setting within which the research was conducted and the participants' demographics, including gender, years of teaching experience, subject disciplines, and year groups they were instructing at the time of the research. I also describe the data collection instrument and the data analysis method. I then proceed to describe the evidence of trustworthiness of the study, following the credibility, transferability, dependability, and confirmability criteria. Finally, I discuss the findings of the study.

Setting

At the time of this research study, all the participants were teaching in FSS (pseudonym), an urban secondary school in southern Nigeria. I selected the school as the only site for my data collection based on its reputation for promoting LCE. FSS is a relatively new school, which has an all-male policy both for student enrollment and teacher recruitment. As a result, it has an all-boys student population, consisting of almost 200 students and over 20 teachers who are all men. Students' ages range from 10 to 14 years, while grades range from Junior Secondary One (JS1) to Senior Secondary

One (SS1). The SS1 students have 2 more years to attain the highest grade for secondary school, that is, Senior Secondary Three (SS3).

Demographics

Participants were 10 men who taught secondary school subjects across JS1 to SS1 grades. In some cases, the same participant taught more than one subject, or taught students in different grades, during a given school term. All the participants had Bachelor of Science or Art degrees in their respective fields, with post-qualification teaching experiences ranging from 2 to 15 years. In addition, six of the participants had master's degrees, while one participant had a Ph.D. Participants' ages ranged from 26 to 43 years. All participants were of the same ethnic origin, namely Igbo. Descriptions of the participants are in Table 1, including their pseudonyms, which I chose based on commonly found local names, making sure that these names did not match any other staff or teacher in the school.

Table 1

Participants' Characteristics

Pseudonyms	Gender	Years of teaching experience	Subject	Grades
Anthony	Male	6-10	Science; technology	JS & SS
Daniel	Male	1-5	Social science	JS
Francis	Male	1-5	Social science	JS
Ikenna	Male	11-15	Science	JS
Michael	Male	6-10	Art; social science	JS & SS
Obinna	Male	1-5	Social science; science	JS & SS
Peter	Male	11-15	Science; technology	JS & SS
Richard	Male	1-5	Language	JS
Samuel	Male	1-5	Art; language	JS
Uche	Male	1-5	Science; technology	JS & SS

Data Collection

Upon IRB approval, participants were individually invited by email to participate in the research. The condition for participation was a minimum of 2 years of post-qualification experience. The first 10 respondents all met this condition and were selected to participate. They confirmed their readiness by responding with "I consent" to an emailed consent form detailing the research intent and the conditions for their participation. They were subsequently interviewed individually via the online Zoom platform over a period of 2 weeks. (See Appendix A for interview questions.) I could not conduct physically proximate interviews due to COVID-19 precautionary measures.

I intended to interview between eight to 10 participants. As I was not sure I had reached saturation after eight interviews, I went on to interview the two remaining participants. Although I planned to spend between 40 to 60 minutes with each participant, most of them felt they had much to share and were willing to spend a longer time. Thus, the average duration of each interview was 69 minutes. The longest interview had to be broken up into three sessions because of internet connectivity issues; it lasted a little over 2 hours. The shortest interview lasted 32 minutes. All interviews were successfully done via Zoom with occasional incidences of connectivity downtime. In three cases, participants requested for an additional interview session to share their perspectives on the interview questions. I recorded the interviews using the Zoom recording feature. I then did the initial transcription using Otter.ai, an online transcription software. Subsequently, after disguising all unique identifiers related to the participants and their school, I transferred the data to a transcriber for refining. Both the recordings and

transcriptions were stored in a password-protected computer and backed up in an encrypted Google drive folder. Participants' actual names and contact details were removed from the research records, and only pseudonyms were kept. However, a record of participants' names and their corresponding pseudonyms was kept in a separate encrypted electronic file to facilitate name tracking. All demographic details that could uniquely identify specific participants were excluded.

Data Analysis

To begin the data analysis, I first read each of the transcripts and highlighted texts that identified units of meaning. Owing to the volume of the transcripts and the limited time available, it seemed more convenient to employ both descriptive and theme coding methods for the analysis of the text. According to Saldaña (2009), "descriptive coding summarizes in a word or short phrase – most often as a noun – the basic topic of a passage of qualitative data" (p. 88). Many times, in this research, two or more descriptive codes were needed to describe a passage. According to DeSantis and Ugarriza (2000), "a theme is an abstract entity that brings meaning and identity to a recurrent [patterned] experience and its variant manifestations" (p. 362).

Appendix C shows the 36 codes derived from the analysis of the interview transcripts, and the count of the codes, ranging from three to 32. In assigning codes to highlighted texts, I focused on identifying terms that best summarized participants' perceptions of their experiences. The codes were clustered into emergent categories with common meaning which became subthemes. These subthemes were further synthesized into meaningful themes, as recommended by Patton (2015). This iterative process

involved returning repeatedly to the original interview recordings and transcripts to validate the meaning ascribed to each subtheme.

The resulting research findings consisted of three themes synthesized from nine subthemes, guided by the research question and the conceptual framework (see Table 2.) The three themes, and the subthemes from which they emerged, were as follows:

1. Affirmation of the educational model, with two subthemes of school climate and commitment to school's mission

2. Teachers' leadership role, with two subthemes of teacher as guide and teacher as caregiver

3. LCE-supporting instructional strategies, with five subthemes of lesson planning, lesson delivery procedure, peer support, student assessment, and learning improvisation.

Table 2

Emergent Codes, Subthemes, and Themes

Codes	Subthemes	Themes
Educational philosophy, cordiality/friendliness, climate of freedom	School climate	Affirmation of the educational model
Effective leadership	Commitment to pedagogical practices	
Student guide, subject mastery, student thinking	Teacher as guide	Teachers' leadership role
Teacher care, attention to individuals, understanding students, personal study	Teacher as caregiver	
Subject mastery, lesson preview, human development considerations	Lesson planning	LCE-supporting instructional strategies
Students' prior knowledge, practical experience, guided steps method, student projects	Lesson delivery procedure	
Teamwork, student participation, peer teaching	Peer support	
Encouraging questions, student questioning, gauging student understanding	Student assessment	
Creative curriculum implementation	Lesson improvisation	

Evidence of Trustworthiness

I used the four criteria, credibility, transferability, dependability, and confirmability, to establish the authenticity of this qualitative research study. To establish credibility, I sought recruitment transparency by maintaining fidelity to the participant

selection criteria. To make sure that the conversations were accurately captured, I shared the recording and transcript of interviews with each participant. As a validation measure, I shared the initial codes I generated with an experienced qualitative researcher who arrived at similar themes after working with the same codes independently.

To achieve transferability, after interviewing eight participants as I originally planned, I did two more interviews to confirm saturation. Additional interviews provided me with a thicker description of the context, which would enhance transferability for another researcher. I also provided a detailed description of the recruitment and the data collection proceedings.

To ensure dependability, I described the research design in Chapter 3, including the rationale for the decision to use the basic qualitative inquiry approach. I also provided details of the data collection procedure, including the interview questions.

To achieve confirmability, I articulated my personal biases to distinguish them from the participants' responses. I also consciously avoided contradicting participants' perspectives during the interview stage that were at variance with my own perceptions of relevant issues. I described the analysis process in both text and table formats, including the transition of the research from data to codes, categories and subthemes, and themes. I also ensured that there was alignment of meaning between the identified codes, themes, and the original interview recordings and transcripts from which they were derived. I did not observe any discrepant issue during the data analysis.

