UNIVERSITY OF EDUCATION, WINNEBA

THE INFLUENCE OF STUDENT-CENTRED TEACHING METHODS ON THE ACADEMIC PERFORMANCE OF STUDENTS OF AFUA KOBI AMPEM GIRLS' SENIOR HIGH SCHOOL

GIFTY ADU-ADDAE

2020

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GIFTY ADU-ADDAE

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A Dissertation in the Department of Educational Leadership, Faculty of Education and Communication Sciences, submitted to the School of Research and Graduate Studies, University of Education, Winneba in partial fulfillment of the requirement for the award of Master of Arts (Educational Leadership) degree.

DECEMBER, 2020

DECLARATION

STUDENT'S DECLARATION

I, GIFTY ADU-ADDAE declare that this dissertation, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

SIGNATURE: ..... DATE: .....

SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this dissertation was supervised in accordance with the guidelines for supervision of Dissertation as laid down by the University of Education, Winneba.

NAME OF SUPERVISOR: **DR. KOFI YEBOAH ASIAMAH**

SIGNATURE: ..... DATE: .....

ACKNOWLEDGEMENT

I must first and foremost acknowledge the God Almighty for making this dissertation a reality. His immense impartation of knowledge and strength made me come this far. I would like to thank the following people for availing themselves and helping to finalise this project:

Dr. Kofi Yeboah Asiamah, my supervisor, my profound gratitude to him for giving me the opportunity to proceed to do this project on the topic: The influence of student-centred teaching methods on the academic performance of students of Afua Kobi Ampem Girls Senior High School, which also helped me in a way of doing a lot of research which in the end, broadened my mind.

I am also indebted to my daughter, Marian Agyemang Annor and brother, Mr. Samuel Donkor whose encouragement and strong support led to the completion of the research and dissertation. My thanks must also go to Nana Kwasi Agyemang, Rosemary Smith and Joyce Amoako. I am grateful too for the support and advise from friends.

DEDICATION

This dissertation is dedicated to my daughter, Marian Agyemang Annor and Mr. Samuel Donkor.

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ABSTRACT

The purpose of the study was to assess the influence of student-centred teaching methods on the academic performance of students of Afua Kobi Ampem Girls' Senior High School. The descriptive survey was used for the study. The target population of the study comprises all teachers and students of Afua Kobi Ampem Girls' Senior High School. Convenience sampling technique was used to select 150 students and 80 teachers for the study. Questionnaire was the main instrument used for the study. The collected data were statistically analysed using frequency tables, percentages and linear regression analysis. The study found that, role plays, individual or group-based activities and presentation were the student-centred methods used in the school. The study further revealed that teachers use the methods by supporting student diversity and individual learning needs as well as visiting working organizations with students. The study revealed that student-centred teaching methods challenge students to be creative, increase their confidence, encourage students to learn at their own pace, lead to respect for different individuals, develop the abilities to do new things and work independently. The study revealed that there was a positive relationship between student-centred learning practices and students' academic achievement. Moreover, the study revealed that lack of knowledge and skills about student-centred learning, strict syllabus that does not allow student-centred approach and lack of resources were the challenges faced by teachers in using student-centred approach. It is recommended, among others, that the Ministry of Education in conjunction with the GES, should organize in-service training courses on student-centred teaching for teachers.

CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

It is generally believed that education is a developmental tool that affects every facet of human life (Mahon, 2010). Education plays a vital role in the development of human capital and is linked with an individual's well-being and opportunities for better living (Battle & Lewis, 2002), for this reason, teachers and stakeholders always strive to produce well-informed students. For students to achieve high academic laurels, they need to believe that they can learn and that what they are learning is useful, relevant, and meaningful for them and for the society at large (Biggs, 2010). Research has shown that teaching and learning style have a significant effect on the quality of instruction. Research on the role of teachers and students in the teaching and learning has become an area of research focus in the secondary education in the past decade (UNESCO, 2015).

Research shows that pedagogy and curriculum, thus what is taught, how it is taught and how students learn, have a great influence on students' engagement and academic performance. Narad and Abdullah (2016) noted that academic performance constitutes what a student is capable of achieving when he or she is tested on what he or she has been taught. Academic performance of students is a key feature in education (Rono, 2013). It is considered to be the centre around which the whole education system revolves. Narad and Abdullah (2016) opined that the academic performance of students determines the success or failure of any academic institution. Farooq, Chaudhry, Shafiq and Behanu (2011), asserted that students' academic performance serves as a bedrock for knowledge acquisition and the development of skills.

Achieving a high level of educational success requires an understanding that education is a primary instrument for social, political and economic pursuits. Conversely, teaching and learning in the senior high school level is no longer regarded as only a simple and technical procedure involving teaching objectives and learning outcomes (Sulaiman & Sulaiman, 2010). Teachers are encouraged to adopt progressive teaching styles to accommodate the varied abilities of students, so as to enable these students excel in their learning (Black, 2008). The teaching method used in the class is one of the factors that make students become passive and have less interaction while doing tasks among each other. Lazarowitz, Hertz-Lazarowitz and Baird (1994) have disapproved the lecture method use by most teachers because they believed that only hardworking students can benefit from this type of instruction. Therefore, teachers need to consider appropriate strategies so that students can have an exciting learning experience because learning is not for examination purposes only (Schmoker, 2004). Today, policymakers are ever more concerned with finding ways to improve how teachers teach and not merely increasing the number of teachers.

For instance, since the early 2000s Ethiopia, Mali, and Tanzania have instituted policies specifying that teachers should use pedagogical approaches that engage students and make learning more interactive (Fuseini & Abudu, 2014). National curricula in Botswana, South Africa, Kenya, Senegal, and a growing number of other African countries seek to promote such skills as analysis, creativity, critical thinking, and problem solving. The aim of these reforms is to enable teachers to move away from standard 'learning by rote' methods and to utilize alternatives that encourage inquiry among students as they develop, research, and reflect on new ideas (Leyendecker, Ottevanger, and van den Akker, 2008). Teaching and learning practices are fundamental to get success in any field among students. The main role of instructing

at any degree of training is to get a crucial change in the student through different teaching and learning techniques (Oigara, 2011). The adequacy of this instruction and learning process to a greater extent relies upon the instructor's teaching strategy. The efficacy of a teaching method is reflected in the result of student achievement interms of marks, grades and mean scores obtained by students (Whalen, 2012).

The Bologna Process in Europe states "student-centred learning (SCL) is an approach to education, which aims at overcoming some of the problems inherent to more traditional forms of education by focusing on the learner and their needs, rather than being centred around the teacher's input" (EHEA, 2013). Melendez, Myers, Rhea, and Travis (2009) mentioned that student-centred learning or student-centred team-based learning has been considered a big shift from the traditional teacher-centred learning; the latter occurs where the teacher is the centre of attention in disseminating information directly to the students. Students in this mode of learning are seen to be more extrinsically motivated and learn important skills such as critical thinking and problem solving. Based on the principle that all humans construct their own viewpoint of the world is the constructivism theory. A person adjusts his mental model to incorporate new experiences and make sense of this new information. Learners are not passive recipients of information but are active agents engaging in constructing their own knowledge. In the classroom, a student is encouraged to think beyond what is presented, and explore further the concepts and working collaboratively with the teacher (Atherthon, 2010).

The National Council for Curriculum and Assessment (NaCCA) of the Ministry of Education launched a standard-based curriculum for Ghana's basic schools in 2019 whereby its blueprint is to inculcate into learners the core competencies and values and to make learning happen; improve learning outcomes (Ministry of Education, 2019).

The implementation of the new standards-based curriculum in the basic schools reaffirms the clear focus of putting the learner at the center of teaching/learning. It was introduced to promote pedagogies that emphasize student-centred approaches in the new basic school curriculum. Researchers have argued that despite the structural changes to teacher education in Ghana that brought in practicum, student-centred pedagogy has not become embedded in post-service teachers' classroom practice in the secondary level (Adu-Yeboah, Kwaah, Abreh, & Amuah, 2014; Akyeampong, 2017). It has also proven that the traditional method has been widely rejected by many teachers because it was found to be effective in teaching and learning for excellence student (Oigara, 2011). Most students feel bored in class if they cannot participate or do nothing and simply listen. This situation can cause them to be easily bored and will skip the school which in a way may have negative impact on their academic performance.

Additionally, student-cantered approach is an instructional method in which students influence the content, activities, materials, and pace of learning. This learning model places the learner in the center of the learning process. The instructor provides students with opportunities to learn independently and from one another and coaches those in the skills they need to do so effectively. The student-centred approach includes such techniques as substituting active learning experiences for lectures, assigning open-ended problems and problems requiring critical or creative thinking that cannot be solved by following text examples, involving students in simulations and role plays, and using self-paced and/or cooperative (team-based) learning. Properly implemented student-centred approach motivates students to learn to have greater retention of knowledge, deeper understanding, and more positive attitudes towards the subject being taught (Collins & O'Brien, 2003).

Student-centred methods have repeatedly been shown to be superior to the traditional teacher-centred approach. Student-centred method of teaching has also been linked to deeper approaches to learning. Students are more likely to analyse, evaluate, make connections with, reflect on and synthesize course content when they are engaged (Nie & Lau, 2010). Accordingly, higher student-centred approach is associated with better retention (Watkins & Mazur, 2013) and lower student-centred approach with poorer retention (Soria & Stebleton, 2012). Similarly, student-centred approach is also important for psychosocial variables. Engaged students show higher critical thinking abilities, openness to diversity, higher-order moral reasoning, positive attitude towards literacy, as well as elevated psychological well-being (Brault-Labbé & Dubé, 2010). Likewise, since it is linked with such important academic outcomes as performance, persistence and retention, and because it is associated with deeper learning and positive psychosocial variables, student-centred approach is fundamental to student success.

In spite of the varying methods and approaches surrounding the student-centred teaching, the basis of the method is that it gives autonomy to learners with varying flexible strategies to learn. It requires students to set their own goals for learning, and determine resources and activities that will help them meet those goals, as students pursue their own goals; all of their activities are meaningful to them (Pedersen & Liu, 2003). From the discussions so far, it can clearly be seen that one of the factors that affect students' academic performance is the use of student-centred teaching methods. This study seeks to examine the influence of the use of student-centred teaching methods on the academic performance of students of Afua Kobi Ampem Girls' Senior High School.

1.2 Statement of the Problem

Majority of students have failed or have not shown good performance in their examination results in summative evaluation (Laddu, 2012). Personal observation has shown that teachers' use of inappropriate approach does not improve the self-efficacy of struggling students. It is quite difficult to teach a subject to be meaningful when the wrong approach of teaching is used. Some teachers go to the extent of teaching all related aspects of a topic at a certain level without considering the cognitive ability of a learner and the level of learning of the learner. Quite remarkably, poor academic performance by majority of students is fundamentally linked to application of ineffective teaching methods by teachers to impact knowledge to learners (Adunola, 2011).

According to Mocho (2012), poor methods of teaching have been blamed for students' poor performance and underachievement as teachers are left with the choice of deciding what topic and when to teach it in a given level of learning. Arum and Roksa (2011) specified that the traditional lecture method of teaching has been heavily criticized, for failing to foster student engagement. Teachers require little else beyond listening and note taking. Consequently, students can become passive and less involved in the knowledge acquisition process (Samah, Jusoff, & Silong, 2009). For example, one study which investigated 23 courses of science, technology, engineering and mathematics at the University of Maine showed that in lecture-based classes, students spent 96.8% of class time listening and only 3.2% asking questions (Smith, Jones, Gilbert, & Wieman, 2013). This led to disengagement by students, which affected their academic performance negatively.

Aminah (2017) believed that the falling level of academic performance is attributed to teachers' non-use of student-centred teaching strategy. Several studies

have been conducted about teaching methods in secondary schools in many parts of the world on students' performance, for example in USA (Haas, 2002), Pakistan (Sajjad, 2011), Nigeria (Barneka, 2012), (Asikhia, 2010), Uganda (Guloba, Wokadala & Bategeka, 2010) and Kenya (Njoroge et al., 2014). These studies indicated that the type of teaching methods used by teachers have an impact on students' performance.

Again, most of the studies conducted in Ghana concentrated on factors affecting students' performance and policy making rather than how teaching methods influence the Students' performance example (Amina, 2017, Adatsi, 2013) and (Katram, 2007). Another study by Fiaveh and Okyerefo (2011) and Abidoo 2018 examined factors prompting pupils' academic performance. Similarly, since the establishment of the Afia Kobi Girls' Senior High School, there has not been any known empirical study to ascertain the influence of students centred teaching methods on students' performance. It is against this backdrop that this study sought to examine influence of student-centred teaching methods on students' performance in Afia Kobi Senior High School.

