



JOURNAL OF INNOVATIONS IN EDUCATIONAL ASSESSMENT

Vol. 7, No. 1, June 2025.



Revue des Innovations en
Evaluation Pedagogique

ISSN: 2705-3830 (Print)

ISSN: 2705-3857 (Online)

Innovative Learner-Centred Teaching Method for the 21st Century University Lecturers

by

Ogunjobi A. Olusola¹

Ajimuse S. Muyiwa²,

Oyegbami G. Aderibigbe³,

Famuwagun S. Toyin⁴,

Daramola Rita⁵

and

Ajewole, I. Philip⁶

^{1,3 & 4}Department of Science Education, Faculty of Education, Federal University Oye Ekiti

¹olusola.ogunjobi@fuoye.edu.ng, ³Gabriel.oyegbami@fuoye.edu.ng, ⁴

samuel.famuwagun@fuoye.edu.ng

^{2,5 & 6}Department of Educational Management and Business Studies, Faculty of Education

Federal University Oye Ekiti

²muyiwa.ajimuse@fuoye.edu.ng, ⁵rita.daramola@fuoye.edu.ng &

⁶philip.ajewole@fuoye.edu.ng

Abstract

In order for the learners to be well groomed and make teaching-learning process seamless and interesting, this study examined innovative learner-centred teaching method for the 21st century university lecturers. The study specifically investigated innovative learners-centred teaching method for the 21st century university lecturers, various types of learner-centred teaching method, explored the benefits and challenges of learner-centred teaching method; and as well compare and contrast the teacher-centred teaching method with the learner-centred teaching method. Descriptive research design of the survey type and constructivism theory were employed to guide the study. The basic concepts and variables are defined with the reviewed of relevant literature. Also explained are the empirical studies and formulation of conceptual framework to explain the main variables of the study. The study suggests the way forward, among others, that Innovative Learner-Centred teaching method should be encouraged in the teaching and learning in Nigerian universities to stimulate the interest, performance, retention and self-efficacy of Nigerian universities students. It is further recommended that seminars and workshop should be organized for the University lecturers on some of the Innovative Learner-Centred teaching strategies to enhance better lecture delivery. By inclusion of this Innovative Learners-Centred teaching method among the 21st century university lecturers, it is believed that students' academic performance will be on the increase, lecture delivery will be better enhanced and create a better learning milieu.

Keywords: Innovative, learners-centred, teaching method, 21st century, university lecturers

Introduction

The world is changing rapidly in the twenty-first century, and the global environment is changing as well. It is imperative that the educational system adapt to these changes repeatedly. While it only provides fundamental abilities like reading and numeracy which students need for any further learning, the conventional method to education delivery has not been able to keep up with the many changing trends, claims Michael (2021). By encouraging students to think critically about what they are learning and how they are learning it, the learner-centred method helps them develop the soft skills—like creativity, problem-solving, and critical thinking—that they will need to flourish in the twenty-first century. Learner-centred teaching method shift the emphasis of the activity away from the teacher to the students with relevant activities such as discussions, debate, forming their own questions and provide answers to them to solve identified problems, active learning as well as brainstorming.

Thus, learner-centred methods are the result of criticism of the traditional teaching style, which was formerly the most widely utilized educational model in the world. The teacher was the only source of information in the classroom. It backs up the idea of a teacher-centred method that emphasises face-to-face interaction, mostly between the instructor and the pupil. On the other hand, learner-centred teaching methods shift the focus of the activity from the teacher to the pupils. One of these strategies is active learning, which occurs when students work through problems, respond to inquiries, formulate their own questions, discuss, clarify, argue, or brainstorm in class. Teachers make deposits, and pupils receive, retain, and regurgitate the information as best they can. This process is known as depositing. Teachers impart knowledge, while students absorb, remember, and repeat it as best they can. According to Madani (2019), the main goal of education is to provide students with the necessary information and abilities to become informed, engaged, and active members of society. This suggests that a more subjective teaching role should replace the objective one in the teaching and learning environment.

According to Madani (2019), the main goal of education is to provide students with the necessary information and abilities to become informed, engaged, and active members of society.

In order to promote effective teaching and learning, current promising instructional approaches emphasize the use of a subjective approach that encompasses subject matter, learning goals, and a favourable learning environment. Within the subjective learning environment, students can exercise new knowledge and abilities, as well as acquire new facts, to absorb new information to map quests, new riddles to solve, and new paths to understand. Through cooperation and engagement, teachers guide students to engage, listen, respond, and connect with others (Webb, 2009). In view of this, the study investigated the innovative learner-centred teaching method for the 21st century university lecturer.