Results

In this section, I present the results from the data analysis of participants'
interviews focused on FSS teachers' perceptions of context-responsive LCE. Three
themes emerged from the analysis as shown in Table 3. These were (1) affirmation of the
LCE educational model, (2) teachers' leadership role in promoting LCE, and (3) LCE-
supporting instructional strategies. The first theme reflects teachers' perception of the
distinction of LCE as modeled by their school, and was derived from categories of codes
highlighting climate of friendliness and cordiality, which became subthemes. The second
theme portrays teachers as playing a leadership role in LCE and was derived from
subthemes reflecting the teacher as guide and as caregiver. The third theme describes
instructional strategies that support LCE and was derived from the subthemes lesson
planning, delivery procedure, student learning experiences, peer support, and student
assessment.

Theme 1: Affirmation of the LCE Educational Model

The first theme referred to participants' affirmation of the LCE model. They
described it as an institutionally-embraced educational model validated by their regular
classroom practices. Multiple statements made by the participants indicated their
understanding and esteem for LCE as practiced in the school. This theme emerged from
two subthemes: teachers' descriptions of the influence of LCE on the school climate, and
their expressions of commitment to the pedagogical practice.

School Climate

When prompted to talk about their relationship with students, participants consistently referenced cordiality and friendliness as its most defining features. According to Anthony, there was understanding between teachers and students, and this cordial relationship helped to build students' confidence in teachers:

> The teacher/student relationship in FSS, I will say, is very cordial. What I know is that every boy in FSS knows… that the teachers care about them, even though as a student you may be struggling. You know that the teachers are genuinely interested in seeing you become better.

These participants perceived a link between qualitative LCE practice and cordial and friendly dealings with their students. They suggested that care for students may result in student motivation and readiness for schoolwork.

Similarly, Daniel observed that it was necessary to know the students well through friendliness to intervene effectively in helping them solve their problems:

> When you are friendly with your students, they can open up to you about t-heir challenges. They are not afraid of coming to you. You also get to know them better. When you are always arbitrary and forceful, … you cannot know much about the child. And if you do not know much about the child, how can you help him?

By implication, teachers' friendliness facilitated students' trust. It communicated to the students a sense of teacher approachability, which led to students becoming more trustful of teachers.

Daniel contrasted the climate of freedom in FSS with his own early school experience:

> As a secondary school student, the first time I entered my principal's office was when I became a school prefect. Five years of secondary school, and it was only in my last year that I got to do this. It is different in FSS where a culture of friendliness prevails. Initially, new students come into the school with fear, having experienced the same unfriendly culture in primary school. Our teachers then give them a reorientation through talks, positive body language, sports, classroom activities, and advisory meetings. The boys' mindsets begin to change, "Okay, I can actually call my teacher on the phone if I have an issue. I can ask my teacher to help me call my mom if I forget something at home. I can debate my grades with a teacher. I can sit down and argue constructively without having to insult my teacher." It is a new experience altogether.

This participant had high esteem for the educational model and appreciated students' response to it. Participants made positive reports on the climate of freedom and its influence on student engagement.

Commitment to LCE Pedagogical Practices

Commenting on the humaneness and rationality of the LCE approach, Michael stated,

> Even as an adult, you do not like it when someone shouts at you. You would say, "why can't you tell me; why can't you just explain this thing to me?" You cannot say because you are an adult you need this kind of treatment, and the child needs

a different treatment. No, just explain. And you should continue to do that; that is

our job. You are a teacher, and you must continue to educate. You do not say that

you are not going to teach again something you taught last week. If there is a need

to, you must explain. And when the student understands, he will do the correct

thing, not because he is going to be punished but because it is the correct thing to

do. FSS converted me.

This subtheme emerged from codes related to participants' statements on their personal

convictions regarding the LCE model, management support, and the leadership of their

school. All participants portrayed an enthusiastic and cooperative attitude regarding LCE,

and attributed their classroom effectiveness to the model.

Sharing his experience as an educator, with respect to student instruction, Samuel

stated:

I have come to understand that there are many things that could affect a child's

response to what we are trying to do. So as an educator, I try to pay attention not

just to his academic performance; I also keep an eye on little character traits that

you feel could eventually become an obstacle to his academic performance.

For this teacher, the LCE model clarified teachers' role as not just instructors but also

educators. In the role of educator, the teacher is expected to focus on character building,

in addition to the intellectual development of the learners.

When probed about the educational model was impacting student engagement in

the classroom, Samuel's response was that,

> We are achieving a lot. The children are getting to learn a lot. They are getting to imbibe a lot of values without being coerced to do so. And they are not doing that to impress anybody; they are not doing that for fear of being flogged. We are happy with the positive results so far.

This participant expressed confidence in LCE's effectiveness and showed commitment with regard to its practical implementation. The importance of student autonomy in learning is highlighted.

In response to a question on why FSS was different, he described the exemplary conduct of the school leader:

> When your boss, the principal, does not correct you nor shout at you in the presence of the students; when this thing that he has been trying to inculcate in the students is reflected in the kind of relationship you have with him, and it comes naturally. When he relates well with you and encourages you to relate in the same way with those under your care; then you have no reason not to emulate him.

Thus, this participant attributed teachers' commitment to LCE implementation to the principal's modelling of correct conduct. Reference is made here to the influence of the school leadership on LCE practice.

Theme 2: Teachers' Leadership Role in Promoting LCE

Reflecting on their understanding of their role as teachers, participants' responses indicated their perception of themselves as playing a leadership role in promoting LCE by providing guidance and care to learners. This theme encapsulates the modalities for student guidance and humane teacher conduct in relating with students. It suggests that,

even though LCE emphasizes learner autonomy and responsibility, the teacher plays an active role in fostering these attitudes in the learner.

Teacher as Guide

Anthony described the role of the teacher as "knowledge giver, guide, inspirer and motivator." Daniel perceived the teacher as a leader to the learners; one who builds on their existing knowledge, taking them from the known to the unknown. For Ikenna,

Students are the architects of the learning process. They are the ones doing the work, while you [the teacher] are there as an instructor, mentor, and facilitator. You are the one to set the learning guidelines so they must follow your guide. But following your guide does not mean you are the one conducting the process; they are the ones doing it. They are at the center of the learning process.

These participants' statements emphasized the teacher's leadership role while, at the same time, qualifying this role. The kind of leadership expressed here is one of guidance while respecting the learner's freedom. It does not refer to any exercise of power that is heedless of students' needs.

These participants emphasized student guidance as a key feature of their teaching role. They understood guidance in the sense of intervening only in matters beyond the reach and capacity of students, thereby allowing them to develop independently.

Michael, responding to a question related to student motivation, said:

A boy in my class said he wants to play football, and does not want to continue with education. I helped him to reflect on what he would do with his life after his eventual retirement from football. I told him that he needed to get his education

qualification so that after retiring from football, he could start a coaching career,

or do several other things related to football; things that should keep him busy,

and contributing to the society. Education is a platform for so many things. I

explained that football was competitive, but that I was not trying to say that he

was not competitive. I only meant to say that he needed to balance things.

This comment showed teachers' concern to provide guidance to students and to help

them avoid disillusionment in their academic effort. Teachers dissuaded students from

sidestepping regular schooling out of discouragement with the effort involved.

Daniel guided students towards attitudinal changes and the acquisition of deep-

thinking skills through engagement in real world learning tasks. A visit to an exhibition

on the Nigerian civil war which he organized for his students improved their

understanding of the realities of war.