1.3 Purpose of the Study

The purpose of the study is to examine the influence of student-centred teaching methods on the academic performance of students of Afua Kobi Ampem Girls' Senior High School.

1.4 Objectives of the Study

Specifically, the study sought to:

i. identify student-centred teaching methods that are used in the teaching and learning process at Afua Kobi Ampem Girls' Senior High School
ii. examine how they are being used used in the teaching and learning process at Afua Kobi Ampem Girls' Senior High School

iii. assess the effects of student-centred teaching methods on students' performance at Afua Kobi Ampem Girls' Senior High School

iv. find out the challenges of using student-centred teaching methods at Afua Kobi Ampem Girls' Senior High School.

1.5 Research Questions

This study was guided by the following research questions based on the objectives of the study:

i. What student-centred teaching methods are used in the teaching and learning process at Afua Kobi Ampem Girls' Senior High School?

ii. How are they being used in the teaching and learning process at Afua Kobi Ampem Girls' Senior High School?

iii. What are the effects of student-centred teaching methods on students' performance at Afua Kobi Ampem Girls' Senior High School?

iv. What are the challenges of using student-centred teaching methods at Afua Kobi Ampem Girls' Senior High School?

1.6 Significance of the Study

- This study would be valuable to the teachers, curriculum developers, and the West African Examination Council in Ghana in determining student's academic performance to propose suggestions towards the amendment of the teaching approaches.
- The findings of this study would also help teachers to focus on teaching methods that give positive impact on student's academic performance.
- Teachers can apply this student-centred teaching method to attract student's attention during teaching and learning process.

- Senior High School students especially Kobi Ampem Girls' Senior High School students may benefit from the study because findings may reveal the way students interact with other members of the school community (administrators and teachers) and the school environment (school resources). They may learn how to efficiently utilize school resources and learning material. To be engaged in learning, students will be given the chance to become active participants in the learning process by providing them with the avenues to become responsible learners equipped for college work, in their future careers and undertakings in life
- The results of this study will contribute to the solutions on how to improve students' academic performance achievement among Senior High School students.

1.7 Scope of the Study

The study was limited to all students and teachers of Afia Kobi Girls' Senior High School. The study was delimited to the influence of student-centred teaching methods on the academic performance of students. Therefore, the study is conceptually, theoretically and empirically limited in scope to the specific objectives.

1.8 Organization of the Study

The thesis was organised into five chapters. Chapter one covers the background of the study, statement of the problem, purpose, objectives of the study, research questions, significance of the study, delimitation of the study and organisation of the study. Chapter two entails literature review related to the study. Chapter three describes the research methodology. It includes the research design, population, sample and sampling techniques, research instrument, validity of instrument, data collection procedure and data analysis plan. Chapter four presents results and discussion of

findings of the study. Finally, chapter five contains the summary of the study findings, conclusions, recommendations, and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter contains various scholarly works that have been reviewed for the purpose of this study on the influence of student-centred teaching methods on the academic performance of students. The review was done in three sections, the theoretical framework, conceptual basis, review of empirical studies on student-centred teaching methods and how they are used in the teaching and learning process, effects of student-centred teaching methods and the challenges of using student-centred teaching methods.

2.2 Theoretical Framework of the Study

Theories of teaching and learning have long emphasized the important roles teachers play in supporting students' development in areas beyond their core academic skill. The founder of Learner-Cantered Theory of Education (LCTE) was a Swiss born French theorist Jean Jacque Rousseau (1712–1778). He was the first educator to introduce the concept Learner Centred Teaching (Fetwi, 2016). In his line of thinking, the main idea is that educators should not start an instruction by concentrating on a vast amount of information that they wish students to learn. Rousseau, underlined that teachers should begin an instruction by considering what the learner is capable of learning and what he is interested in to learn. Both Learner Centred Pedagogy and Learner-Cantered Curriculum (LCC) go-hand-in hand; and it is difficult to treat them in isolation, because both of them provide students an opportunity to take responsibility for their own learning enabling them and teachers power sharing in the process of instruction, paving the way for an interactive and participatory classroom atmosphere (Fetwi, 2016). Additionally, Piaget observed that children cognitively construct

knowledge and meaning through new experiences and interactions, as opposed to rote memorization.

Krahenbuhl (2016) was of the view that student-centred learning is connected with the theory of constructivism. According to constructivism, education is meaningful for students, if they do make their own understanding and are able to transform what is learned (Krahenbuhl, 2016). This can take different forms or can be achieved through active engagement with peers supported by teachers as facilitators. Vygotsky called this 'Zone of proximal development' to underscore the significance of social setting of students to create a' negotiate meaning" and educational experiences in a cooperative learning environment. The reputed American scholar John Dewey believed that institutions of learning are conducive springboards for societal change and development. To ensure these changes, the important role of school systems must be re-organized to address individualized, meaningful and relevant learning for everybody in the process of teaching- learning (Krahenbuhl, 2016).

The essence of constructivist theory is the idea that learners must individually discover and transform complex information if they are to make it their own. Because of the emphasis on students as active learners, constructivist strategies are often called student-centred instruction. Formalization of the theory of constructivism is generally attributed to Jean Piaget, who articulated mechanisms by which knowledge is internalized by learners (Zain, 2012). He suggested that through processes of accommodation and assimilation, individuals construct new knowledge from their experiences. When individuals assimilate, they incorporate the new experience into an already existing framework without changing that framework (Zain, 2012). Theorists like John Dewey, Jean Piaget and Lev Vygotsky, whose collective work focused on how students learn, have informed the move to student-centred learning. John Dewey

was an advocate for progressive education, and he believed that learning is a social and experiential process. He believed that a classroom environment in which students could learn to think critically and solve real world problems was the best way to prepare learners for the future (Crumly, Dietz, & D'Angelo, 2014). Carl Rogers' ideas about the formation of the individual also contributed to student-centred learning. Rogers indicated that the only learning which significantly influences behaviour [and education] is self-discovered. In addition, Kraft (1994) specified that Maria Montessori was also a forerunner of student-centred learning, where preschool children learn through independent self-directed interaction with previously presented activities.

Wright (2011) postulated that self-determination theory focuses on the degree to which an individual's behaviour is self-motivated and 'self-determined'. When students are given the opportunity to gauge their learning, learning becomes an incentive. Student-centred learning means inverting the traditional teacher-centred understanding of the learning process and putting students at the centre of the learning process. In the teacher-centred classroom, teachers are the primary source for knowledge. On the other hand, in student-centred classrooms, active learning is strongly encouraged. Armstrong (2012) claimed that traditional education ignores or suppresses learner responsibility. Kraft (1994) reaffirming Rogers' notion that significant learning is acquired through doing.

Through peer-to-peer interaction, collaborative thinking can lead to an abundance of knowledge. In placing a teacher closer to a peer level, knowledge and learning is enhanced, benefitting the student and classroom overall. According to Lev Vygotsky's theory of the zone of proximal development (ZPD), students typically learn vicariously through one another (Vygotsky, 1980). Scaffolding is important when fostering independent thinking skills. Vygotsky proclaims, learning which is oriented

toward developmental levels that have already been reached is ineffective from the viewpoint of the child's overall development. It does not aim for a new stage of the developmental process but rather lags behind this process (Vygotsky, 1980).

From this theoretical perspective, therefore, one can say that educational needs of students are of paramount priority and importance. To address these student needs, necessitates policy and institutional reforms to empower school organizations and the role of teachers as the main players (Jahnke, 2012). In this game, teachers' creativity and commitment is decisive. In assisting students construct and co-construct knowledge, and students to take responsibility for their own learning, teachers need to assume the role of an 'architect' or 'contractor' (Chisholm & Leyendecker, 2008). Teachers need to participate starting from designing of course material, methodology, and monitoring the lesson progress, understanding individual learners' needs, their background, ensuring meaningful communication among students and checking progress in line with the design.

2.3 Conceptual Framework of the Study

According to Mugenda and Mugenda (2016) a conceptual framework is a hypothesized model indicating the relationship between the dependent and independent variables. From the literature studied, effective teaching-learning resulting in good academic performance is a variable dependent on various aspects. Figure 1 was developed from the literature review and the theoretical framework.

The conceptual framework is anchored on the Learner-cantered Teaching Principles. In the delivery of instruction for a learner-centred approach, it helps students to construct meaning if they themselves experience it. This is aligned to the constructivism and experiential learning theories wherein students are given the chance to be engaged in their own learning process. In addition, it is vital for the students to

link their prior knowledge to relate to the new concepts and ideas presented in class. In this manner, learning is real and tangible among the students.

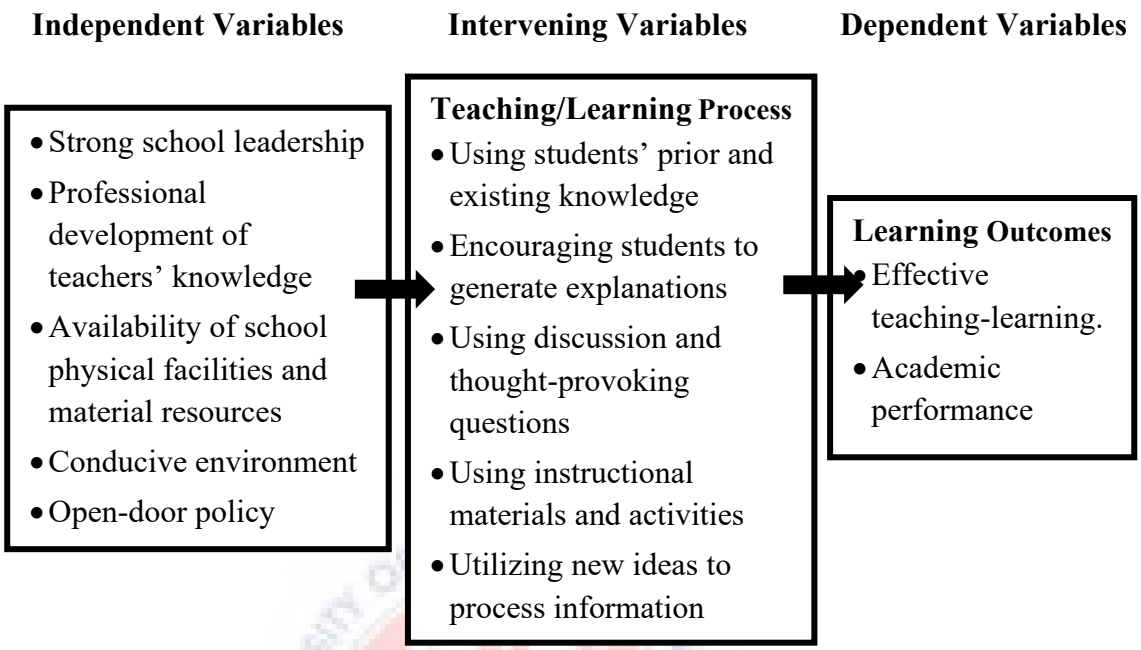

Figure 2.1: Representation of interaction between variables of the study

Source: Researcher's own construct, 2020

The independent variables are strong school leadership, professional development, adequate teaching and learning resources, conducive environment and open communication being able to influence learning outcomes (dependent variable). Though resources are imperative, school leadership is a stronger predictor of teachers' use of Learner centred Education Approach in teaching. For effective utilization of Learner centred Education Approach by teachers, there is the need for a strong leadership to drive a well-designed plan. School leaders should routinely observe and evaluate a teacher's classroom to identify areas of need and weakness. These evaluations should drive a school leader's plan of the resources, suggestions, and professional development that is required to improve individual teacher quality.

The extent of learner-centred teaching can be determined through the using students' prior and existing knowledge, encouraging students to generate explanations

and alternative interpretations, using discussion and thought-provoking questions, using instructional materials and activities, providing a learning environment conducive for discussion/group work, and providing opportunities for learners to utilize new ideas and to process information. With regard to learning skills and strategies, it is important that students know how to learn. Thus, the focus of learner-centred learning environment is that teachers serve as the facilitators of learning. For instance, the teaching-learning processes use a variety of instructional materials and technology and a variety of strategies to make the teaching-learning effective. With this, students gain knowledge and skills which they can apply in varied contexts and situations. With this, students can become more responsible for their learning. The teachers and other human resources are therefore expected to utilize the teaching and learning materials and available physical facilities to achieve set goals and improve learning outcomes.