The main purpose of this purpose of this paper was to examine innovative learners-centred teaching method for the 21st century university lecturers. The objectives to achieve the main purpose of the study are to:

1. Examine various types of learner-centred teaching method.
2. Explore the benefits and challenges of learner-centred teaching method.
3. Compare and contrast the teacher-centred teaching method with the learner-centred teaching method.

This paper examined innovative learners-centred teaching method for the 21st century university lecturers. Innovative learners-centred teaching method is the best approach to fast track the effective teaching-learning process in the 21st century universities. The concept focuses on the students who are the major stakeholders in the university system rather than the teacher-centred teaching method which poses the university lecturers as more of dictators in the classroom-setting, inducing the students to be afraid of them, not being able to express themselves when matters arise. Thus, being superior to the teacher-centred teaching method, the learner-centred teaching method is very relevant to the dire need of university students.

Particularly, the innovative learners-centred teaching method will be helpful to undergraduate and post-graduate students in universities and assist them to improve their learning engagement. Also, it will aid the university lecturers to adopt participatory method of teaching

with a few to focus their teachings more on the students rather than the traditional method of lecture delivery, apparently without a serious mindful of its impact on the learners.

In addition, the university administrators - such as the Vice-Chancellor, the Deputy Vice-Chancellor (Academic), Directors of academic Planning Units, Deans of Faculties and Heads of Departments - will be guided to organise symposiums, workshops, seminars, retreats and conferences to train the lecturers the art of the learner-centred teaching method and the approach to implement it as appropriate. Particularly, the various types of the learner-centred teaching method identified in this paper stand as the yardsticks to guide the university lecturers.

Finally, the innovative learner-centred teaching method serves as an eye-opener to embrace the use of Artificial Intelligent and Information Technological tools in teaching-learning process in universities. In the 21st century, teaching and learning have gone digital; making various teaching methodologies seamless without much difficulties to students and teachers.

Theoretical framework

Constructivism theory of learning is the theoretical framework adopted to guide this study. Jean Piaget (1896–1980), a Biologist who studied how organisms adapt to their surroundings and how prior mental knowledge influences behaviours, was the founder of the constructivist theory of learning. Constructivism is a concept that explains how students actively create knowledge, create their own representations and add new information to their existing knowledge (schemas) as they encounter the environment and think back on those encounters rather than passively absorbing it.

Schemas can be explained with the following illustration: A person may assimilate someone into his schema by calling them a friend if he thinks friends are always kind to him and he meets someone new who is always kind to him. Alternatively, if he would meet another person who is always unkind and occasionally encourages him to try harder; he might choose to modify his schema to make room for this individual by determining that a friend needs not always be kind if they are looking out for his best interests. In addition, this can cause me to reevaluate if the first individual still fits into his friend schemas.

The processes of assimilation and accommodation

- **Assimilation:** This is the process of incorporating new information into an already-existing paradigm.
- **Accommodation:** Accommodation is the process of updating and redeveloping an existing schema utilizing recently learned knowledge.

Examples of Constructivist Classroom Activities

Minnesota State University (2024) identified the following examples of Constructivist Classroom Activities:

1. **Reciprocal teaching/learning:** The teacher should allow the students to teach one another.
2. **Inquiry-based learning:** Students ask their own questions and use research and first-hand observation to find the answers. They respond to the questions by presenting their supporting data. They make links between the information they have learned during the activity and what they already know. Lastly, they emphasise knowledge gaps, draw conclusions, and create plans for further research.
3. **Problem-based learning:** Problem-based learning activities give students real-world problems to solve, which calls for collaboration among students. When students solve a problem, they gain knowledge. Aside from learning the material, the group also develops communication and teamwork skills as they solve the difficult real-world problem.
4. **Cooperative learning** Students collaborate in small groups to enhance their learning. In contrast to traditional group work, cooperative learning necessitates cooperation among group members in order to solve problems or finish assignments.

Essential Components to Constructivist Teaching

Baviskar, Hartle and Whitney (2009) identified the following components of constructivist teaching:

1. **Elicit prior knowledge:** It is necessary to elicit pertinent past information during lessons. Pre-tests, casual interviews, and small-group warm-up exercises that ask on the recall of past information are among the activities.