I noticed that a lot of them did not know anything about the Nigeria Civil

War…and I felt that it is important that they know…because, like my mother

would say, "war is a very bad thing; war is evil." They say, "we want to leave

Nigeria." These are the boys talking now, most of them are angry …because they

feel they (Igbos) are being marginalized. So, for the past 2 months, they have

been having this exhibition on the Nigeria/Biafra war titled "Ozoemena" (Igbo

word for "never again").

According to Daniel, going to the exhibition changed the students' perspectives

and attitudes by allowing them to reason and make their own conclusions on whether the

civil war had been necessary.

We were fortunate to attend. That exhibition opened their eyes. Some of them

insisted that … we discuss some of the decisions that were taken by the Biafran

leaders, and also the Nigerian government as it were … They began to see that

there were remote causes that happened years before, that led to the war and the

breaking up of the country. So, what I discovered was that these young men were

beginning to think for themselves. They were beginning to ask questions … to

challenge their previous mindset, which was based on what they were told. And

that is one interesting thing about learning. When a learner is exposed to resources

that broaden his/her perspective, he or she begins to ask questions. I was not the

one that held the exhibition. I did not tell them anything, but that experience

alone, within their environment, had initiated a new thought process, a new way

of thinking. Nobody knows how far the information they have gotten will help

them; improve their quality of life, or think of nonviolent means of solving

problems … but my joy as a teacher is seeing a learning experience blooming;

seeing that these boys are beginning to think.

These comments showed the teachers' use of real-life issues and history to facilitate

students' learning. Student guidance towards thinking and learning was emphasized,

reinforcing the idea of the instructor as a guide by the side.

Just as new insights on the Nigerian civil war helped broaden the perspectives of

Daniel's students, Ikenna's personal narrative came in handy while encouraging a

demotivated student to show renewed interest in studying.

A student said to me, "What is the value of education in Nigeria? Our president is not educated; most of these celebrities are not either … Sir, is there any shortcut to this please? Can we shortcut education?" I said, "There's no shortcut. You are in the process, and you must apply more effort to attain the goal. If I tell you my own story, you will not believe it." He said he would like to hear it. So, I told the student my story. When he went home, he told it to his mom. Later, the mom wrote me a long text message relating her son's change of attitude. She asked, "What did you do to this boy? He now visits the study room on his own account." I said, "Please, don't say it to his hearing; let him be. Let us see if he can sustain that."

These comments signal the potential of the teacher's personal narrative for supporting students' motivation for learning. The cordial and friendly environment facilitated this one-on-one conversation between teacher and student.

Some teachers also saw themselves as role models to students, in their behavior and manners. Francis described himself as a "teacher, guide, and role model" to students.

Being a role model goes beyond teaching the subject although it is anchored in the subject. You are a role model to them for other aspects of life: your behavior as a teacher, your attitude, your manner of dressing. Because these boys watch what you do, and the way you talk; even the way you carry them along in the classroom. All those things are part of the modeling too.

The participant's comment implied that the role of the teacher was beyond regular classroom instruction. It extended to the modelling of personal bearing and attitudes.

Daniel's understanding of his role as teacher was related to inspiring students to improve their lives as human beings and as members of the society.

> Anytime I interact with students, whenever I have the opportunity to educate them, or to share knowledge with them, what is at the back of my mind is to change or improve their perception. My role should be one that improves his life and makes him a better person, makes him someone that will also grow to become an asset to his family, his community, and wherever he finds himself.

This comment suggested that the teacher's role involved shaping the mind of the student for the future. The teacher's vision of the learner was of a useful and effective future adult.

Daniel further explained that attaining this goal with his students involved leading them to envision their future selves, and motivating them to achieve that vision.

> It is a teacher's duty as a leader to raise other leaders. So, what this means for me as a teacher, is that whenever I meet boys – the boys I teach, the boys I mentor – it is part of my responsibility to make them have an idea of who they are going to become, and where they are going, because these boys cannot be dependent on their parents or their teachers forever.

The teacher was guided by a vision of the student as a responsible individual, capable of independent thinking and work.

Teacher guidance also included inspiring learners towards academic achievement. As Francis stated:

I challenge my students not just to think about their local environment while studying, not to be content with being local champions competing with other Nigerians. For this, they should not depend only on the textbook given to them in school; they should explore the internet, check out books in the library so as to broaden their horizon in preparation for competing globally.

The teacher endeavored to transmit a passion for the subject to students, who were encouraged to become globally competitive by habitually going beyond textbook knowledge in their studies.

Teacher as Caregiver

Participants presented caregiving as an important aspect of their role. As Obinna narrated after observing a new teacher,

They changed the teacher of one subject in the class assigned to me. The new teacher is more loving and caring; and student performance in the subject changed tremendously. Before now, we used to have up to eight students failing the subject. Now it is down to three or less. The teacher does not threaten, scold, or shout. His presence transmits peace, joy, happiness … I do not know. It is his personality. They pay attention to him … So, everybody is doing well and helping each other.

The new teacher's caring attitude created an environment of mutual encouragement among students. It also facilitated student cooperation among themselves in the classroom.

Some teachers spoke of their efforts to avoid alienating any of their students based on academic strength, religion, or ethnicity. Daniel described his effort to integrate a student of a different ethnic background thus,

One of the boys is of Yoruba origin; the rest are Igbos. He cannot speak the local language [Igbo], so I asked him to do a presentation. I said, "I would like you to teach, to tell us about where you come from". The good thing is that his tribe is a topic in the curriculum. I noticed that it gave him a sense of belonging. It was more like I had given him something he had been waiting for. So, he went home, asked questions, and he started teaching. He even got to learn more about where he comes from. That is the beautiful part of it. Because I gave him that task, he did more research on his own, and he was surprised to know certain things about his people. And thankfully the boys accepted him.

Students' sharing of knowledge of their cultural background is a potentially useful tool for catering to diversity in the classroom, and for achieving student motivation.

Samuel described how he paid close attention to academically challenged students, giving personal support, persuading other teachers to help the same students in their own subjects, and helping discouraged students to take their challenges step-by-step.

I have a student that I try to keep an eye on in the classroom. Sometimes, this one does not even remember his name as he tends to be absent-minded. He is always in class but is not really there. I ask other teachers to help him too; it does not take much to rouse him out of his revelry. From time to time, you could just walk up to his desk, flip through his book, and let him know that the teacher has an eye on

him, because if you do not, he gets lost in his own thoughts. Even when he tries to

be alert, he may be drawing or painting something.

For this participant, facilitating student learning went beyond classroom teaching. It

included monitoring students' attentiveness to ensure that they did not get sidetracked by

other interests.

Participants reported that they made effort to understand their students. This

understanding was a valued tool for classroom engagement. Knowing each of his

students by name facilitated Michael's effort to understand each student's individual

differences and peculiar challenges. Samuel emphasized that teachers ought to be aware

of each student's traits, and avoid making comparisons between students

Nobody is left behind. The general idea is that everybody is encouraged to work

harder. I always tell them [the students] that they can find themselves wherever

they want to be in terms of academic performance ... I always try to avoid

comparing them, especially in the negative sense, "You did not do well. Why

can't you be like this other guy? I avoid that comparison and, instead, encourage

them.

Participants also identified individual students' strengths as a tool for their

meaningful engagement. Ikenna tried to find out each student's "personal strong points"

to help him learn. Similarly, Peter spoke of "guiding students according to their strengths

and needs," and instrumentalizing student talent. Samuel described how he brought

students' strengths into play during his lessons.