2.4 The Concept of Teaching Methods

The term teaching method refers to the overall ideologies, pedagogy and management strategies used for classroom instruction. Singh & Rana (2004) defined teaching methods or instructional strategies as something designed to establish interactions between the teacher, the student and the subject matter or a combination of these three to influence directly or indirectly, the learning process. For learning to take place, one must carefully plan procedures and activities that the students will undergo. This is achieved by varying behaviour, majoring the subject matter and teaching to meet the needs and interests of each individual. A teacher's choice of teaching method depends on what fits his or her educational philosophy, classroom demographic, subject area(s) and school mission statement. Teaching theories can be organized into four categories based on two major parameters: a teacher-centred approach versus a student-

centred approach, and high-tech material use versus low-tech material use (Singh & Rana, 2004).

A teaching method comprises the principles and methods used by teachers to enable student learn. These strategies are determined partly on subject matter to be taught and partly by the nature of the learner. For a particular teaching method to be appropriate and efficient, it has to be in relation with the characteristic of the learner and the type of learning it is supposed to bring about. Selecting of teaching methods must take into account not only the nature of the subject matter but also how students learn (Westwood, 2008). The approaches for teaching can be broadly classified into teacher centred and student centred. Singh & Rana (2004) also suggest that the individual teacher must design and select methods in his instructions, and each design or selection should be based on his or her interpretation of what will constitute effective instruction for a particular people. Individual interpretation means lessons should be based on empirical evidence, past experience and extensive knowledge of methods and materials. Given that the teacher is an authority figure and perceived the students as knowledgeable in the field he or she is teaching, significantly influences the learning process (James, 1996). The author asserts that the teaching procedure adopted by teachers and the technical demonstration that is done also teach students the nature of a particular subject.

The implication is that teaching methods that employ demonstration enables students to go beyond school and learning. For example, James (1996) observes that when students see slides and actual cuts at the beginning of each assignment, they learn about the concept and principles a topic. That is to say that the teaching technique of demonstration prior to assignment better enhances learning.

According to Ayeni (2011), teaching is a continuous process that involves bringing about desirable changes in learners through use of appropriate methods. Adunola (2011) indicated that in order to bring desirable changes in students, teaching methods used by instructors should be best for the subject matter. As such, alignment of teaching methods with students' needs and preferred learning influence students' academic attainments (Zeeb, 2014). A teaching method is characterized by a set of principles, procedures or strategies to be implemented by teachers to achieve desired learning in students according to Westwood, (2008). These principles are determined by the nature of the subject matter to be taught, and partly by our beliefs or theories about how students learn. According to Cornett (2003), active engagement is a key to academic achievement. Students must therefore be actively engaged in class to enable them understand the subject matter well. Singh and Rana (2004), noted that differences in teaching methodology employed by teachers do not make some better than others. Methods of teaching vary with no single strategy being the most effective with the entire students and the subject matter. Teachers also come in all shapes and sizes and exhibit a wide range of personalities, beliefs and ways of thinking and working.

2.4.1 Student-Centred Teaching Methods

The Student-Centred Learning (SCL) approach was presented in early 1905 and was used in 1956 by Hayward and Dewey's (Harden & Crosby, 2000). This approach accompanies the work of Piaget (developmental learning) and Malcolm Knowles (self-directed learning). The concept of SCL has been characterised by Lea et al. (2003) their characteristics are passive learning, deep learning and understanding, increased responsibility and accountability, increased sense of autonomy in the learner, interdependence between teacher and learner, Mutual respect relationship between learner and teacher and a reflexive approach. The concept becomes more widely

accepted in the world of education and research. The approach of student-centred - learning outweighs the expected drawbacks and disadvantages. (McCabe & McMahon 2011; Osborne 2008; McMahon 2011). However, some schools continue to follow a traditional approach of teaching, teacher-centred models (Prosser & Trigwell, 1999). Jones (2007) noted that student-centred learning puts student' interests first, acknowledging student voice as central to the learning experience. This is in contrast to traditional education, also dubbed "teacher centred learning", which promote dependent learning and places the teacher as the primarily "active" role while students are passive recipient of information. According to Ayeni (2011), teaching is a continuous process that involves bringing about desirable changes in learners through use of appropriate methods. Adunola (2011) indicated that in order to bring desirable changes in students, teaching methods used by educators should be best for the subject matter. Furthermore, Bharadwaj & Pal (2011) sustained that teaching methods work effectively mainly if they suit learners' needs since every learner interprets and responds to questions in a unique way (Chang, 2010). As such, alignment of teaching methods with students' needs and preferred learning influence students' academic attainments (Zeeb, 2004).

Student-centred learning, also called child-centred learning, is an approach of education focusing on the interests of the students, rather than those of others involved in the educational process, such as teachers and administrators. This approach has many implications for the design of the curriculum, course content and interactivity of courses. Student-centred learning or putting students' interests first, is in contrast to traditional education (Slamecka & Graf, 2016). Student-centred learning is focused on each student's interests, abilities, and learning styles, placing the teacher as a facilitator of learning. This classroom teaching method acknowledges student voice as central to

the learning experience for every learner, and differs from many other learning methodologies. In a student-centred classroom, students choose what they will learn, how they will learn, and how they will assess their own learning. Teacher-centred learning has the teacher at its center in an active role and students in a passive, receptive role. In a teacher-centred classroom, teachers choose what the students will learn, how the students will learn, and how the students will be assessed on their learning. Student-centred learning requires students to be active, responsible participants in their own learning.

2.4.2 The Role of the Teacher in Student-centred Learning

The most important role in the student-centred learning belongs to the student and the teacher as a scientist. In such case, students' criteria for evaluating him/her are based on their needs. This is a person who has a calling for the job he/she is doing, who likes the subject being taught, who is on extending knowledge in the field, cherishing its theories, properly performing his/her duties. Students have no doubt that a teacher has to be a scientist demonstrating the top level of professionalism (Butler-Kisber, 2012).

Students are the centre of the educational enterprise, and their cognitive and affective learning experiences should guide all decisions as to what is done and how. Most of the learning activities for the class are traditionally carried out by the teacher: choosing and organizing the content, interpreting and applying the concepts, and evaluating student learning, while the students' efforts are focused on recording the information (Wright, 2011). Empowered learners are more motivated to perform classroom tasks, and they feel more competent in the classroom, find the required tasks more meaningful, and feel they have an impact on their learning process. Empowerment

is primarily influenced by teacher behaviour, which is not consistent with contemporary research on achievement motivation.

In learning process also is very important the role of student characteristics (temperament and learner orientation) on empowerment along with the impact of instructor communication behaviour (nonverbal immediacy and clarity). Interpretation of results via the motivation model revealed teacher clarity to be the primary predictor of student empowerment and learning. Student temperament and learner orientation had little impact on empowerment (Houser & Bainbridge Frymier, 2009). In recent years, researchers on learning have focused on learning with multimodal representation and this research has shown that when learners can interact with an appropriate representation their performance is enhanced (Yeşildağ Hasançeb & Günel, 2013). Nearly all Universities use student evaluations of teachers (SETs). For example, they are used by over 99% of Business Schools (Clayson, 2009). It is assumed that students understand how they learn, that the feedback will help to select those teachers best able to help students, that happy students are good learners, and that the feedback will lead teachers to improve. It is difficult to find evidence to support any of these assumptions (Armstrong, 2012). At the teacher's level, greater involvement with students provides for a successful student–centred learning approach. Where students are motivated to come to an understanding of, and engage with, the material with which they are presented, they are more likely to adopt strategies that will lead to deeper levels of learning. The teaching and learning methods used by teachers are also particular in the student–centred learning approach (Curaj & Scott, 2012). The intentions of a teacher and students should be similar in the process of teaching-learning. It is not wrong to meet the objectives by following a fair method be it a teacher-centred or student-centred learning. These two methods, with a limited number of challenges, are always handy in

meeting the objectives of teaching and learning. Teacher is instrumental in any method what can realize the dreams of students. Teacher cannot do anything without the cooperation of the students in the classroom (Nagaraju et al., 2014).

Student–centred learning, despite its popularity, is not without its critics. The main critique of student–centred learning is its focus on the individual learner. In addition, there are some difficulties in its implementation, i.e. the resources needed to implement it, the belief system of the students and staff, and students' lack of familiarity with the term (O'Neill & McMahon, 2014). Simon (1999) describes that student–centred learning, in the school system, can be in danger of focusing completely on the individual learner and taken to its extreme does not take into account the needs of the whole class. Simon highlights the point that 'if each child is unique, and each requires a specific pedagogical approach appropriate to him or her and to no other, the construction of an all-embracing pedagogy or general principles of teaching become impossibility' (Simon, 1999).

Learning is often presented in this dualism of either student–centred learning or teacher–centred learning. In the reality of practice the situation is less black and white. It appears from the literature some view student–centred learning as: the concept of the student's choice in their education; others see it as the being about the student doing more than the lecturer (active versus passive learning); while others have a much broader definition which includes both of these concepts but, in addition, describes the shift in the power relationship between the student and the teacher (O'Neill & McMahon, 2014). Education can either develop or stifle students' inclination to ask why and to learn. If the students' task is to memorize rules and existing knowledge, without questioning the subject matter or the learning process, their potential for critical thought and action will be restricted. Empowering education is a critical – democratic

pedagogy for self and social change. It is a student-centred program for multicultural democracy in school and society (Shor, 1992).

Empowerment education is proposed as an effective health education and prevention model that promotes health in all personal and social arenas. The model suggests that participation of people in group action and dialogue efforts directed at community targets enhances control and beliefs in ability to change people's own lives (Wallerstein & Berstein, 1988). Students in empowering classes should be expected to develop skills and knowledge as well as high expectations for themselves, their education, and their futures (Shor, 1992). Successful learners develop critical thinking, individual initiative, and a sense of themselves as co-creators of the culture that shapes them. This may involve a therapy-like shift of personal paradigm - a "perspective transformation" (Mezirow, 1981) or "life-world transformation" (Wildemeersch & Leirman, 1988) -or it may come as a gradual enhancement of developing power. Because part of the function of a teacher is to prepare students to become more self-directing, it is important at this stage to begin training students in such basic skills as goal setting. Use praise, but with an eye to phasing out praise (extrinsic motivation) and phasing in encouragement (which builds intrinsic motivation) (Dinkmeyer & Losoncy, 1980). Significant predictors of personal student's empowerment are administrator professional treatment of teachers, reflective self-awareness, honouring of student voice, personal teaching efficacy, and satisfaction with teaching as a career (Edwards et al., 2002).

The key role in assisting students to become self-directed learners lies behind teachers. Gibbons (2004) introduces idea of a bridge both for students and teachers, a bridge of five stages each involving a new set of tasks, and together providing steps in a gradual transition to self-direction. These five stages are:

- incidental self-direction: introducing self-direction in assignments, special projects or brief use of any of the other approaches to self-direction
- independent thinking: teaching students to form their own judgements, ideas and solutions to problems by transforming the curriculum into questions or by using such participatory approaches as case studies, trials, debates and dramatizations
- self-managed learning: creating guides that tell students how to achieve course outcomes, then teaching them how to regulate their work on the guides, and providing support systems to assist them;
- self-planned learning: teaching students how to design their own plans for achieving course outcomes, negotiating their proposals with them, and coaching them to success;
- self-directed learning: teaching students to analyze the situation, formulate their own goals, plan how to achieve them, take action, solve problems that arise, and demonstrate their achievement (Gibbons, 2004).

2.5 Academic Performance

Academic performance means the knowledge and skills that students have mastered in a subject or a course. It is a measure of how well students have performed in the various assessment items set for them based on some educational criteria determined by professional educators. Through students' performance in the assessment items such as essays, tests, viva, and examinations, students' performance is determined in ranking as to the educational standards that they have reached — pass, credit, distinction, high distinction and so on (Lee, 2010). These educational standards may be recognised as satisfying the standards for admission for further studies in institutions domestically and internationally. For the purpose of this study, academic performance

is referring to level of performance in written works and exams. How students deal with their studies and how they cope with or accomplish different tasks given to them by their teachers, within this work measured from the standpoint of academic grades. Shahzadi and Ahmad (2011) mentioned that academic performance can also be referred to as academic achievement, is the degree to which a student, teacher or institution has attained their short or long-term educational goals. It is measured by the final grade earned in the course by a student.