2. Create cognitive dissonance: Students must be given challenging tasks and difficulties to complete. As students tackle new issues and update their preexisting schemas while solving the difficult task, they gain knowledge.
3. Apply knowledge with feedback: Students should be encouraged to assess new material and revise what they already know so as to be able to compare their existing schema to the new circumstance through activities. Examples of possible activities include presentations, quizzes, and class or small group discussions.
4. Reflect on learning: The students should be given a chance to demonstrate their learning both for the teacher and themselves through activities like reflective writings presentations or developing a detailed guide for fellow students.

These components fast track learners' knowledge during teaching-learning process.

Implications of constructivist theory of learning

The constructivist theory of learning has the following implications:

1. Due to the social context in which students and teachers collaborate to create knowledge, learning is by its very nature a social process.
2. Instead of passively absorbing knowledge, students learn best while actively participating in educational activities.
3. Since students cannot directly receive knowledge, the purpose of education is to provide experiences that help them generate knowledge.

In view of this, constructivism contends that students can only build their own knowledge through experience because information cannot be passed directly.

Concepts of learner-centred methods

The learner-centred is otherwise known as student-center or child-centred method of teaching. Particularly, the learner- centred method fosters students' involvement and lay an emphasis on adjusting teaching strategies to meet the requirements, learning preferences, abilities and objectives of each unique student. This is characterized by learners' motivation, active participation and accountability, flexibility, self-reflection and collaboration. The early

proponents of learner-centred include Dewey (1938) Montessori (1917) and Meyers (2017). According to Michael (2021), education learner-centred methods include problem-based learning, project based learning and inquiry-based learning. A learner centred method of teaching views the learner as active agents. The students exhibit their own knowledge, past experiences, education and ideas and this impacts how they take on board new information and learn.

In contrast to traditional teaching methods, which treat students as "blank slates" and teachers as experts who must impart all pertinent knowledge, learner-centred methods foster a dynamic classroom environment in which students actively participate while teachers play a more passive role. Group projects, one-on-one tutoring between students and teachers, and student presentations are all that are required (Carolina, 2019). Students must therefore actively participate in order to acquire a talent, and professors cannot simply say something in class and expect their students to be able to perform it after they leave. By shifting the instructor from the center of the teaching-learning process to the sidelines, learner-centred pedagogy encourages a democratic approach to education (Cornelius-White, 2007).

Teachers must offer students the freedom to explore, research, manipulate, inquire, and create concrete goods to address issues in order to make their potential evident and effective. According to Madani (2019), the main goal of education is to provide students with the necessary information and abilities to become informed, engaged, and active members of society. This suggests that a more subjective teaching role should replace the objective one in the teaching and learning environment.

There is a movement toward the use of instructional methodologies that facilitate the acquisition of certain competencies in order to generate graduates who meet this demand. Students that attend a successful modern school develop a variety of talents, including problem-solving, teamwork and communication, critical thinking, creativity, innovation, and leadership. The workplace is looking for these competencies. This suggests that in order to prevent becoming overly dependent on teacher-centred pedagogy, educators need to possess sufficient pedagogical content knowledge. Effective application of learner-centred pedagogy requires a solid

understanding of pedagogical content. According to learner-centred pedagogy, teachers must use a variety of teaching strategies to meet the needs and capacities of their students because they come from multifaceted backgrounds (Donkoh & Amoakwah, 2024).

Learners control and direct the pace of the teaching-learning process, but only to the extent that it allows for the acquisition of curriculum-permissible information and skills. This is the main feature of learner-centred pedagogy. In addition to acting as a facilitator or helper, the instructor lets students learn from one another. Learner-centred pedagogy is an instructional strategy that emphasizes meaningful learning since it transfers autonomy from teachers to students (Bar & Tagg, 1995).

Benefits of the learner-centred method to students

Learner-centred methods are advantageous to students in various ways such as:

1. Learner-centred method increases teachers' adaptability in creating fresh methods to teaching their subjects and facilitate academic professional development in terms of the acquisition of knowledge, abilities and competences pertinent to both career progression as well as personal growth.
2. Teachers play a variety of roles in this teaching method, including coach, conductor, facilitator, and others.
3. As teachers examine and refine their areas of expertise and delivery strategies, it fosters ongoing self-improvement among them. Since more highly engaged students provide teachers with pertinent and helpful feedback, the confidence that comes from using the learner-centred method is also quantifiable.
4. The method positions the teachers as facilitators and gives them opportunities to push pupils academically in order to improve their learning. Teachers have less work to perform because their main responsibility is to help students think.