I vary my teaching techniques such that everyone is carried along so that the strong points of each of the students gets to contribute to his overall performance at the end of the day. Some students learn faster when you bring the lesson to life through role play which is quite engaging. The student must come out and perform the role play. One student is not so good when you give him a lecture; he may not pay attention to all that you say. However, in the role play he could stand out… This allows me to give rounded assessment to my students.

These teachers sought to teach to students' individual strengths. They identified their students' distinctive characteristics and reflected them in their decisions during lesson preparation and student learning assessment.

Several participants described how they gave closer attention to individual students, especially those in greater need. Anthony and Peter organized extra lessons for slower students. Obinna planned to set up an information technology club to facilitate closer attention to smart students who could become disillusioned by inadequate classroom challenges.

There will be a club of the very advanced [students], where they can do more. For the moment, all we can do during the regular classes is to encourage them to continue working on their own, unsupervised, and then we can focus on other students. But sometimes they call attention. They want to celebrate a success, something they figured out and that is much more advanced than what they are doing in class; and they expect you as a teacher to pay attention to them because they are also students. At times, one ignores them because they are already

advanced, "let me address those that are still trying to figure out one plus one." So

yes, this is a challenge to which I do not think we have worked out a nice and just

solution.

The teacher prioritized help for struggling students over attention to the smarter ones who

needed more challenges.

Theme 3: LCE-Supporting Instructional Strategies

The third emergent theme from participants' responses focused on the five

instructional strategies they used and believed supported LCE. The five strategies most

often identified and used as subthemes were lesson planning, lesson delivery procedure,

peer support, student assessment, and lesson improvisation.

Lesson Planning

Participants stressed the importance of planning for an instructional task. Subject

mastery was one of the factors identified for effective lesson preparation. The teachers

viewed being a master of the subject as essential for planning and implementing an

instructional program. As Obinna observed, "each subject teacher has to be a master of

his or her field." Participants also repeatedly suggested that a preview of each lesson was

helpful to students before delving deeper into the subject content. Peter explained that, at

the beginning of each term, he usually presented an overview of the scheme of lessons to

the students. Similarly, Uche stated

Prior to a new subject topic, I give a background to that topic, list the objectives,

make one or two highlights, and give the students some literature to read up from

their textbook. This affords students a little background to the new topic when

they come to the class in the following week.

Offering a preview of the lesson content to students was a practice endorsed by the

participants. The aim was to prepare the students to make better sense of the upcoming

lesson.

Another factor considered during lesson planning was students' level of cognitive

development. As Obinna explained, "the teacher must constantly keep in mind that the

learners are developing, with all the issues associated with children's developmental

stages. What stage are they in even now as you are introducing new concepts to them?"

Lesson Delivery Procedure

The insights shared by the participants indicated their awareness of the

importance of well-implemented lesson procedures. Identifying students' prior

knowledge of the subject was a notable feature of the lesson procedure supported by

participants. Ikenna described how he proceeded with this approach: "You have to start

from what they see every day; then you can go to higher levels that they never thought to

get to. It is a gradual process." Anthony also described how he made use of students'

prior knowledge in lesson teaching:

To introduce a new topic or sub-topic, I ask students questions. It might be a topic

or an aspect of it which they have come across in another subject, probably

because they are related; or something we have done in previous terms. For

example, they may have done an aspect of Physics earlier on, in Basic Science or

Basic Technology. We continue the lesson as a discussion to elicit information

and to make the students go back to what they have done before.

Participants' connection of learners' prior knowledge with their new materials provided a

sense of the continuity of knowledge.

Samuel observed that practical work such as molding in creative arts allowed each

student to express himself freely and helped students take ownership of their learning

Sometime ago, we had a class on molding with clay. It was very practical;

students were asked to harvest the clay from their local environment and then

treat it. So, they had to obtain the clay, treat it, sieve it, and pick out earth stones

to get the final product that would be suitable for molding. The molding took

place in the next class, after most of the students had obtained the clay and

prepared it as required. It was so exciting for them, and they wanted to do this all

the time.

Participants identified the promotion of student learning experiences as a key element of

instructional strategies. They developed different learning experiences for their students,

including practical experiences, guided steps approach to teaching, and student projects.

Obinna described the guided-steps method he developed to get students working

on a learning activity, and to avoid getting boredom with Information Technology

lessons. Under his guidance, students developed software without fully understanding the

details of what they had worked on. He broke down the process of software development

into sequential guided steps that he made students follow. Instead of making students

memorize definitions, the teacher made students build first, then recognize the meaning

of what they had built. According to him,

> Some students find programming quite abstract. But they do not have a choice
>
> since information technology is a compulsory subject in the curriculum. So, what
>
> do we do with those ones? How do we prevent them from giving up? What we do
>
> is try to avoid as many exits as possible. That is the rationale behind this method
>
> of engaging them in doing things. In class, instead of teaching "coding is like this
>
> …," we tell them, "Do this, …then this" We break down the whole lesson into 10
>
> steps. "First step, open the software … Click here …" You are giving the learner
>
> instructions and he is doing things; always doing things. I remember a student that
>
> complained bitterly about programming but with that method he has seen himself
>
> do something he never believed he would do.

Obinna considered the guided-steps method a kind of leveler for all students; it

only required compliance with the steps for success. He also believed the method was

transferable to other subjects, other than IT.

> When we use this guided-steps method, everybody is equal. Even the sharp guy is
>
> struggling because all that is needed is the ability to obey instructions and follow
>
> the details. So, it [the method] is a leveler. When a student that does not usually
>
> get the highest grade in class finds himself doing better than the so-called brilliant
>
> guy, he is encouraged. "Okay, I can even do this." So, I have noticed that there is
>
> a determination to get this thing done following instructions. So, for now, I think
>
> the teaching style of getting students to do the things is effective.

This innovative approach to content delivery allowed the teacher to successfully expose students to content that would be normally inaccessible to them.

Peer Support

Peer support was identified as a key element of instructional strategies. It entailed getting students to work in teams, to participate actively in classroom engagements, and peer teaching, that is, getting high-performing students to teach their academically-challenged peers. Some participants' accounts of their instructional activities showed their belief in the benefits of team-based student activities.

Peter organized team-based quiz competitions at the end of which he awarded points to the participating student teams, while Samuel utilized the teamwork approach during lessons. Uche promoted group work, sometimes randomly selecting individual members to present, or making the entire team do so. The teachers also insisted on student participation in class activities. Getting students to make class presentations was one way of promoting students' participation. Anthony and Michael organized such presentations to encourage students to become responsible learners and to enhance students' self-confidence. As teachers, they moderated the team presentations in the classroom. Similarly, Peter randomly selected students for class presentations as a way of keeping them "on their toes" and ensuring that no student could hide behind the group and neglect personal study. Several of the participants also promoted peer teaching which involved assigning some students to their more capable colleagues for explaining areas of difficulty. Francis encouraged peer teaching as an alternative approach to effective learning. Ikenna got students who understood his lessons to help others who were

struggling. Obinna also considered dividing his class into groups and assigning advanced students to teach the academically challenged ones.

Student Assessment

Participants prioritized the appraisal of students' knowledge as a key element of LCE-supporting instructional strategies. Salient features of student assessment included student-to-teacher questioning, teacher-to-student questioning, and gauging student understanding. In addition to the objective benefits of assessment for student understanding, Ikenna also believed that they helped reduced lesson monotony for students

> I personally entertain questions. When giving explanations, I monitor their facial expressions. A teacher that fails to read the facial expressions of students in the class might encounter difficulties because their facial expressions tell you whether they have understood or not.