Academic performance by Cambridge Dictionary of English (1995) is defined as how well a school, college, university, an individual or a group is able to perform when given a learning task or activity or one's achievement in standardised tests in academic pursuit. Otoo (2007) says that academic performance is the capacity to achieve when one is tested on what one has been taught. Academic achievement or academic performance is the outcome of education- the extent to which a student, teacher or institution has achieved their educational goals (Ward, Stoker & Murray-Ward, 1996). Academic performance is related to content and intellect, meaning that academic performance depends on the learner's competence. No single theory of learning currently exists. Rather, a multitude of different theoretical positions emphasize different aspects of the individual or situation context. Furthermore, this situation has characterised the literature on learning and performance for a number of years (Shahzadi & Ahmad, 2011).

2.5.1 Ghanaian Senior High School and Academic Performance

The Senior High School (SHS) of the Ghana educational system which include the Technical and Vocational Schools is an essential level, since it is at this point that students decide on what specific programs of study they intend to pursue in future. It is not only occupying a strategic place in the educational system in Ghana, it is also the

link between the basic and the tertiary levels of education. According to Asikhai (2010), education at senior high level is supposed to be the bedrock and the foundation towards higher knowledge in tertiary institutions. It is an investment as well as an instrument that can be used to achieve a more rapid economic, social, political, technological, scientific and cultural development in a country. It is rather unfortunate that the senior high schools today are not measuring up to standard expected of them.

The Government of Ghana has made every effort to improve the academic performance of students. One of the efforts is the introduction and implementation of Free Compulsory Universal Basic Education (FCUBE). This policy has been given a further boost with the introduction of a capitation grant and the attendant school feeding program (SFP). Also, Free Senior High School has been instituted, In spite of these developments; the education sector continues to face many challenges. According to ISSER (2008) the performance of many students in the school is failing to meet the minimum learning requirements and to acquire basic skills and competencies. Student's performance is considered a vital indicator of good schooling, so the poor performance of students at the senior high level of education has not only led to public outcry, but also educationists have been increasingly occupied in their attempt to identify factors that influence pupil's performance especially in examination conducted by West African Examinations Council (ISSER, 2008).

For some years now, reports on the pages of newspapers and research findings have shown the abysmal performance of students of secondary schools in public examinations (WAEC, 2007). The Daily Graphic newspaper (July 13, 2018) has shown the extent of poor performance of students in public examinations. The persistent decline in students' performance in public examinations is not only frustrating to the students and the parents, its effects are equally woebegone on the society. Available

statistics indicates that, the performance of candidates in WASSCE 2017 at A1 to C6 in Mathematics showed a marked improvement over that of 2016 (32.83% to 42.73%), while English Language recorded a slight improvement (53.19% to 54.06%. Candidates' performance in integrated Science showed a slight drop from the 2016 performance (48.48% to 43.66%). Similarly, there was a drop-in candidates' performance in Social Studies (54.93% to 52.25%), (Ghanaian Daily Graphic, July 19 2017). Also, according to WAEC, the performance of candidates in WASSCE 2018 at A1 to C6 in Social Studies showed a marked improvement over that of 2017(52.25% to 73.27%) while Integrated Science recorded a slight improvement (43.66% to 50.52%). Candidates' performance in Mathematics (core) showed a drop from (42.73% to 38.33%). Similarly, there was a drop in the performance of candidates in English Language (54.06% to 46.79%), (Ghanaian Daily Graphic, July 13 2018).

Available statistics indicate that, students' performance in WASSCE in Ghana over the years keep fluctuating year after year. Glaring disparities in academic performance have been observed in senior high schools in the Ashanti Region of Ghana. The problem of downward trend in academic performance of students has often been attributed to a number of schools-based factors among which are: the physical resources, human and material resources (Laddu, 2012).

2.6 Types of Student-Centred Teaching Methods

Learner centred strategies involve direct meaningful participation of students in the activities. Student-centred teaching method include the use of small group activity, creating games, simulation, role-play, project, and many more. In short, any activity that challenges them to be creative, resourceful, independent and responsible learners (Petrina, 2007). There are a multitude of ways to apply student-centred learning in the classroom, and all these approaches can be mixed and matched. Blended learning

means that students do not necessarily have to be taught in the traditional setting based on their grade level or age. When basing instruction on mastery of standards, such as in standards-referenced grading, if a student has proven mastery on a particular standard, they are encouraged and challenged to move on, and students who need extra time to master a standard are given just that (Petrina, 2007). Under this method, students simply obtain information from the teacher without building their engagement level with the subject being taught (Boud & Feletti, 2010). The approach is least practical, more theoretical and memorizing (Teo & Wong, 2010). It does not apply activity-based learning to encourage students to learn real life problems based on applied knowledge. Since the teacher controls the transmission and sharing of knowledge, the lecturer may attempt to maximize the delivery of information while minimizing time and effort. As a result, both interest and understanding of students may get lost. To address such shortfalls, Zakaria, Chin and Daud (2010) specified that teaching should not merely focus on dispensing rules, definitions and procedures for students to memorize, but should also actively engage students as primary participants.

Personalized learning is a student specialized approach where the student's interests and culture are taken into consideration and incorporated into their education. While this may certainly engage the student in the learning process, it is just one component of a fully student-centred approach. Project based learning is yet another engaging strategy that is sometimes equated with student-centred learning. While this encourages students to develop an array of skills that can be applied anytime/anywhere, this is not a completely student-centred approach (McDaniel, Friedman & Bourne, 2016). With the advent of the concept of discovery learning, many scholars today widely adopt more supple student-centred methods to enhance active learning (Greitzer, 2012). Most teachers today apply the student-centred approach to promote interest,

analytical research, critical thinking and enjoyment among students (Hesson & Shad, 2010). The teaching method is regarded more effective since it does not centralize the flow of knowledge from the lecturer to the student (Lindquist, 2015). The approach also motivates goal-orientated behavior among students; hence the method is very effective in improving student achievement (Slavin, 2016).

Among the most often, mentioned types of student-centred learning are problem-based learning, project-led education, flexible learning, self-directed learning, inquiry learning, teacher-student interactive method, group learning, role-play method, field trip, participatory method and demonstration method.

2.6.1 Problem-Based Learning (PBL)

Tarhan & Acar-Sesen (2013) describe problem-based learning (PBL) as an active learning approach, which was first developed in medical education. Before students start learning, they are acquainted with a problem and then have to learn some new knowledge about the topic in order to solve the problem. Students receive information about PBL process, rules of working in cooperative groups, the objectives, the requirements roles, and the assessment strategies. The teacher acts as a facilitator who guides students' learning through the learning cycle. According to this cycle, also known as the PBL tutorial process, the students are presented with a problem, formulate and analyse the problem by identifying the relevant facts from the problem, and, finally, as students understand the problem better, they begin to generate suggestions about possible solutions (Tarhan & Acar-Sesen 2013).

During the self-directed learning process in PBL, students research the knowledge deficiencies and identify the concepts they need to learn more about in order to solve the problem. After each session is accomplished in the classroom environment, students collect data and information from the library materials and resources on the

Internet and books. Students then share what they have learned, reconsider their theories, and/or generate new hypotheses in light of their new knowledge (Tarhan & Acar-Sesen 2013). When completing the task, the students reflect on the abstract knowledge gained by oral presentation and begin to study a new problem through PBL.

2.6.2 Project-Led Education and Learning Contracts

Project-led education, in which problem and project-based learning are among the most known and used learning strategies, requires that students are actively involved in learning (Fernandes et al, 2014). Project-based learning involves students in complex projects that require problem-solving, research activities, decision making and realistic products or presentations (Thomas, 2000). One of the ways of including students in the research work and/or student-centred learning is also using learning contracts. The learning contract ensures that students plan their learning experiences together with lecturers. Brecko (2004) says that the main advantages of the learning contract are that learning is of interest to the learner, it motivates him, the learner is free to choose the area of learning, learners can learn at their own pace, students are focused upon their learning, the learning contract respects differences in individuals and that it increases confidence and excitement in learning. Frank and Scharf (2013) find that learning contracts give opportunities for self-directed learning that fosters greater accountability, responsibility and commitment. The learning contract has proven to be among the best ways to stimulate active approaches to learning and to acquaint students with the research process because it makes students take an active role in defining and fulfilling their learning (Bone, 2014, 122).

2.6.3 Flexible learning

Within flexible learning students may negotiate with their teachers on matters such as choice of topic areas, use of support materials such as textbook and web

resources, timetable and venues for meetings with their instructors and the nature and weighting of individual assessment tasks. Students have some autonomy over how, when, where and what to learn. In this way, flexible learning takes account of the individual needs of students and therefore implies a more 'student-centred' approach to learning (Guest, 2005).

2.3.4 Self-Directed Learning

Silen and Uhlin (2008) pay special attention to self-directed learning as an essential part of problem-based learning, and, in a broader sense student-centred learning. Self-directed learning should not be considered just as self-study and/or students' own concern. Self-directed learning means that students have to study from the corresponding sources of literature in order to develop information literacy skills/competences. Information literacy is one of the most important factors for the development of problem-based learning. Problem-based curricula offer many opportunities to include information literacy as a natural part of the learning process. Silen and Uhlin (2008) suggest that it is necessary to give the students the freedom to search and make choices about what to read, but they also need challenges, support and feedback to develop information literacy. In this regard teachers can get a great help from librarians who are experts on information literacy. They can support the students' views on the information that they need to start thinking about problem-based learning. Librarians are important not just as providers of information literacy but should be included in problem-based learning as people who could help teach students how to become lifelong learners (Silen &Uhlin, 2008).

2.6.5 Inquiry Learning

Inquiry learning requires students' active learning by exploring data and by seeking information (Plush, 2014). Inquiry learning usually starts with questions and

not with talks. Students work in teams and examine data or explore models. Plush mentions a number of researchers who believe that inquiry learning improves problem solving skills, understanding and motivation. There are also some opinions that inquiry learning has negative effects on the content coverage (but not on student grades).

2.6.6 Teacher-Student Interactive Method

This teaching method applies the strategies used by both teacher-centred and student- centred approaches. The subject information produced by the learners is remembered better than the same information presented to the learners by the lecturer (Jacoby, 2016). The method encourages the students to search for relevant knowledge rather than the lecturer monopolizing the transmission of information to the learners. As such, research evidence on teaching approaches maintains that this teaching method is effective in improving students' academic performance (Damodharan & Rengarajan, 2010).

2.6.7 Group Learning

Group learning is an instructional method where by a group of learners work together to maximize their learning and that of others (Johnson et al, 2015). Cooperative has assumed greater importance since learners cultivate the quality of team work, a requisite characteristic of their eventual work places. Merely because students work in small groups does not mean that they are cooperating to ensure their own learning and learning of others in their group (Johnson et al, 2013). This emphasizes that academic learning success for each individual and all members of the group is one feature that separates cooperative learning group from other group tasks (Slavin, 2015). The importance of group goals and individual accountability is providing students with an incentive to help each other to put forth maximum effort. It can be construed that the basic ingredient of this method of teaching is co-operation among students.

Johnson et al (2010) enumerated five (5) basic elements of group learning as individual; accountability, face to face interaction, collaborative skills, processing and positive interdependence. Slavin (2015) outlined the effects of cooperative learning on student's achievement. He identified them according to four (4) major perspectives, which are: Motivational perspectives on cooperative learning focus primary on the reward or goal structures under which students operate. The effects of cooperative learning on achievement are strongly mediated by the cohesiveness of the group, in essence that students will help one another learn because they are about one another and want one another to succeed (Slavin, 2015).

The fundamental assumption of the developmental perspective on cooperative learning is that interaction among children around appropriate tasks increases their mastery of critical concepts (Slavin, 2015). The cognitive elaboration perspective, which is etched on peer tutoring, assumes that one of the most effective means of elaboration is explaining the material to someone else. Students who gained the most from cooperative activities were those who provided elaborated explanations to others (Slavin, 2015). Kagan (2010) opined that the merits of cooperative learning has a growing feeling of self and academic esteem, self-realization, social recognition, development of social and workplace skills.

2.6.8 Role-Play Method

There are numerous definitions of role-play. Noel (2010), defined role-play as what involves students in undertaking tasks within the constraints of a particular role. He goes on to emphasize that role-play is the most widely used teaching technique by school instructors. Froebel (2015) taken up the same assertion that children are naturally creative rather than receptive and that self-activity is one of the most important ways in which he or she learns. Sarfo (2012) defined role-plays as a simulation of a

life or work situation which is relevant to the person involved and fits into instructional objectives. Role play simply refers to an unrehearsed dramatization which is used to show a real-life situation on an imaginary way. It is a valid and exciting technique to use in the classroom, particularly in the teaching and learning of business management in general and human resource management. Some students find role-play easier than free discussion because they do not have to face the cognitive challenge of finding original and intelligent things to contribute. Some students enjoy the opportunity to act and to assume other personae. A role-play which has a clear goal gives a purpose and a direction to the discussion. It is interesting when role-play involves both competitive and co-operative elements. Moreover, as students take on variety of roles during a program of role-plays, they practice the language concepts, which varies according to the setting, the formality of the situation, and the function required for the particular role (Kyeremeh & Asante-Kumi, 2019).