Making students active participants in class activities and encouraging self-directed learning outside of the classroom are two ways to achieve this transition (Wright, 2011). The

National Conference of State Legislature and Nellie Mea Education Foundation (2020) further identified the following as the advantages of learner-centred method:

- a. The learner-centred method makes it possible to adapt instructional materials to students' interests.
- b. Before going on to other subjects, letting students develop proficiency and mastery at their own speed.
- c. Helps students come up with their own learning ways.
- d. Teaching students how to track their development as they pick up new information.
- e. Enhances pupils' teamwork and communication abilities.
- f. Better bonds between educators and learners as a result of common experiences.

Aside these benefits, the learner-centred method increases students' involvement and capitalizes on their curiosity and develops a strong interest in the subject. This encourages them to delve deeper and participate in debates and discussions, which increases engagement and, ultimately, improves learning outcomes.

Impediments to the learner-centred method of teaching

There are some barriers to the learner-centred method of teaching as rightly discovered by Miller and Metz (2014) and Derebssa (2006). These barriers include the following:

1. **Large class size:** The number of pupils in a classroom is referred to as the class size. Class size and staff-to-student ratios are frequently employed as measures of school quality, according to studies. Numerous outcomes, such as success, student involvement, attitude, and student assessments of instruction, have been studied in relation to the impact of class size. Large class sizes, however, may have a detrimental impact on direct assessments of students' learning, according to certain research. Since materials are constantly required for delivery, the learner-centred method is best taught in a well-managed class with a smaller class size.
2. **Lack of Resources:** The learner-centred method's implementation is hampered by a lack of sufficient financial, material, and human resources. There are not enough teachers, and

there are not enough resources to buy educational materials that are both relevant and student-friendly.

3. **Time constraints:** Because students are given themes to work on that could take more time and are exposed to hands-on activities that could take longer, the 35–40 minutes allotted for teacher-centred techniques might not be sufficient for learner-centred methods. The learner-centred method takes longer since students are allowed to study at their own pace, whereas the teacher-centred method schedules students for a specific period of to write tests.
4. **Assessment:** Standardized tests that are still used today include the WAEC and NECO. It is one of the reasons why the teaching method is unchangeable. True or false, matching, or multiple choice (summative) questions are typically taken with paper and pen. These tests are simple to grade, but they only evaluate facts, discrete applications, or information that has been committed to memory. Since the learners-centred method requires more sophisticated, higher order thinking skills, this technique does not permit authentic evaluation. They must use logic, problem-solving, or teamwork to generate unique answers.
5. **Inadequate training for teachers:** The majority of educators are too accustomed to the traditional-centred method, which prevents them from upgrading, learning, and gaining exposure. One of the main issues is the fear of deviating from the usual. It is challenging for teachers who are accustomed to acting as an actor in the classroom to deal with passive pupils when the learner-centred method introduces new trends like being a facilitator and manipulating digital tools, games, and computers.
6. **Nature of Curriculum:** A progressive method to education will not be possible with a traditional curriculum. According to the conventional curriculum, children are viewed as passive agents and teachers as active agents. The curriculum must be progressive for learner-centred methods to be effective in schools since they make students the center of attention in the classroom and promote collaboration and project-based learning. Since the

old method is no longer able to meet the demands of the twenty-first century, learner-centred methods are perfect for fostering the development of the pertinent soft skills required to function in the highly technology world.

Learner-centred methods focus on how children learn best, not how teachers instruct.

Table 1

Teacher-Centred and Learner-Centred Teaching Methods

The differences between the teacher-centred teaching method and the learner-centred teaching methods identified by Rogers and Frieberg (1994) are:

S/N	Teacher centred teaching methods	Learner-centred teaching methods
1	Focus is on instructor	Focus is both on the learner and instructor
2	Instructor talks and students listen	Instructor models; students interact with instructor and one another.
3	Students work alone	Students work in pairs, in groups or alone depending on the purpose of the activity
4	Instructor answers students' questions.	Students' answers each other's questions, using instructor as an information resources.
5	Instructors evaluates students learning	Students evaluate their own learning; instructor also evaluates.
6	Classroom is quiet	Classroom is noisy and busy.