Similarly, Anthony expressed his belief in widely questioning students to help them become more versatile in their knowledge of the subject. Obinna planned a databank of questions to focus students on the important concepts; he saw this as a solution to the voluminous subject content which his students might find overwhelming. Ikenna explained that he usually tried to create a "critical thinking situation" by raising questions that required reflection and logical reasoning; he asked questions intermittently during lessons to confirm students' understanding of the lesson.

You just ask a few questions that will connect all you have said in a few minutes.

If the response of the class passes 80%, you are making progress. A revision will

make it up to 99%; we are mindful that we might not have 100% success.

Participants also placed a high value on confirming students' understanding of

learning materials. The tools they relied on for this aspect included formative assessment,

student questioning, flexibility in assessment, allowing student mistakes, and grading

motivation. Peter made effort not leave struggling students behind. He said,

I cannot be teaching a number of students, where two, three, or four are lost and I

keep moving. I do not do that because not all of them move at the same pace.

Some are gifted learners; some are slow learners. So, I identify the slow learners,

and give them attention.

Francis measured students' understanding with the yardstick of slow learners.

This position assumed that if they managed to learn, then learning would also be

guaranteed for faster learners.

After teaching, I focus on the weak students. I start asking them questions to

evaluate their comprehension; to be sure they really understood the topic that was

taught. With their level of understanding, I can make a generalization as to

whether the teaching was effective.

Daniel was interest in assessing students for wide thinking skills, not just for

curricular content: "Anytime I enter a classroom or interact with students, …whenever I

have the opportunity to share knowledge with them, what's at the back of my mind is to

change or improve their perception." Peter gave an instance of his flexibility in assessing

students when he found that a boy had submitted a blank page at the end of a test:

> On the blank page he turned in, I wrote "please see me in my office during the
>
> first break." When he came, I asked for an explanation. His response was that he
>
> had missed a class when the foundational concepts were taught, so he could not
>
> understand the topic on which the class was evaluated. I understood, and there in
>
> the office, taught him what he had missed. Lo and behold, he understood it. I then
>
> gave him 3 days to study them again before doing a makeup test, based on any
>
> section of the textbook on the topic. He did well in the test, scoring as much as
>
> 80%.

Teachers showed a readiness to dedicate time to lesson delivery and assessment, for

students with learning difficulties.

Lesson Improvisation

Multiple references were made by participants to improvisation, referring to

teachers' use of makeshift solutions in the absence of appropriate resources. Obinna

shared his insight on more creative ways of making information technology accessible to

his students, notwithstanding the curriculum constraints

> This year we made some changes in the subject because, in the first two terms, we
>
> were teaching the curriculum rigidly. There were a lot of definitions, listing of
>
> properties, and classifications; it was like a vocabulary memorization course. So,
>
> after doing that for two terms, we decided to change direction because the
>
> students were getting little programming exposure. So, we began to get the

students to do more of coding (computer programming). This was also based on advice from current professionals who had experienced the curriculum in secondary school.

To complete these challenging software development projects, Obinna used a scaffolding strategy which involved making his students complete simple step-by-step tasks without necessarily understanding what they were doing.

Following the instructions, students see that they are producing a software and at the end of four classes, going through steps they do not even understand, they have produced a software that is functional. Then there is a kind of excitement like, "I didn't even understand what I was doing; if not for you, I won't be able to do this." So, they get excited because they have seen the fruit of doing things on the computer that they do not quite understand. So, you tell them that to be able to do all this, they need to read this book of 300 pages and read it on their own. Because they are excited, they want to do more.

Daniel used resources obtained locally to stimulate students' deep reflection. The following is his account of how his students discussed the phenomenon of "cultism" in schools, a topic of one of the social science subjects:

Cultism is rampant in this part of the country, especially in government and community secondary schools. I have also seen young people of the ages of the boys in my class who are cultists. They go all the way; violent, robbing and maiming, because they swear allegiance to a particular secret cult. When I saw that topic in the curriculum, I did extensive research. I also collected anonymous

recordings of the experiences of a few classmates in the university who had been cult members, and the dangers. I shared some of these people's interviews. With these, I engaged the students in discussions on the topic. Without trying to impose my opinion, I observed the boys beginning to wake up and think for themselves. It was a way of forewarning the boys of the menace of cultism. I did not have to go outside of the region to do this. However, it is not a one-lesson topic. The conversation is still ongoing.

Michael had recourse to internet resources when the school was unable to provide him with physical learning materials which he had requested for his lessons; he showed his students simulated internet versions that served as good approximations to meet the curricular aim. Similarly, Anthony, not having the technical tools for demonstration, resorted to improvisation while teaching an important topic in science.

We did energy mapping, tracking all the energy that goes into materials and products. For example, we tracked all the energy that goes into preparing a boiled egg, from driving to the market to buy it to having it boiled. You are converting from heat energy from different sources, either from a stove, or from gas, or from an electric heater, different forms of energy. We did this for varied materials the students had, eggs, bread, fruits. I remember one student exclaiming, "all this, just for one egg?" I explained that this was the reasoning behind energy conservation, since it is the same energy that is circulating and transforming from one form to the other.

Uche took similar measures when he had to teach aquatic sports as part of the subject syllabus, given that his school had no swimming pool. "I relied on the help of students who could swim to do short presentations on three things to do before swimming. I also used engaging videos for the purpose." Teachers, in general, improvised whenever the lesson required it.

Summary

This basic qualitative research explored teachers' understanding of context-responsive LCE in a secondary school context. The single research question addressed was: What are Nigerian teachers' perceptions of context-responsive LCE? Participants in the study, who were all male teachers in an all-boys' secondary school, were interviewed to obtain data for the research. They shared their own perceptions of context-responsive LCE in response to the interview questions. In this chapter, I discussed the results of the interview data analysis in narrative form. The results showed that teachers' affirmation of the LCE educational model, their LCE leadership role, and LCE-supporting instructional strategies were important themes linked to context-responsive LCE.

In Chapter 5, I present my interpretation of the findings, show wherein the research findings have limitations, and make recommendations for further research. I also show the implications of the research findings for positive social change before making a concluding statement.

Chapter 5: Discussion, Conclusions, and Recommendations

The purpose of this basic qualitative study was to explore teachers' understanding of context-responsive LCE in an urban secondary school in Nigeria. The study addressed a need for research on context-responsive LCE which was missing in the literature on pedagogical approaches in the Nigerian educational system. The research question was: "What are teachers' perceptions of context-responsive learner-centered education?" The three themes synthesized from the findings were (1) affirmation of the LCE educational model, (2) teachers' leadership role in promoting LCE, and (3) teachers' LCE-supporting instructional strategies.

Interpretation of the Findings

I compared the three themes with research about LCE in the peer-reviewed literature as well as the conceptual framework.

Interpretation in Light of Empirical Literature

The first theme concerned affirmation of the LCE educational model, which reflected teachers' endorsement of LCE pedagogical principles as espoused by their school. The most notable features of this theme, reflected in participants' perceptions, were cordiality and friendliness, which distinguished student/teacher relationships, and which inspired teachers' high level of commitment to the school's mission. This positive relationship strengthened students' confidence in teachers and facilitated teachers' support for struggling students.