2.6.9 Field Trip

A field trip or excursion is a journey taken by a group of people to a place away from their usual environment. In education, field trips are defined as visits to an outside area of the normal classroom and made by a teacher and students for purposes of first-hand observation. Field trips are a critical component of standards-based instruction in the classroom, not a separate activity, but a direct extension of classroom instruction. Awotua-Efebo (2011) agrees that field work is a type of instructional medium in use today, since instructional medium according to the author, is “anything (materials and equipment) that can help the teacher to communicate effectively his or her ideas to the students, so that at the end of the instruction the student can do that which the teacher stated in the objectives. Examples are: real object (specimen, models, excursions, field work) projected/non-projected images, print non-prints etc.

Besides, field trips by secondary school students enhances student learning experiences through interaction with resource persons and the environment (Awotua-Efebo, 2011). Such centres were supposed to provide better resources than the school for first-hand information, especially as learning outside the classroom aims at ensuring that all young people had chances to participate in high quality outdoor learning experiences. It also set out to improve academic achievement, developed skills and interdependent in a widening range of environments and provide the opportunity to acceptable levels of risk. However, regrettably, many critics and observers have expressed that the whole exercise is a mere celebration and a waste of time and energy and has not in any way responded to improve student's performance (Shakil, Faizi & Hafeez, 2011).

2.6.10 Participatory Method

Bradley (2015), states that "participatory method of teaching and learning draw upon the experience of the learners and build upon them in the interest of developing and implementing the best possible educational programs". This means that participatory method of teaching actively involves and motivates learners by drawing upon their own experience and skills in solving problems, using examples and situations of interest to the students in their daily lives and using a variety of new and enjoyable, and often visual teaching methods. Participatory method also known as Freirean Approach is a teaching strategy that incorporates themes or content area that are of interest to the learners (Spencer 2012).

According to Ross (2015), opined that through participatory method, learners are encouraged to take ownership of their learning as well as collaborate with the teacher, including participating in small groups and whole group activities for learning to be meaningful. The participatory method of teaching employs themes and topics that affect the interest of learners. With this approach, students are taking ownership of their

learning as well as adding cooperative learning as they have to collaborate with other classmates in finding and endorsing solutions to their learning difficulties that affect them in the classroom.

Sanchez-Teruel and Robles (2011) mentioned that participatory approaches to learning are active approaches that encourage people to think for themselves. Participants actively contribute to teaching and learning, rather than passively receiving information from outside experts, who may not have local understanding of the issues. The approach encourages people to share information, learn from each other, and work together to solve common problems. As people become more experienced with the approach, they take increasing responsibility for planning their own learning sessions. They learn how to work together in a group. They also gain experience in using the activities and visual tools to do their own fieldwork.

2.6.11 Demonstration Method

Teachers not only demonstrate specific learning concepts within the classroom, they can also participate in demonstration classrooms to help improve their own teaching strategies, which may or may not be demonstrative in nature. Although the studies show that the effects of demonstration classroom teachers include a change of perspective in relating to students, more reflection in the teachers' own classroom strategies, and more personal responsibility for student learning (Geoffrey, 1994). Demonstration, can possibly be used in portraying ideas such as defining words. The history of phenomenon demonstrating concepts, which lead to specific definitions, goes back to the careful observations of ancient Greek philosophers and natural philosophy. Socrates, Plato, and Aristotle attempted to carefully define words that included natural phenomena and objects (Geoffrey, 1994).

2.7 Effects of Student-Centred Teaching Methods

According to Attard, Di Iorio, Geven, & Santa (2011), student-centred learning comprised of many positive effects on students and teachers including: students become part of an academic community, increase their motivation to learn, lead student independent and responsibility in learning, and consider their needs in learning. Hence for teachers, it also provides a more interesting role; solutions to tackling massification and diversity; positive impact on working conditions; continuous self-improvement; increased learner motivation; and engagement and professional development for academia (Attard, Di Iorio, Geven, & Santa, 2011). Indeed, student-centred learning can be considered problem-based, problem-oriented, and project-based learning, which can produce competitive graduates who can perform in complex situations (Mojgan, Ghavifekr, Saedah & Ahmad Zabidi, 2013).

Learner-centred teaching enable students worked harder and smarter when less emphasis was placed on grades, pop quizzes, and memorization. Black (2008) summarised some of the difficulties highlighted in the literature in the area of assessment, for example, a) that the giving of marks and grades are over emphasised, while the giving of advice and the learning function are under emphasised, b) pupils are compared with one another which highlights competition rather than personal improvement. He also explains the concept of self-assessment as essential activity to help students take responsibility for their own learning an important aspect of student-centred approach (Black, 2008). In conjunction, Handelsman et al (2004) stated that there is mounting evidence that supplementing or replacing lectures with active learning strategies and engaging students in discovery and scientific process improves learning and knowledge retention. Additional support for a learner-centred paradigm comes from Steckol (2007), who assessed how using formative assessment, a component of learner centred teaching, enhanced student learning. The formative assessment tools

utilized included one-minute papers to summarize class material and student generated quizzes. Steckol noted that students in the learning-centred section of the class scored significantly better on the final exam than those in the control group.

In student-centred learning, students are active participants in their learning. It enables students to learn at their own pace and use their own strategies. Additionally, they are more intrinsically than extrinsically motivated. Student-centred instruction is a set of techniques for enhancing the value of student-to-student interaction. It focuses on students helping one another to achieve a common goal in order to be more successful academically. This is the opposite of a teacher-centred classroom in which, students compete for grades and rewards. The purpose of student-centred learning is to give authority to the students in the learning process, a form of student empowerment that is more difficult in a lecture format (Palmer, Peters, &Streetman, 2003). Students working in groups of two or more mutually search for understanding, and solutions can make learning more meaningful (Goodsell, Maher, & Tinto, 1992). Studies by Johnson and Johnson found students, who participate in cooperative learning, have higher achievement, greater productivity, longer retention, and increased intrinsic motivation, more motivation to learn, more time on task, and higher-levels of reasoning and critical thinking than students who are taught through other formats (Johnson, Johnson, & Holubec, 1993). The use of student-centred learning changes how students perform in class and transform the traditional style of teaching. According to Palmer, Peters, and Streetman, (2003), students who participate in cooperative learning attain group goals that cannot be obtained by working alone. Learning becomes viewed as a mutual concept with each student taking part in the learning and teaching process (Fox, 2001). Schifter, (2013), Kuo, Walker, Schroder & Belland, (2014) and Long, Logan, & Waugh, (2014) were among the researchers who discussed the benefits that could occur

when implementing the student-centred teaching method in flipped classrooms, online learning, and games in learning. According to Long, Logan, & Waugh, (2014), student-centred teaching plays an important role in a flipped classroom for in-class active learning activities. Without the use of SCL student-centred teaching philosophy, a flipped classroom would not be existing, because the theories provide the basis for in-class activities that require human interaction between student needs and the lecturer's role of solving real-world problems (Bishop & Verleger, 2013).

2.8 Challenges of Using Student-Centred Teaching Methods

The benefits from the student-centred teaching methods are not without potential drawbacks, which may include lecturer lack experience and training in using Information Communication Technology (ICT) tools with student-centred teaching method, limited infrastructure, and greater student negative attitudes than would occur in a normal classroom (Danner & Pessu, 2013). There is no specific teaching method that a lecturer can use to make student learn on their own. Lecturers need to choose the right teaching method to meet students' needs guide and facilitate students to play their role in student-centred teaching environment (Bledsoe & Baskin, 2014). For instance, instructional tools are used to promote active learning strategies using the student-centred teaching method (Baepler, Walker, & Driessen, 2014).

A study by Kumar (2016) in on the challenges of implementing student-centred strategies in classrooms in Agazi preparatory school in relation to the required standard they are expected to achieve. Based on the analysis of students and teacher's response to questionnaire it was found that they face different problems while implementing student-centred method. The challenges were lack of interest and confidence, lack of teachers and students' interest, class size; students feel discomfort when they work with others. In addition to this, from the analysis of teachers' interview, it was found that the students lack the skill of expressing their idea in English and students show a

disciplinary problem when they are engaged in various techniques of student-centred method. With the recent changes in educational laws and new classroom management opportunities, students are becoming more actively engaged in instruction.

Brookfield (1990) pointed out that the nature of participation in education is culturally contingent, and leads us to measure participation via the presence and frequency of particular student behaviours. While the notion of the active learner is a valuable one, then, it is important that as educators, we are reflective about our own personal, experiential and cultural preconceptions of 'activeness' when designing and facilitating learning. A related limitation of the student-centred model illuminated in this case study is the subjugation of expert (educator) knowledge in favour of student engagement through problem-based learning. Weimer (2002) discusses this in terms of shifting classroom power from teacher to students.

Geelan (1996) talks about this when reflecting on his own attempts at student-centred teaching as an issue of recognising that there is a difference between constructing a new set of expectations and responsibilities for ourselves as educators, and simply transferring teaching responsibilities onto the class. Student feedback on both the formative and summative evaluations of the subject discussed here consistently indicated that formal presentation of technical material and disciplinary insights by the lecturer was a very important part of their comprehension and learning in this subject. What appeared to make the transmission of this information more effective, however, was the use of group exercises and primary source material that allowed students to build a common experience from which to draw concrete examples and to which they could relate specific dilemmas. This common experiential ground was generally created through small group activities prior to the more formal presentation. Consequently, the formal presentation sessions were, themselves, much more interactive, with students

drawing on the small group activities and discussions to ask questions and make observations throughout the formal part of each topic. While an emphasis on student-centred provided the orienting focus for the subject, some of its greatest learning value appeared to lie in the way in which that was effectively integrated with more didactic teaching practice. In this sense, class content was both a knowledge resource and a mechanism by which students developed their own knowledge (Yannuzzi & Martin, 2014). Other researchers have also underlined the following as challenges associated with student-centred teaching methods.

2.8.1 Lack of Resources

A study by Khayrazad (2013) on issues that restrain teachers from adapting student-centred instruction in Lebanese school brought to light that lack of resources in schools usually hindered the use of students' centred teaching method. Access to resources in schools is a necessary condition to the integration of learner centred education approach in education. Effective adoption and integration of learner centred education approach into schools depends mainly on the availability and accessibility of resources such as technology resources, labs, no library etc. Research indicates that uses of technology can improve student outcomes. Lack of resources is identified as a significant barrier toward implementation of Learner centred education approach. The results of the survey indicated that the majority of the teachers reported that their schools lack the resources needed in order to integrate the learner centred education approach in their classroom.

2.8.2 Large Class Size

The study further revealed that the size of a class usually affects students-centred learning. The belief that small classes are better is widely held today. Many schools consider small classes are essential to good student learning. O'Connell and

Smith (2000) explained that smaller classes can enhance the teacher's capability to supervise student performance and learning. Class sizes also used as an important indicator of an institution's commitment and the nature of the experience students will have. In order to satisfy public accountability, many schools develop performance indicators related to their teaching function such as Student/ teacher ratios and class sizes. Small class sizes generally are treated as signifying a better learning experience for students, and hence, a better quality of education. Despite that fact, middle and secondary school teachers in Lebanon usually keep their classrooms teacher-centred , this is because a vast majority of schools are overcrowded, and have large classes. The result of the survey confirms that the majority of the teachers agree that large number of students in a class is a factor that inhibits school teachers from adopting a student-centred approach in their classroom. Some teachers commented that in their larger classes they are unable to devote time to each student; they spend more time on controlling students' behaviours.

2.8.3 Standard Curriculum and Standard Examinations

The result of the survey by Khayrazad (2013) showed that all the teachers (100%) reported that the intense of the standard curriculum and standard examinations is influencing their acceptance of student-centred teaching approach. Teachers commented that the overcrowded standard curriculum and extremely busy workday is pushing many teachers to select the traditional lecturing method. Teachers mentioned that most of the time they feel under pressure trying to enable pupils pass the standard examinations and are therefore forced to cram the curriculum in too little time in order to cover all the content of the standard curriculum. Teachers feels that time are their greatest challenges.