Source: Rogers and Frieberg (1994): Freedom to learn, 3rd Edition. Merrill publishing,

Columbus

It is important to note that the teacher is not eliminated by a learner-centred method, rather, learning becomes more collaborative.

Types of learner-centred method of teaching

There are different types of learner-centred methods of teaching some of which Bas and Beyhan (2019) identified as follow:

- a. Co-operative learning:** Students collaborate in groups on tasks and challenges during cooperative learning, which ensures both personal responsibility and constructive interdependence. Here, the instructor facilitates projects and tasks by providing direction and comments.
- b. Inductive learning:** challenges are initially given to students. Inquiry-based learning, case-based learning, problem-based learning, project-based learning, and discovery learning are examples of inductive methods.
- c. Gamify learning:** Games are a fantastic way to incorporate enjoyment into the classroom setting. In recent years, gamification has become a major trend in education. Playing mathematical games like chess, ludomatic, and others fosters critical thinking.
- d. Expeditionary learning:** This type of learning is predicated on the notion that bringing pupils outside of the classroom and into the real world has significant educational benefits. Trips to places the pupils are unfamiliar with, such as a quick visit to the assembly building, museum, etc., are examples. Getting students into the community for real-world learning experiences is the main goal of this kind of education.
- e. Active learning:** Students can solve problems, answer questions, create their own questions, discuss, clarify, debate, or brainstorm in class using this teaching method.
- f. Flipped classroom:** This method involves teaching a group of students in a way that goes beyond teaching individual students, and the end result is a dynamic, interactive learning environment where the teacher helps students apply principles and use their creativity in the subject matter.

The foregoing aim to provide students with first-hand experiences and exposure, learner-centred methods aim to develop students into critical thinkers, problem solvers, and entrepreneurs.

Characteristics of The Learner Centred Methods of Teaching

Learners control and direct the pace of the teaching-learning process, but only to the extent that it allows for the acquisition of curriculum-permissible information and skills. Student-centred methods have repeatedly been shown to be superior to the traditional teacher centred methods of instruction as it is revealed by Blumberg (2012) as follow:

1. Engage students in the learning process. On traditional teaching in most classes, teachers are working much harder than students. Students do not develop sophisticated learning to practise and in most classrooms, the teacher gets far more practice than the students. With learner centred teaching students have the opportunity to implement a real task and acquire 21st century skills and key competences through the process.
2. Learner centred teaching includes explicit skill instruction; students learn how to think, solve problems, decision making, team work, evaluate evidence, analyze argument, generate hypotheses all these learning skills are essential to mastering material in the discipline.
3. Learner-centred teaching encourages students reflect on what they are learning and how they are learning it.
4. Learner-centred teaching motivates students by giving them some control over learning process.
5. It encourages collaboration among students; students learn from one another, resulting in shared commitment in the teaching and learning process.

Learner-centred pedagogy is an instructional strategy that emphasizes meaningful learning since it transfers autonomy from teachers to students (Bar & Tagg, 1995). This is the main feature of learner-centred pedagogy.

Empirical Studies On Innovative Learning- Centred Teaching Methods

Innovative learning strategies have been the subject of numerous empirical investigations. In a study titled Impact of Innovative Learning Environment Based on Research Activities on Secondary School Students Attitudes Towards Research and Their Efficacy, Kaltham and Noora (2014) came to the conclusion that innovative learning environments improved students' capacity to learn and retain new information. The authors also noted that students' attitudes toward research activities were directly improved by the deployment of an innovative learning environment. The results of the same study also showed that the adoption of innovative based learning raised students' interest in science-based subjects, their level of participation in class activities, and their involvement in experimental work.

According to Naga and Iyappan (2018), who concurred with the submission of the aforementioned authors, the use of creative learning techniques like role-playing, simulation, short lectures, portfolio development, and problem-solving is highly beneficial in addressing the rapidly evolving workplace and rapid technological advancements that will be needed in the near future.

Engagement, teamwork, and technology-enabled learning are characteristics of the innovative learning model. This learning approach gives students the freedom to direct their own education and follow their own interests and hobbies. According to Akshay et al. (2013), innovative learning-centred teaching strategies put students' needs first and provide a more dynamic and engaging learning environment.