This finding on cordial and friendly relationship between teachers and students aligns with Starkey's (2017) humanist dimension of LCE, which "views the individual

and their potential for development across all aspects of being human as central to education" (p.6). According to Starkey, the humanist dimension of LCE affirms students' aspirations, interests, and talents. It considers students' individual needs, given the diversity of social, emotional, and aspirational preferences, as well as cultural backgrounds. As a consequence, teachers are familiar with students' traits and their emotional and motivational needs and, as a result, develop positive learning relationships with them. The finding also supports Schweisfurth's (2019) recommendation of mutual respect between students and teachers as one of the MSLCE. It aligns with Aslan' and Reigeluth's (2016) view that students need motivation to embrace the idea of student autonomy, given the motivational effect of a friendly environment on student engagement. Oyelana et al. (2018) also highlighted positive learning environments as facilitators of LCE.

The focus of the second theme was teachers' leadership role in promoting LCE. Participants' statements suggested that the teacher's role with respect to LCE was characterized by student guidance and caregiving. Among other steps, teachers provided guidance and caregiving by building lessons on students' prior knowledge, helping students develop deep thinking skills, striving to understand individual students and their challenges, and fostering inclusive classrooms.

This second theme corroborates previous literature on the benefits of using prior student knowledge and experience for student engagement and learning (Oyelana et al., 2018; Schweisfurth, 2019). Participants' perception that LCE was characterized by promotion of students' thinking skills aligns with previous works by Zhuzha et al. (2016)

and Darsih (2018), who found that LCE classroom practices were positively related to the development of critical thinking. Previous studies also identified LCE as an instructional approach that encouraged students' reasoned solutions and participation in inquiry-based class sessions that task students' mental capacities (Cornelius-White, 2007; Shaughnessy & Boerst, 2018). Teachers' perceptions that LCE involved understanding individual students' learning challenges and fostering inclusive classrooms, supports previous findings on differentiated learning which established that individual students learned best when their different capacities, backgrounds, and learning styles were considered in instructional planning (Bondie et al., 2019). According to van Geel et al. (2019), differentiated learning avoids a one-size-fits-all approach to instruction.

The third theme that emerged from the analysis of the interviews was teachers' instructional strategies. According to this theme, teachers emphasized lesson preparation, learning delivery procedure, peer support, student assessment, and lesson improvisation as instructional strategies that supported LCE. Among these, lesson preparation and student assessment were the most salient features. Participants' identification of painstaking lesson planning as a factor of effective LCE corroborates Jaiswal's (2019) approach to LCE implementation, using a systematic instructional design process to achieve the intended learning objectives. Their emphasis on planning students' exposure to a variety of learning experiences is consistent with the literature that associates LCE with forms of experience learning, such as active learning, inquiry-based learning (Darsih, 2018; Ul-Haq et al., 2017; Zhuzha et al., 2016), and problem-based learning (Tawalbeh & AlAsmari, 2015). The value placed by participants on the quality of student

assessment supports the extensive literature on the subject. In LCE evaluation, a distinction is made between formative and summative evaluation processes, with more emphasis on the former, which involves continual feedback and encouragement of learners as they engage with the learning material (Darsih, 2018; Tawalbeh & AlAsmari, 2015).

Interpretation in Light of the Conceptual Framework

I analyzed the findings through the lens of the conceptual framework that guided this research. The conceptual framework consisted of two components, namely Schweisfurth's (2019) MSLCE and Fernandes et al.'s (2013) curricular contextualization foci (CCF).

Schweisfurth's (2019) MSLCE comprises seven characteristics which, in the author's view, should be present for instructional practice to qualify as LCE, including (1) engaging lessons, (2) mutual respect between students and teachers, (3) teachers' utilization of students' prior knowledge, (4) dialogic teaching, (5) curriculum relevance, (6) students' acquisition of skills and attitudes, and (7) assessment of students' broad thinking skills. In this study, subthemes and themes were considered LCE-aligned if they featured one or more of Schweisfurth's MSLCE.

Similarly, Fernandes et al.'s (2013) CCF identified five considerations on which any contextualization of pedagogy must be based, including (1) place; referring to teaching adjustments to local peculiarities, (2) student; referring to adjustments to the learners' needs, (3) pedagogical practice; referring to flexible adaptation of instructional practice, (4) consideration of cultural diversity among students during instruction, and (5)

adaptation of the disciplinary contents to students' needs. Subthemes and themes were considered context-responsive if they involved adjustments to one or more of the five CCF identified by Fernandes et al. (2013).

In Table 3, I present the outcome of my analysis of the affinities between the themes identified in the study and the conceptual framework elements.

Table 3

Theme Application to Conceptual Framework Elements

Theme	Conceptual framework element
Themes & Schweisfurth's minimum standards for LCE	
Theme 1: Affirmation of educational model	
Climate of cordiality and friendliness	Mutual respect
Commitment to pedagogical practices	-
Theme 2: Teachers' leadership role	
Teacher as guide	Prior knowledge
Teacher as caregiver	-
Theme 3: Instructional strategies	
Lesson planning and delivery procedure	Engaging lessons
	Prior knowledge
	Dialogic teaching
	Curriculum relevance
Student assessment	Assessment of thinking skills
Peer support	-
Lesson improvisation	-
Themes & Fernandes et al.'s curricular contextualization foci	
Theme 1: Affirmation of educational model	
School climate of cordiality and friendliness	Student
Commitment to pedagogical practices	-
Theme 2: Teachers' leadership role	
Teacher as guide	-
Teacher as caregiver	Student
	Cultural diversity
Theme 3: Instructional strategies	
Lesson planning	-
Lesson delivery procedure	-
Peer support	-
Student assessment	-
Lesson improvisation	Place
	Student
	Pedagogical practice
	Cultural diversity
	Disciplinary contents

In Table 3, the identified themes were compared with Schweisfurth's MSLCE. As reflected in Theme 1, teachers' perceptions of the LCE educational model described a climate of friendliness and commitment to pedagogy. Mutual respect between teachers and students was not explicitly stated by any of the participants as characterizing their understanding of LCE. However, some of the participants' responses were closely related to this feature of teacher/student relationship. One participant described his perception of the relationship between teachers and students as cordial without crossing boundaries or making anyone feel inferior. Another participant wanted teachers to treat students humanely, considering their feelings and emotions, and appealing to their right reasoning. Some teachers who did not hesitate to admit their lack of knowledge on some aspects of their discipline noted how their students were appreciative of their humility and sincerity, contrary to their expectation. These descriptions and many others implicitly indicate an attitude of mutual respect in the relationship between teachers and students. This attitude corroborates Schweisfurth's (2015) MSLCE that highlighted mutual respect between students and teachers as a requirement of LCE.

In Theme 2, the finding on the teachers' leadership role as student guide relates to prior knowledge in Schweisfurth's (2015) MSLCE. Participants reported guiding students to new knowledge using multiple approaches, including critical thinking, robust class discussions on current issues, site visits, and cooperative work. Participants reported having frequent recourse to students' prior knowledge in introducing students to new materials. This instructional measure supports the key role given to prior knowledge in Schweisfurth's MSLCE.