2.8.4 School Leadership

Many studies have examined the relation between school leadership and the teacher efficacy. Ross and Gray in 2006 found that school leadership had a directly and indirectly impact the teachers' professional commitment and efficacy (Ross & Gray, 2006). In addition, Koh, Steers and Terborg (1995) explained that that school leadership is a stronger predictor of teacher beliefs, practices, commitment and the willingness to go beyond the formal requirements of the job to engage in productive functions to enhance organizational effectiveness that can contribute to higher student achievement (Koh, Steers, & Terborg, 1995). Though resources are imperative, school leadership is a stronger predictor of teachers' use of Learner Centred Education Approach in teaching. For effective utilization of Learner Centred Education Approach by teachers, there is the need for a strong leadership to drive a well-designed plan. On the contrary, the results of the survey indicated that the majority of the teachers (86%) reported that their schools' policy and leaders do not accept or trust the Learner Centred Education Approach. The results confirmed that the unsupportive school leadership is factor that inhibiting teachers from adopting a student-centred teaching approach (Wallace & Wildy, 1995).

2.8.5 Professional Development

Koh, Steers and Terborg (1995) confirmed that lack of professional development training is a factor that inhibiting teachers from adopting a student-centred teaching approach. Teachers' professional development is a key factor to successful integration of student-centred teaching approach into classroom teaching. Clearly, it is imperative to allow teacher trainees to apply student centred teaching approach in their programs in order to be able to use it to supplement their teaching activities. In supporting the above, the results of a survey by Khayrazad (2013) indicated that the

majority of the teachers reported that they never had professional development training on how to integrate student centred teaching approach into classroom.

2.9 Summary

From the above literature, it is evident that, using the student-centred teaching style allow students to achieve deeper depths of knowledge and teachers who uses this method meet the needs of their students as well as prepare them to be academically successful learners. The discussions further show that student-centred learning comprised of many potential benefits to students and teachers as it enables students to be part of an academic community, increase their motivation to learn, lead student independent and responsibility in learning, and consider their needs in learning. Again, it was further observed that the student-centred teaching methods are not without potential drawbacks.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter describes the research methods and procedures that the researcher used during the study. Research design, population, sample and sampling technique, data collection instruments, data collection procedures, data analysis and ethical consideration procedure are described in details in this chapter.

3.2 Research Design

Kothari (2008) defined research design as the arrangement of conditions for the collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. It is the conceptual structure/plan within which research is conducted and constitutes the blueprint for collection, measurement, and analysis of data (Kothari, 2008). The research design for this study was descriptive survey to describe the state of students-centred teaching methods on the students' academic performance of students of Afua Kobi Ampem Girls' Senior High School. This type of design usually seeks to find answers to the questions generated from the statement of the problem. According to Jackson (2009), descriptive survey design is used in preliminary and exploratory studies to allow the researcher to gather the information, summarize, present and interpret data.

3.3 Population of the Study

Population is the aggregate of all the case that conform to some designed set of specification (Nachmias, 1996). Therefore, the intended population in this study included all teachers and students Afua Kobi Ampem Girls' Senior High School. The study focused on teachers together with their students because teachers are the key players who ensure achievement of goals and objectives of the organisation and they

are key people who mould the students to excel in their career. The current students' population stands at 1,818, with 78 teaching staff.

3.4. Sample Size and Sampling Technique

The process for selecting a portion of the population to represent the entire population is known as sampling (Kothari, 2008). Sampling technique refer to the methods used to select sample from the target population. A convenience sampling technique was employed for the study. This was deemed appropriate as staff and students of the school were constantly busy.

Convenience sampling technique was used to select the respondents who formed the sample size. The respondents were conveniently chosen because it is of the hope that they were in a better position to give out the needed information and also, they were easily accessible. According to Cohen, Manion and Morrison (2008), convenience sampling or as it is sometimes called, opportunity sampling involves choosing the nearest individuals to serve as respondents and continuing that process until the required sample size has been obtained. They added that captive audiences such as student or teachers often serve as respondents based on convenience sampling. Convenience sampling involves selecting sample elements that are most readily available to participate in the study and who can provide the required information (Saunders et al, 2003).

The researcher simply chose the sample from those to whom she has easy access. A sample size is a subset of the target population (Kothari, 2008). That is, a sample is the total collection of elements about which inferences are to be made (Cooper & Schindler, 2006). Samples are selected because it is not possible at times to study the entire population due to various limiting factors such as time and other research resources (Mugenda & Mugenda, 2016). A sample size of two hundred and thirty (230) respondents comprising one hundred and fifty (150) students and eighty (80) teachers

from the selected school was selected for this study. The sample size formed 12% of the total population of teachers and students from the school of study. According to Agyedu, Donkor and Obeng (2010), if the size of the population is a few hundreds, a 40% or more sample will do; if several hundreds, a 20%; if a few thousands, 10%; and if several thousands, 5% or less sample size will do. Based on the above-cited criteria, 12% of the population was chosen.

3.5 Data Collection Instrument

The main data collection instrument that was used in the collection of data for the study was questionnaire. A questionnaire is a data collection technique in which each person is asked to respond to the same set of questions in a predetermined order (Saunders et al, 2003). Two sets of questionnaires were used because of its advantages over other instruments. Questionnaires provides control over external and extraneous stimuli, permits comparisons of the responses, large amounts of information can be collected from a large number of people in a short period of time and in a relatively cost-effective way. The method is less bias as it involves low cost and respondents get enough time to provide accurate information. All the questions were closed-ended asking respondents to indicate their agreement or disagreement on a five item Likert-scale.

The researcher designed questionnaires for teachers (Appendix A) which have five sections whereby Section A consist of demographic information of respondents, Section B consisted student-centred teaching methods, section C consisted of how the methods are used, section D concentrated on effects of student-centred teaching methods in the teaching and learning process and section E had questions on challenges of using student-centred teaching methods.

The researcher designed questionnaires for students (Appendix B) have three sections where section A consisted of demographic information of respondents, Section

B concentrated on effects of student-centred teaching methods in the teaching and learning process and section C had questions on challenges of using student-centred teaching methods.

3.6 Validity and Reliability

Kothari (2008) explained validity and reliability as follows; validity relates to whether an instrument measures what it is intended to measure. Reliability relates to the consistency or dependability of a measure. Ary et al. (2002) reported that validity and reliability are enhanced based on the quality of questions and expert review. Repeated reviews by experts and field tests have significant influence on validity and reliability of an instrument (Saunders et al, 2003). Considering these principles, it was ensured that the questions stated were simple, clear and unambiguous. The drafted questionnaires were also subjected to an expert review by giving it to the researcher's supervisor to appraise the questionnaire item's sustainability and suitability for obtaining information according to the research questions postulated and the objectives of the study. Comments and recommendations of the supervisor were considered and taken care of until the final draft of questions was accepted by the supervisor.

After validity of the questionnaire had been ascertained, a pilot study was carried out by administering questionnaires among 10 teachers and 10 students in Atwima Kwanwoma Senior High School. The school has almost the same enrolments and other features as Afua Kobi Ampem Girls' Senior High School as they are all located in the same district. When the questionnaires were collected, they were screened, coded and entered into the computer for reliability analysis. The measurement of Cronbach alpha reliability co-efficient for each of the sections of instrument showed the following results: Section B yielded reliability co-efficient of 0.74, Section C= 0.85, Section D= 0.92 and Section E yielded 0.73. The Cronbach alpha reliability co-efficient

for the overall instrument was r=0.81. This was deemed appropriate for the study based on Cohen, Manion and Morrison (2008) recommendation that a reliability co-efficient of 0.70 or above is good enough for research purposes. As a result, the instrument was used in collecting data for the study.

3.7. Data Collection Procedure

After developing the questionnaire by the researcher, it was edited and marked by the researcher's supervisor. The researcher then obtained an introductory letter from the head of department authorizing her to conduct the research in the senior high school selected for the study. The researcher then sent the letter to the headmistress requesting for her permission to conduct a research in the school. After which the headmistress, introduced the researcher to the teachers and the students who were the target population for the study and briefed them about the purpose of the research and urged them to cooperate with the researcher as the exercise is purely for academic purpose. After this was done, the researcher met and interacted with the participants and briefed them on the nature of the research. They were told that participation in the research was not compulsory. Respondents were also assured that their responses will be held confidential. The questionnaires were administered personally by the researcher to ensure high rate of return. Out of the two hundred and thirty (230) questionnaire given out, two hundred and thirty (230) were retrieved given a response rate of 100 percent.

3.8 Data Analysis Procedure

Data analysis entailed a number of closely related operations which were performed with the purpose of summarizing the collected data and organized them in such a manner that they answered the research questions. The statistical tool that was used in analyzing the data collected from this research was the Statistical Package for Social Scientists 20 (SPSS) in the form of organized tables. The results were presented

using frequency tables, percentages and linear regression analysis to measure the relationship between the dependent variables and the independent variable.

3.9 Ethical Consideration

A number of ethical considerations such as openness, anonymity and confidentiality amongst others were taken into consideration. For confidentiality, the expression “a respondent” was used in the analysis. To ensure that respondents were not forced to participate in the study, the researcher explained the purpose of the research to the respondent especially the students and teachers so that respondents who showed no interest were given the opportunity to pull out.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSION OF RESULTS

4.1 Introduction

This chapter presents and analyses the results obtained from the study. It also discusses the results obtained in accordance with the proposed research questions and in relation to existing literature, and summary of results. The researcher formulated research question 1 and 2 for only teachers, whereas research questions 3 and 4 were formulated for both teachers and students. Graphical methods such as tables, figure and system analysis were used in presenting the results. Data have been organised, presented and discussed under the following themes:

1. Demographic data of respondents
2. Student-centred teaching methods that are used in the teaching and learning process
3. How student-centred teaching methods are being used in the teaching and learning process
4. Effects of student-centred teaching methods on students' performance
5. Challenges of using student-centred teaching methods

4.2 Demographic Characteristics of Respondents

The demographic profile describes the various relevant features the researcher collected about the respondents. The study collected demographic data on the two separate groups of respondents i.e. the teachers and the students. The biographic information of respondents includes sex, age, educational attainment, and number of years of teaching experience in accordance with the constructive questionnaire for the study

4.2.1 Distribution of Respondents by Gender

The respondents of the study indicated their gender. The distribution of the respondents by their gender is highlighted in Figure 4.1.

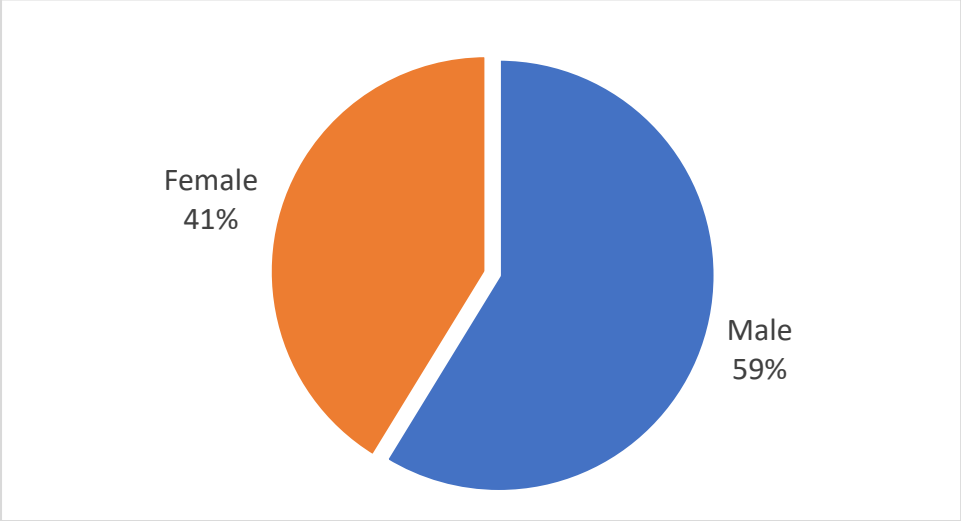

Figure 4.1: Gender of Teacher Respondents

Source: Researcher's Field Survey, 2021

The study revealed that there was high disparity between the male and female staff on roll in the school. This is because as many as forty-seven (47) teachers representing 59% were males, while thirty-three (33) teachers representing 41% were females. This shows that the proportion of male teachers who participated in the study was higher compared to that of female teachers. The figures clearly show disparity between male and female teaching staff of the school under study.

4.2.2 Age Group of Respondents

The next bio-data considered in the study is age range of respondents. The results of the data analysis of the respondents' age are shown in the Table 4.1. From the table, it is observed that sixteen (16) respondents representing 20% were below the age of 30 years. Thirty-three (33) respondents with a percentage of 41.3% fell within the ages of 30 and 39 years while twenty-four (24) respondents representing 30% were within 40 and 49 years. Also, seven (7) respondents representing 8.8% were above the age of 50 years.