Challenges of Proper Implementing the Learner-Centred Method of Teaching

In spite of the enormous advantages of the learner-centred method of teaching, the following barriers may be inevitable:

1. **Inadequate time on the teaching timetable:** Making a learner-centred activity that is simple for both the teacher and the students to follow takes time. In addition, it requires time to support groups or individual students while they complete their tasks. The

successful application of learner-centred pedagogy is hampered by insufficient time on the teaching schedule. Learner-centred pedagogy implementation is hampered by insufficient time on the schedule. Since there is so much material to cover in a term, it is preferable to use teaching methodologies that enable a large amount of content to be covered rapidly. Donkoh and Amoakwah (2024) noted that planning or developing learner-centred activities and implementing them in the classroom takes a lot of work. Attending to individual students and helping those who are struggling while using learner-centred instructional methodologies also requires time.

2. **Inadequate teaching-learning facilities:** Learner-centred pedagogy implementation is hampered by insufficient teaching-learning materials. By promoting instructional strategies that do not primarily rely on teaching-learning resources, inadequate resources hinder the adoption of learner-centred pedagogy. According to Bualjeta (2013) and Vayruss & Bartlett (2012), teaching-learning materials add interest and appeal to the learning process for students. It facilitates the teacher's ability to plan and carry out class activities efficiently. Both students and teachers find teaching and learning to be unappealing when there are little or no resources available.
3. **Inadequate teachers' knowledge:** Teachers will not use instructional strategies they are unfamiliar with or lack sufficient understanding of their efficacy or implementation even with adequate time, teachers will not implement learner-centred education in their classrooms if they lack a solid understanding of how to use the various learner-centred techniques. Teachers typically employ instructional tactics that they are comfortable with, know how to utilize, and know work well for helping students learn. These elements rely on how well the teacher understands learner-centred teaching method. According to Donkoh and Amoakwah (2024), theoretically, teachers may be familiar with learner-centred instructional practices, but putting them into practice in the classroom requires some skill.

4. **Large class size:** Low-achieving students cannot be scaffolded in a large class size by the facilitator (teacher). This discourages the instructor from using multifaceted teaching strategies into their lesson plans. The successful application of learner-centred pedagogy in the classroom is hampered by large class numbers. Kumar (2016) and Chiphiko and Shawa (2014) concurred that learner-centred teaching is difficult to use in high class sizes.
5. Others include the potential for unequal participation among students, the need for extensive planning and preparation and the need for teachers' training and support.

These impediments to the implementation of teaching-learning-centred constitute a serious problem in many schools, especially in public schools in African countries.

Conclusion

The study investigated innovative learners-centred teaching method for the 21st century university Lecturers with a view for the learners to be well groomed and make teaching-learning process seamless and interesting. The basic concepts were defined and relevant literature reviewed under various sub-headings such as types of learner-centred teaching method, benefits and challenges of learner-centred teaching method; and as well compare and contrast the teacher-centred teaching method with the learner-centred teaching method. Descriptive research design of the survey type and constructivism theory of learning were employed to guide the study. The study suggests the way forward, among others, that innovative learner-centred teaching method should be encouraged in the teaching and learning in Nigerian universities to stimulate the interest, performance, retention and self-efficacy of Nigerian universities students. It is further recommended that seminars and workshop should be organized for the University lecturers on some of the innovative learner-centred teaching strategies to enhance better lecture delivery. The paper was concluded by making some recommendations as the way forward to accommodate the innovative learner-centred teaching mechanism in the university system.

In view of the foregoing, the following are suggested as the best approaches to enhance effective and efficient learner-centred method of teaching in schools:

1. Teachers' training and supports: In order to prepare the teachers to adopt and adapt to the learner-centred method of teaching, both educational agencies and school authorities need to train the teachers for knowledge update. This is achievable by organising training programmes such as conferences, seminars and symposiums on the subject matter.
2. Learning-friendly environment must be put in place to fast track the learner-centred method of teaching. To practically and purposefully engaged the students in the classroom or laboratory setting, necessary facilities must be adequately provided.
3. The learners' orientation is also very germane so as not to misconstrue the teachers as being lazy or having a lackadaisical attitude to teaching as against the fundamental method of teaching which the learner-centred method of teaching seeks to replace.
4. Incorporation of Artificial Intelligence (AI) will play a transformative role in the teaching methodology, instruction the speed of leaning. It will create a curiosity and motivation for both learners and the teachers. In order to achieve this, laptops must be distributed not only to the students, but also to the teachers. In addition, light should be made available in schools to power these gadgets.