Theme 3 concerned teachers' instructional strategies. This theme reflected elements of the conceptual framework with respect to LCE. Specifically, teachers' descriptions of their instructional practices showed features of Schweisfurth's (2015) MSLCE, including engaging lessons, prior knowledge, dialogic teaching, curriculum relevance, and assessment of thinking skills. Teachers demonstrated positive interest in student engagement by presenting lessons with important and relevant themes that involved elaborate dialogue among students, and between students and teachers. Teachers indicated frequent recourse to the classroom strategy of identifying students' prior knowledge before introducing a new lesson topic. This was described by one participant as "guiding students from the known to the unknown." They also extensively used questioning for formative and summative assessments of their students. Teachers also demonstrated an effort to help students acquire critical thinking skills and to change students' attitudes by widening their perspectives, using diverse learning experiences.

Table 3 also shows the comparison of the identified themes with Fernandes et al.'s (2013) CCF. As reflected in Theme 1, the finding on participants' esteem of cordiality and friendliness as favorable to student engagement aligns with Fernandes et al.'s CCF on "student." With this student focus, Fernandes et al. identified instructional adjustment to students' needs as a key characteristic of curricular contextualization. The teacher's role as caregiver also relates to Fernandes et al.'s focus on the "student."

As indicated in Theme 2, participants emphasized care for students as an important feature of LCE. Care for students entails catering to their social and emotional well-being and is compatible with CCF's focus on promoting instructional adjustments to

students' needs. The caregiver role of the teacher, as perceived by the participants, also aligns with CCF's focus on cultural diversity, since concern for student inclusion motivates the effort to reflect diversity in classroom instructional planning.

In Theme 3, lesson improvisation was a subtheme of participants' instructional strategies that aligned with most elements of Fernandes et al.'s (2013) CCF. Participants' lesson improvisation aligned with all CCF's foci, including place, student, pedagogical practice, cultural diversity, and disciplinary contents. Participants reported instances of questioning students, repeating instructions, or moving ahead depending on students' levels of comprehension, improvising local materials and situations to teach new concepts in science, or modifying the curriculum to make lessons more accessible to students.

Participants also reflected cultural diversity during lesson delivery through inclusive student engagement strategies. For example, one minority ethnic group student was granted the privilege of presenting aspects of his ethnic culture to fellow students and the teacher. This assignment had a strong motivational impact on the student and influenced his acceptance by the rest of his classmates. In particular, teachers reflected context-responsiveness through improvisation when faced with lack of resources, and adjusted lessons to the learners' capacities. The various instances of improvisation reported by participants showed teachers' readiness to modify instructional practices and disciplinary contents to meet the learners' needs and to adapt lessons to local peculiarities and cultural diversity.

All five foci enumerated by Fernandes et al. (2013) for describing contextualization, namely place, student, pedagogical practice, cultural diversity, and disciplinary contents, were identifiable features of teachers' instructional strategies. Place or locality considerations were shown in teachers' use of local experiences such as civil war and familiar cuisine to communicate tolerance, cultural appreciation, and other important values. Furthermore, teachers' adaptation of lessons to students' needs was evidenced by multiple references to improvisation, real world learning tasks, hands-on activities, and cooperative learning. Teachers showed a readiness to adapt pedagogical practice to learners' needs, including instances of teachers adjusting lesson plans to accommodate more engaging student participation and make lessons more accessible to students while maintaining fidelity to the overarching curricular aims. Teachers also showed awareness of cultural diversity, and where necessary, modified lessons to reflect it. Finally, one participant reported adjusting the subject content. According to Fernandes et al., contextualization of the disciplinary contents involves adjusting them to meet the needs of students. The participant modified the content, introducing topics and step-by-step approaches that made the subject more interesting and accessible to the students.

However, commitment to pedagogical practices in Theme 1 did not directly match any of the elements of Schweisfurth's (2015) MSLCE, nor did it correspond to any of Fernandes et al.'s (2013) CCF. Teacher as guide in Theme 2 did not correspond to any of the elements of the CCF, and teacher as caregiver did not match any element of MSLCE.

Limitations of the Study

This research has a number of limitations. First, the findings are limited to the demographic group studied, namely teachers in one urban secondary school. As a result, the findings cannot be generalized to other schools within the educational system, the region, or the country. Second, the research may have been limited by the inability to meet the teachers in-person, owing to COVID-19 restrictions; potentially richer data may have been missed as a consequence. Third, there were limitations to trustworthiness that arose from the execution of the study. One of these was my inability to examine participants' work documents, such as lesson notes, plans, and diaries of work conducted, which limited the possibility of obtaining more nuanced information. Another limitation was that all data was self-reported by self-selected participants. Other sources of data would have further triangulated the results.

Recommendations

This study explored teachers' perceptions of context-responsive LCE in a secondary school, using a small sample of teachers in one location. Future studies could extend the research to other schools in order to compare the outcomes with current findings. Some of the findings from this research point to school-wide pedagogical practices, such as the cultivation of a friendly school environment, which suggest the need for case study research on the institution. This would require expansion of the sample size, widening of the scope of data gathering, and physical presence of the researcher as an observer. Also, new research could focus on students' perceptions of the LCE; while the topic of the research is focused on teachers' perceptions, their claims may

not be adequate for a comprehensive understanding of the study focus. Students'

perspectives could play a significant role in validating or disconfirming teachers' claims

regarding context-responsive LCE. Finally, findings from this research identified

cordiality and friendliness between teachers and students as notable features of LCE.

Future research could be conducted on the factors that contribute to making these features

influential for student engagement and learning.

Implications

The research explored teachers' perceptions on context-responsive LCE. A

number of the findings could have positive social change implications. The school

climate of cordiality promoted by teachers' attitude of friendliness towards students may

have implications for positive student engagement and conduct, which may in turn

impact on student achievement. In an educational system in which corporal punishment

as disciplinary measure against student misconduct is common, this pedagogical

approach challenges teachers and schools to explore alternative ways of positively

engaging with students for learning. The perception of the teacher as guide and caregiver

has implications for positive social change. In this study, it was shown that teachers

perceived the importance of student autonomy and motivated students to do independent

work, under their guidance and encouragement. The value placed on lesson planning and

delivery procedures by the teachers underlines the need for adequate preparation prior to

lessons in the relatively-new LCE pedagogy. This may have implications for teachers'

professional development, particularly the proper alignment of the training curriculum to

teachers' needs. Hence, the research may be useful to school administrators, curriculum

planners, and national policymakers. Another finding with potentially positive impact on student learning is the range of activities identified for promoting peer support, since students learn better with the help of more knowledgeable peers (Vygotsky, 1930, as cited in Wertsch, 1985). Finally, lesson improvisation, as practiced by several participants, could be a creative way for teachers in low-resourced educational systems to tackle the problem of inadequate teaching aids.

Conclusion

The single research question in this study was "What are Nigerian teachers' perceptions of context-responsive learner-centered education?" Three major themes emerged from the study's findings, including (a) affirmation of the LCE educational model, (b) teachers' leadership role in promoting LCE, and (c) LCE-supporting instructional strategies. These findings indicated not only participants understanding of LCE with respect to CRP but also their affirmation of its positive impact on student engagement and learning. The findings also affirmed the leading role of teachers, as well as the importance of careful planning for making LCE work.

Teachers emphasized the importance of creating a friendly climate in which a cordial relationship between students and teachers could be sustained. They also indicated that to achieve this climate, teachers would need to assume the role of guide and caregiver in their relationship with students. Furthermore, teachers indicated strategies for implementing LCE to include well-prepared lessons, mechanisms for peer support that allow students to mutually reinforce each other, promotion of student assessment, and lesson improvisation.

The findings of this research support previous work on the humanist dimension of LCE (Starkey, 2017), by emphasizing the role of the teacher as guide and caregiver, and the creation of a friendly environment for learning. The findings on teacher improvisation for solving resource scarcity challenges also extend previous work on CRP with specific reference to LCE.