Table 4.1: Age of Respondents

Respondent	Age Group	Frequency	Percentage (%)
Teacher	Below 30 years	16	20.0
	30-39 years	33	41.3
	40-49 years	24	30.0
	Above 50 years	7	8.8
Student	Below 15 years	9	6.0
	15-17 years	84	56.0
	18-20 years	57	38.0

Source: Researcher's Field Survey, 2021

With respects to age of the students indicated in Table 4.1, fifty-seven (57) respondents representing 38% were between 18 to 20 years. Eighty-four (84) respondents representing 42.7% were between the ages of 15 to 17 years and nine (9) representing 6% students were below 15 years. It is realised that most of the teacher respondents were in their youthful age considering the statutory pension age of public sector workers in the country and the age brackets of the students signify an appreciable number of mature respondents who can be relied on for credible information.

4.2.3 Distribution of Respondents by Highest Level of Education

The educational attainment of the teaching staff was considered in the study. The outcome of the analysis of the teacher respondents' educational attainment is presented in Figure 4.2. Accordingly, the students were also asked to indicate their class level and Figure 4.3 presents the data of student respondents on the class level. The results in Figure 4.2 show that fifty (50) teacher respondents representing 63% were Bachelor's degree holder while thirty (30) respondents representing 37% were Master's degree holders.

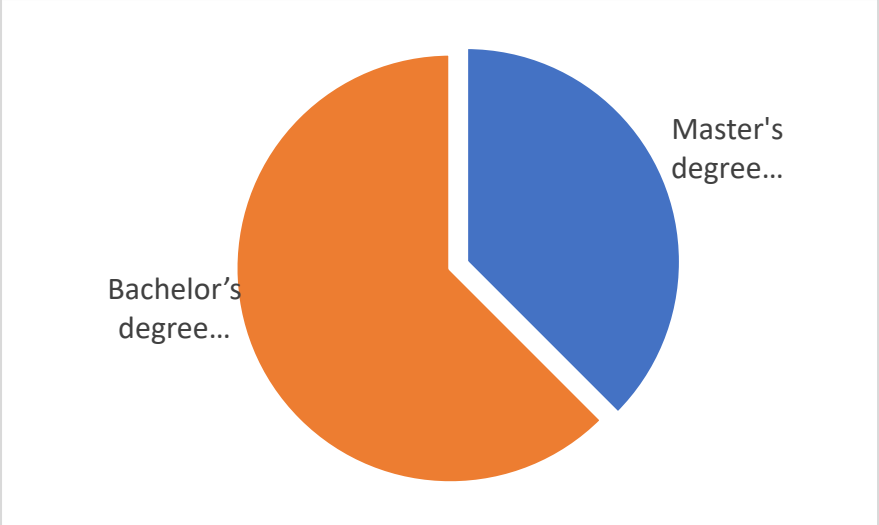

Figure 4.2: Educational Attainment of Teacher Respondents

Source: Researcher's Field Survey, 2021

Generally, the results from Figure 4.2 portray a high level of educational background of teachers. The high level of education as shown in the figure implies a good understanding of the subject matter on the part of the teachers. This means that almost all teachers meet the basic requirement for teaching in senior high schools in Ghana according to Ghana Education Service's policy.

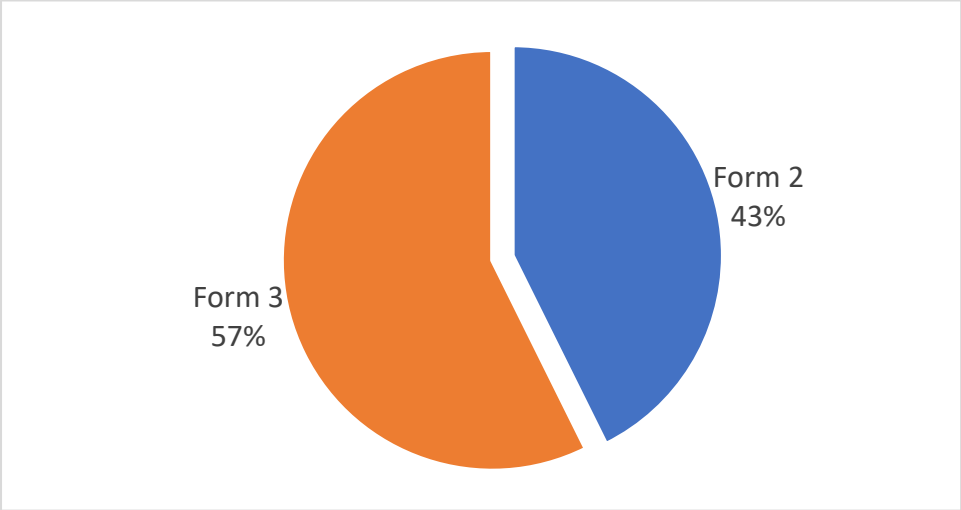

Figure 4.3: Class Level of Student Respondents

Source: Researcher's Field Survey, 2021

With regards to class level of students, eighty-six (86) respondents representing 57% were in form 3 and sixty-four (64) respondents representing 43% were in form 2.

This indicates that the students were in a better position to provide data necessary to answer the research questions because the years spent in the school.

4.2.4 Teachers' Years of Experience

This section describes the number of years' respondents have served in the Ghanaian teaching sector. For the purposes of this study, the responses were categorized into four groups. Data is presented in Figure 4.4.

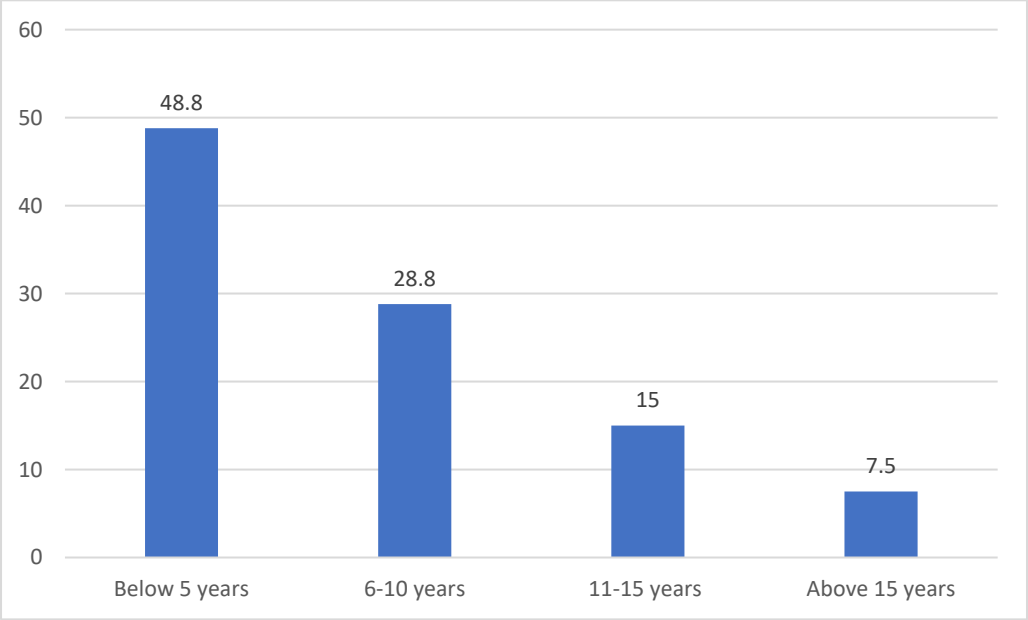

Figure 4.4: Teachers' Years of Experience

Source: Researcher's Field Survey, 2021

Figure 4.4 shows that thirty-nine (39) respondents representing 48.8% had between 1- and 5-years teaching experience constituted the highest group. Twenty-three (23) respondents representing 28.8% were in service for 6 to 10 years and twelve (12) respondents representing 15% had taught between 11 and 15 years. It could be also observed in the figure that six (6) respondents representing 7.5% had taught for more than 15 years. The results imply that majority of the respondents had taught for a long time to be able to give information regarding the influence of student-centred teaching methods on the academic performance of students.

4.3 What Student-Centred Teaching Methods are Used in the Teaching and Learning Process at Afua Kobi Ampem Girls' SHS?

This was the first research question of the study. Here, the researcher sought to identify student-centred teaching methods that are used in the teaching and learning process at Afua Kobi Ampem Girls' Senior High School. In this section, the data was presented and summarized in the form of frequency tables.

Table 4.2: Results on Student-Centred Teaching Methods

Statement (s)	1 f (%)	2 f (%)	3 f (%)	4 f (%)	5 f (%)	Total f (%)
Use of role plays	6 (7.5)	9 (11.3)	5 (6.2)	30 (37.5)	30 (37.5)	80 (100)
Individual or small group-based activities	-	4 (5)	10 (12.5)	32 (40)	34 (42.5)	80 (100)
In-class discussion	3 (3.8)	5 (6.2)	7 (8.7)	35 (43.8)	30 (37.5)	80 (100)
Classroom workshops	-	5 (6.2)	2 (2.5)	40 (50)	33 (41.3)	80 (100)
Group presentations	-	-	6 (7.5)	30 (37.5)	44 (55)	80 (100)
Projects	6 (7.5)	2 (2.5)	6 (7.5)	36 (45)	30 (37.5)	80 (100)
Cooperating in research activities	-	1 (1.2)	3 (3.8)	39 (48.8)	37 (46.2)	80 (100)

Key: 1 - Strongly disagree 2 - Disagree. 3 - Neutral. 4 - Agree. 5 - Strongly agree.

Source: Researcher's Field Survey, 2021

From Table 4.2, the results show that 30 (37.5%) respondents strongly agreed that they use role-play for teaching their students, 30 (37.5%) respondents agreed, 5 (6.2%) teachers were neutral, and 9 (11.3%) teachers disagreed, while 6 (7.5%) teachers strongly disagreed to the statement that they use role-play for teaching their students. The study further indicates that 34 (42.5%) respondents strongly agreed that they use individual or small group-based activities during teaching and learning process, 32 (40%) teachers also agreed and 10 (12.5%) teachers were neutral, however, 4 (5%)

teachers disagreed. Moreover, on the use of in-class discussion method, 30 (37.5%) teachers strongly agreed on it use, 35 (43.8%) teachers also agreed, 7 (8.7%) teachers were neutral, and conversely, 5 (6.2%) teachers disagreed and 3 teachers making up 3.8% strongly disagreed that during teaching and learning they use in-class discussions. Furthermore, when the teacher-respondents were asked about the use of classroom workshop method, 40 (50%) teachers agreed, 33 (41.3%) teachers strongly agreed, 2 (2.5%) teachers were neutral, whilst 5 (6.2%) teachers disagreed that they apply the classroom workshop method.

Besides, 44 (55%) teachers strongly agreed that they make their students to do presentation in groups to help them build their confidence through supportive advice, 30 (37.5%) teachers also agreed, while 6 (7.5%) teachers were neutral. The table further shows that 37 (46.2%) teachers strongly agreed that they use cooperating research activities to encourage, inspire and challenge their students to achieve their goals, 39 (48.8%) teachers agreed, 3 (3.8%) teachers were neutral and only 1 (1.2%) of the teachers disagreed.

The results imply that students centred learning methods include; role-plays, individual or small group-based activities, in-class discussions, classroom workshops, group presentations and projects. The findings on Table 4.2 agrees with Petrina (2007) who opined that learner centred strategies involve direct meaningful participation of students in the activities. Small group activity, creating games, simulation, role-play, project, and many more. In short, any activity that challenges them to be creative, resourceful, independent and responsible learners are student-centred. There are a multitude of ways to apply student-centred learning in the classroom, and all these approaches can be mixed and matched. Blended learning means that students do not necessarily have to be taught in the traditional setting based on their grade level or age.

When basing instruction on mastery of standards, such as in standards-referenced grading, if a student has proven mastery on a particular standard, they are encouraged and challenged to move on, and students who need extra time to master a standard are given just that.

4.4 How are Student-Centred Teaching Methods Being Used in the Teaching and Learning Process at Afua Kobi Ampem Girls' SHS?

This section sought to present the results of the second research question. Here, the researcher sought to examine how they are being used used in the teaching and learning process at Afua Kobi Ampem Girls' Senior High School. The outcomes of the analysis are shown in the Table 4.3.