The above suggestions constitute the best approaches to enhance effective and efficient learner-centred method of teaching in schools.

References

- Akshay, R.S., Manj, M. & Jagdeep, S. (2023): Innovative Learning Models and Their Impacts on The Transformation in Education. *International Journal for Research in Applied Engineering Technology*.
- Bar, R. B., & Tagg, J. (1995). From teaching to learning - A new paradigm for undergraduate education. *Change: The Higher Learning*, 27(6), 12-26.
- Bas, G. & Beyhan, O. (2019). Revisiting the effect of teaching of learning strategies on Academic Achievement: A meta- analysis of findings. *International Journal of Research in Education and Science*, 5 (1), 70-78.
- Baviskar, S. N., Hartle, R.T. & Whitney, T. (2009). Essential criteria to characterize constructivist teaching: Derived from a review of the literature and applied to five constructivist-teaching method articles. *International Journal of Science Education*, 31, 541-550. <https://doi.org/10.1080/09500690701731121>.
- Blumberg, T. (2012). Consistencies and inconsistencies between science teacher's beliefs and practices. *International Journal of Science Education*, 35 (7), 1230-1275.
- Busljeta, R. (2013). Effective use of teaching and learning resources. *Czech-Polish Historical and Pedagogical Journal*, 5(2), 55–69.
- Carolina, N. (2019). From learner- centred to learning centred: Becoming a 'hybrid' practitioner. *International Journal of Educational Research*, 97, (4) 53-64.
- Chiphiko, E. & Shawa, L. B. (2014). Implementing learner-centred approaches to instruction in primary schools in Malawi. *Mediterranean Journal of Social Sciences*, 5(23), 967-975.
- Cornelius-White, J. (2007). Learner-centred teacher-student relationships are effective: A meta-analysis. *Review of Educational Research*, 77(1), 113-143.
- Darsih, E. (2018). Learner-centred teaching: What makes it effective. *Indonesian EFL Journal*, 4(1), 33-42. <https://doi.org/10.25134/ieflj.v4i1.796>
- Donkoh, S. & Amoakwah, A. (2024). The use and challenges of learner-centred pedagogy: Basic school teachers' perspective. <https://www.ej-edu.org/index.php/ejedu/article/view/>.

- Kumar, M. K. (2016). Challenges of implementing student-centred strategies in classrooms. *International Research Journal of Engineering and Technology*, 3(2), 1224-1227.
- Kumar S. R. (2020). Concepts of learner-centred teaching. *Shanlax International Journal of Education*, 8(3), 45–60. <https://doi.org/10.34293/education.v8i3.2926>.
- Kaltham, A.A, Mariam, A.A & Noora, J.A (2014): Impact of innovative learning environment-based on research activities on secondary school students` attitude towards research and their self-efficacy. *European Journal of Educational Science* 1(3), 39-59.
- Madani, R. A. (2019). Analysis of educational quality, a goal of education for all policy. *Higher Education Studies*, 9(1), 100-109.
- Vavrus, F., & Bartlett, L. (2012). Comparative pedagogies and epistemological diversity: Social and materials contexts of teaching in Tanzania. *Comparative Education Review*, 56(4), 634-658.
- Matmuratova, N. A. (2020). Five characteristics of learner-centred teaching. *Chronos Journal*, 3(42). <https://doi.org/10.31618/2658-7556-2020-42-3-7>.
- Michael, O. (2021). the learner centred method and their needs in teaching. Research Gate, *International Journal of Multidisciplinary Research and Explorer (IJMRE)*. 1(9), 62-69. <https://www.researchgate.net/publication/355378497>.
- Minnesota State University (2024). Learning theories. <http://www.mnsu.edu>.
- Naga, P.C & Iyappan, U. (2018): Innovative method of teaching and learning. *Journal of Applied and Advanced Research* 3(S1):20.
- Rogers, C. & Frieberg, J. (1994). *Freedom to learn*, 3rd Ed. Merrill publishing, Columbus. The National Conference of State Legislative and Nellie Mea Education Foundation, 2021.
- Webb, N. M. (2009). The teacher's role in promoting collaborative dialogue in the classroom. *British Journal of Educational Psychology*, 79(1), 1-28.
- Wright, G. B. (2011). Student-centred learning in higher education. *International Journal of Teaching and Learning in Higher Education*, 23(1), 92-97.