Promoting a cordial and friendly climate for learning could contribute to positive social change by offering an alternative way of engaging with students in the educational system in focus, where strong teacher-centered methods persist. Also, findings such as teachers' emphasis on lesson preparation could inform novel approaches to teacher development that align the training curricula to teachers' professional needs.

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Appendix A: Interview Questions

(RQ: What are teachers' perceptions of context-responsive learner-centered education?)

1. Please describe your role and responsibility in this school.

>(a) What do you understand that you should be doing as a teacher? Which of those things are you doing?

>(b) My study focuses on context-responsive learner-centered education which has these elements: (i) involving students in their own learning, e.g., by relying on students' prior knowledge, (ii) catering to students' needs and individual differences, (iii) monitoring students' progress for their highest possible academic achievements, (iv) adapting your lessons to: local situations with which students are familiar; students' capacities, interests, and individual and cultural differences I would like to hear about your perceptions. Let us start with adapting your lessons to students' interests and characteristics…

2. Can you tell me how you help your students become independent, and responsible for their own learning, if that is part of what you see as your role?

>(a) How do you put to use what students already know to teach them new lessons?

>(b) In this regard, please describe the steps you take in a typical lesson session.

3. Are there ways you take advantage of individual differences among students in your classroom to improve student learning? Can you tell me about them?

>(a) How do you use your knowledge of students' personality and family background to make their learning easier. Please give an example.

(b) Are you aware of cultural differences among your students? Do these differences influence your teaching? Please tell me more.

4. Are there ways you try to make your students think deeply and critically during lessons? Can you tell me about them?

(a) What innovative things, if any, have you ever done to make your subject area more accessible to your students?

(b) Can you describe what made you particularly happy about this innovative approach?

5. Please describe ways you might work to support students who are discouraged by academic challenges.

(a) What specific instances do you recall?

(b) Can you describe the actions you took and their impact on the students concerned?

6. What is your perception of teacher/student relationships in your school?

(a) Does this align (or misalign) with the adult/student relationship in your local setting?

7. What conflicts, if any, have you personally experienced between your cultural beliefs and the school's policies on student discipline?

(a) What is the root cause of the conflict, if any?

(b) How can the conflict be overcome?

8. Have there been instances in which you have managed, despite lack of resources, to make lessons engaging for your students? Can you tell me about them?

(a) What resources did you lack and what strategies did you adopt in their absence?

(b) Can you describe the successful outcome that gave you satisfaction?

9. Please describe any teaching challenges you have faced arising from English being a second language.

(a) Did the challenges, if any, originate from you, or from your students?

(b) How did you resolve the challenges, if any?

10. Please describe any particular lesson/s you taught using materials or ideas from your local environment.

(a) How did your students respond to your use of these local materials or ideas?

(b) What impact did the experience make on them?

11. Please describe the professional development you have received so far as an educator.

(a) What new knowledge on teaching and learning stood out?

(b) What other things do you think you need to become a better teacher?

Appendix B: Alignment of Interview & Research Questions

RQ: What are teachers' perceptions of context-responsive learner-centered education?

Question and possible probe	Relationship with conceptual framework	Relationship with literature review factors
1. Please describe your role and responsibility in this school: (a) What do you understand that you should be doing as a teacher? Which of those things are you doing? (b) My study focuses on context-responsive learner-centered education. I would like to hear about your perceptions. Let us start with adapting your lessons to students' interests and characteristics…	Focus on disciplinary content. Making the curriculum relevant to the learners' life.	(Warm up question).
2. Can you tell me how you help your students become independent, and responsible for their own learning, if that is part of what you see as your role? How do you put to use what students already know to teach them new lessons? In this regard, please describe the steps you take in a typical lesson session.	Focus on the student. Focus on cultural diversity. New lessons based on the learner's prior knowledge.	Learners' strengths and diversity. Student empowerment for learning.
3. Are there ways you take advantage of individual differences among students in your classroom to improve student learning? Can you tell me about them? How do you use your knowledge of students'	Focus on the student. Focus on cultural diversity. Making the curriculum relevant to the learners' life.	Learners' strengths and diversity.

Question and possible probe	Relationship with conceptual framework	Relationship with literature review factors
personality and family background to make their learning easier? Please give an example. Are you aware of cultural differences among your students? Do these differences influence your teaching? Please tell me more		
4. Are there ways you try to make your students think deeply and critically during lessons? Can you tell me about them? What innovative things, if any, have you ever done to make your subject area more accessible to your students? Can you describe what made you particularly happy about this innovative approach?	Focus on the student. Focus on disciplinary content. Focus on pedagogical practice. Motivating learners through engaging lessons. Dialogic teaching.	Encouraging student thinking.
5. Please describe ways you might work to support students who are discouraged by academic challenges. What specific instances do you recall? Can you describe the actions you took and their impact on the students concerned?	Focus on the student. Focus on pedagogical practice.	Humanist dimension of LCE.
6. What is your perception of teacher/student relationships in your school? Does this align (or misalign) with the adult/student relationship in your local setting?	Focus on cultural diversity. Creating a climate of mutual respect between teachers and learners.	The context of LCE practice.

Question and possible probe	Relationship with conceptual framework	Relationship with literature review factors
7. What conflicts, if any, have you personally experienced between your cultural beliefs and the school's policies on student discipline? What is the root cause of the conflict, if any? How can the conflict be overcome?	Focus on cultural diversity. Creating a climate of mutual respect between teachers and learners.	The context of LCE practice.
8. Have there been instances in which you have managed, despite lack of resources, to make lessons engaging for your students? Can you tell me about them? What resources did you lack and what strategies did you adopt in their absence? Can you describe the successful outcome that gave you satisfaction?	Focus on place. Focus pedagogical practice. Motivating learners through engaging lessons.	Motivating learners through offering engaging lessons.
9. Please describe any teaching challenges you have faced arising from English being a second language. Did the challenges, if any, originate from you, or from your students? How did you resolve the challenges, if any?	Focus on place.	The context of LCE practice.
10. Please describe any particular lesson/s you taught using materials or ideas from your local environment. How did your students respond to your use of these local materials or ideas? What impact did	Focus on place. Motivating learners through engaging lessons.	The context of LCE practice.

Question and possible probe	Relationship with conceptual framework	Relationship with literature review factors
the experience make on them?		
11. Please describe the professional development you have received so far as an educator. What new knowledge on teaching and learning stood out? What other things do you think you need to become a better teacher?	Focus on pedagogical practice.	Teacher development for contextualization.

Appendix C: Codes and Counts

Codes	Count
Cordiality/friendship	32
Attention to individuals	21
School's uniqueness	21
Student guide	21
Educational philosophy	19
Teacher conviction	17
Improvisation	16
Understanding students	13
Role model	11
Parents' primary role	11
Teacher care	9
Guided steps method	9
Practical experience	9
Student participation	9
Personal study	8
Gauging student understanding	7
Communication with parents	6
Effective leadership	6
Student projects	6
Student thinking	6
Supporting parents	6
Teamwork	6
Encouraging questions	5
Climate of freedom	4
Unconverted teachers and parents	4
Students' prior knowledge	4
Student questioning	4
Subject mastery	4
Teacher's overview	4
Peer teaching	4
Parental influence	4
Parents/school cooperation	4
Creative curriculum implementation	3
Human development considerations	3
Lesson preview	3
Traditional teaching role	3