Table 4.3: Results on How the Methods are used

Statement (s)	1 f (%)	2 f (%)	3 f (%)	4 f (%)	5 f (%)	Total f (%)
Visiting working organizations	10 (12.5)	2 (2.5)	2 (2.5)	36 (45)	30 (37.5)	80 (100)
Analysis of students' expectations associated with a particular subject	-	-	5 (6.2)	35 (43.8)	40 (50)	80 (100)
Regular consultation for students	-	6 (7.5)	4 (5)	20 (25)	50 (62.5)	80 (100)
Inclusion in the teaching process students' opinions	-	-	9 (11.2)	28 (35)	43 (53.8)	80 (100)
Linking theory and practice	-	6 (7.5)	3 (3.8)	31 (38.8)	40 (50)	80 (100)
Selection of authentic tasks incorporating real-world problems	6 (7.5)	4 (5)	10 (12.5)	30 (37.5)	30 (37.5)	80 (100)
Introduction of the learning outcomes of study program and subject	-	-	5 (6.2)	40 (50)	35 (43.8)	80 (100)

Key: 1 - Strongly disagree 2 - Disagree. 3 - Neutral. 4 - Agree. 5 - Strongly agree.

Source: Researcher's Field Survey, 2021

Table 4.3 shows that 30 (37.5%) teachers strongly agreed that in order to introduce the student-centred learning to students; they visit working organizations with

students, 36 (45) teachers agreed and 2 (2.5%) teachers were neutral. However, 2 (2.5%) teachers disagreed and 10 (12.5%) teachers strongly disagreed to the statement. On the question that sought to find out whether teachers' analysis of students' expectations associated with a particular subject, as a means of students centred learning, 40 (50%) teachers strongly agreed that they offer professional advice and help the students to understand the culture of the school, 35 (43.8%) teachers agreed while 5 (6.2%) teachers were neutral to the statement.

To add more, the statement "regular consultation for students" had 50 (62.5%) teachers strongly agreeing and 20 (25%) agreeing. Also, 4 (5%) teachers were neutral and 6 (7.5%) teachers disagreed that they embark on regular consultation for students. Likewise, 43 (53.8%) teachers strongly agreed that they include students' opinion in the teaching and learning process, 28 (35%) teachers agreed, while 9 (11.2%) teachers were neutral. In addition, from the table, the statement "teachers link theory and practice in their teaching and learning process" had 40 (50%) teachers strongly agreeing, 31 (38.8%) teachers agreeing and 3 (3.8%) teachers who were neutral to the statement whereas 6 (7.5%) teachers disagreed that they link theory and practice in their teaching and learning process. Table 4.3 also shows that 40 (50%) teachers strongly agreed that they select authentic tasks incorporating real-world problems, while 40 (50%) teachers agreed that they introduce the learning outcomes of study program and subject during teaching and learning process.

The results on Table 4.3 imply that teachers support student diversity and individual learning needs mainly, by visiting working organizations with students, analysis students' expectations associated with a particular subject, regular consultation for students, linking theory and practice as well as selection of authentic tasks incorporating real-world problems. These results are in agreement with Petrina (2007)

who opined that learner centred strategies involve direct meaningful participation of students in the activities, thus any activity that challenges students to be creative, resourceful, independent and responsible learners. There are a multitude of ways to apply student-centred learning in the classroom, and all these approaches can be mixed and matched. Blended learning means that students do not necessarily have to be taught in the traditional setting based on their grade level or age.

4.5 What are the Effects of Student-Centred Teaching Methods on Students' Performance?

This section sought to present the results of the third research question. The research question was designed to assess the effects of student-centred teaching methods on students' performance at Afua Kobi Ampem Girls' Senior High School. Responses registered by the respondents have been presented in the subsequent sub-headings based on the two separate groups of respondents i.e. the teachers and the students. Also, linear regression analysis was presented in this section of the study to determine the relationship between the effects of student-centred teaching methods on students' academic performance.

4.5.1 Teachers' Response on the Effects of Student-Centred Teaching Methods on Students' Performance

Table 4.4 presents teachers' view on the effects associated with the use of students centred teaching methods.

Table 4.4: Teachers' View on the Effects of Student-Centred Teaching Methods

Statement(s)	1 f (%)	2 f (%)	3 f (%)	4 f (%)	5 f (%)	Total f (%)
It helps maintain cordial relationship between teachers and students	-	-	14 (17.5)	32 (40)	34 (42.5)	80 (100)
It reduces shyness in students	-	-	-	39 (48.8)	41 (51.2)	80 (100)
It challenges students to be creative	-	-	-	42 (52.5)	38 (47.5)	80 (100)
It encourages students to learn at their own pace	-	-	-	39 (48.8)	41 (51.2)	80 (100)
Increase of confidence	-	-	9 (11.2)	37 (46.2)	34 (42.5)	80 (100)
Students develop the abilities to do new things and work independently	-	-	4 (5)	32 (40)	44 (55)	80 (100)
It leads to respect for different individuals	-	-	6 (7.5)	31 (38.8)	43 (53.8)	80 (100)

Key: 1 - Strongly disagree 2 - Disagree. 3 - Neutral. 4 - Agree. 5 - Strongly agree.

Source: Researcher's Field Survey, 2021

According to Table 4.4, 34 (42.5%) respondents strongly agreed that students centred teaching approach helps maintain cordial relationship between teachers and students, 32 (40%) respondents also agreed to the statement, while 14 (17.5%) respondents were neutral. The responses on the statement that student-centred learning method reduces shyness in students indicated 41 (51.2%) respondents strongly agreed, while 39 (48.8%) respondents agreed. With regards to the statement that student-centred learning approach challenges students to be creative, 42 (52.5%) respondents agreed while 38 (47.5%) respondents strongly agreed.

Again, 41 (51.2%) respondents strongly agreed that student-centred teaching method encourages students to learn at their own pace, while 39 (48.8%) respondents agreed. Also, on the questions that sought to find out whether the student-centred teaching method increase of confidence, 37 (46.2%) respondents agreed, 34 (42.5%)

respondents strongly agreed, while 9 (11.2%) respondents were neutral. Concerning the item that sought to find out whether the method help student to develop the abilities to do new things and work independently, 44 (55%) respondents strongly agreed that they give constructive feedback to students, 32 (40%) respondents agreed, while 4 (5%) respondents were neutral. Finally, Table 4.4 indicated that 43 (53.8%) respondents strongly agreed that students' centred learning method leads to respect for different individuals, 31 (38.8%) respondents agreed, while 6 (7.5%) respondents were neutral.

These findings indicate that students-centred teaching methods have a positive influence on students learning outcomes. It could be deduced that teachers recognize individual differences among people, create the learning situation, challenge the child to learn, encourage general development and cause, facilitate and promote learning. The findings support the opinion of Attard, Di Iorio, Geven and Santa (2011) who stated that student-centred learning is comprised of many positive effects to students and teachers including: students can be part of an academic community, increase their motivation to learn, lead student independent and responsibility in learning, and consider their needs in learning. On the part of the teachers, it also provides a more interesting role; solutions to tackling massification and diversity; positive impact on working conditions; continuous self-improvement; increased learner motivation; and engagement and professional development for academia.

4.5.2 Students' Response on the Effects of Student-Centred Teaching Methods on Students' Performance

Table 4.5 presents students' view on the effects associated with the use of students centred teaching methods.

Table 4.5: Students View on the Effects of Students Centred Teaching Methods

Statement(s)	1	2 f (%)	3 f (%)	4 f (%)	5 f (%)	Total f (%)
It helps maintain cordial relationship between teachers and students	-	-	2 (1.3)	77 (51.3)	71 (47.3)	150 (100)
It reduces shyness in students	-	16 (10.7	8 (5.3)	60 (40)	66 (44)	150 (100)
It challenges students to be creative,	-	3 (2)	5 (3.3)	61 (40.7)	81 (54)	150 (100)
It encourages students to learn at their own pace	-		4 (2.7)	58 (38.7)	88 (58.7)	150 (100)
Increase of confidence	-		11 (7.3)	57 (38)	82 (54.7)	150 (100)
Students develop the abilities to do new things and work independently	-	-	16 (10.7)	58 (38.7)	76 (50.7)	150 (100)
It leads to respect for different individuals	-	-	11 (7.3)	57 (38)	82 (54.7)	150 (100)

Key: 1 - Strongly disagree 2 - Disagree. 3 - Neutral. 4 - Agree. 5 - Strongly agree.

Source: Researcher's Field Survey, 2021

Table 4.5 shows that 71 (47.3%) students strongly agreed that the student-centred teaching method helps maintain cordial relationship between teachers and students, 77 (51.3%) students also agreed to the statement whilst 2 (1.3%) students were neutral. According to the table, with regards to the statement that the method reduces shyness in students, 66 (44%) students strongly agreed, 60 (40%) students agreed, 16 (10.7%) students disagreed that the method reduces shyness in students, while 8 (5.3%) students were neutral. Concerning the item that sought to find out whether the students centred learning approach challenges students to be creative, 81 (54%) students strongly agreed that it challenges students to think critically and creatively about their practices, 61 (40.7%) students agreed, 5 (3.3%) students were neutral, while 3 (2%) students disagreed. Moreover, 88 (58.7%) students strongly agreed that the method

encourages students to learn at their own pace, 58 (38.7%) students agreed, while 4 (2.7%) students were neutral.

The next item sought to find out from students whether student-centred method increase confidence, 82 (54.7%) students strongly agreed, 57 (38%) students agreed, while 11 (7.3%) students were neutral. Again, the Table show that 76 (50.7%) students strongly agreed that the method help students to develop the abilities to do new things and work independently, 58 (38.7%) students agreed, while 16 (10.7%) students were neutral.

Finally, Table 4.5 shows that 82 (54.7%) students strongly agreed that the student-centred teaching approach leads to respect for different individuals, 57 (38%) students agreed, while 11 (7.3%) students were neutral.

A careful look at the findings on Table 4.5, one would find that the use of students' centred learning approach would have a significant improvement on the academic performance. It is evident from the results that students-centred teaching methods allow and encourage students to be actively involved in the creation of their learning experience This is an indication that there is a good exchange of information allowing the students to discover, explore and experience skills and strategies in learning. Thus, learner-centred teaching allows the students to be engaged in their own learning process by developing their learning and skills and strategies as part of life-long learning. This implies that students-centred teaching methods have positive effects on students' academic performance. This supports the study by Handelsman et al (2004) that there is mounting evidence that supplementing or replacing lectures with active learning strategies and engaging students in discovery and scientific process improves learning and knowledge retention. Additional support for a learner-centred paradigm comes from Steckol (2007), who assessed how using formative assessment, a

component of learner centred teaching, enhanced student learning, which in a way would definitely improve students' academic performance.

4.5.3 Linear Regression Analysis of the Correlation between Student-Centred Teaching Methods and Students' Academic Performance

In this subsection, the researcher sought to establish if there is any correlation between the student-centred teaching methods and students' academic performance. Table 4.6, 4.7, and 4.8 were presented to show the data on this part of the study.

Table 4.6: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.766[a]	.626	.667	0.12910

a. Predictors: (Constant), Student-Centred Teaching Methods

From the model summary, the total measure of fit (R^2) is 0.766 which indicate that about 62.6% of the total variation in the response can be explained by factors of student-centred teaching methods. Also, the adjusted R square is 0.667 which indicate that about 66.7% of the total variation in the response can be explained by other factors not considered.

Table 4.7: ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	467.179	1	467.179	23.815	.000[a]
	Residual	1922.461	98	19.617		
	Total	2389.640	99			

a. Predictors: (Constant), Student-Centred Teaching Methods

b. Dependent Variable: Students' Academic Performance

The analysis of variance (Anova) is used to check the validity of the regression model. It is evident from the Anova table that the model is significant since the p-value of 0.000 is less than the α-value of 0.05.

Table 4.8: Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	**Std. Error**	**Beta**	**t**	**Sig.**
1	(Constant)	16.376	3.651		4.486	.000
	Student-Centred Teaching Methods	.422	.086	.442	4.880	.000

a. Dependent Variable: Students Academic Performance

From the Coefficients table, it can be seen that student-centred teaching method is significantly correlated to students' academic performance (b = 0.422, p = 0.000). This suggests that an increment in the practice of student-centred teaching methods in the senior high school is associated on the average to a 0.422-point increment in students' academic performance. Therefore, students' academic performance in the senior high school is statistically significant and positively affected by student-centred teaching methods. This finding collaborates the findings from the descriptive analysis on the effects of student-centred teaching methods on academic performance. These findings are in line with the study by Kilic and Topsakal (2011) on the effectiveness of using student and teacher centred methods. They found that the student-centred technique, in comparison with the teacher centred technique, is a technique which is more effective in the concept learning process particularly when it is enhanced with the illustrations and which ensures the active participation of the students in the class by establishing correlation between the daily knowledge and the scientific knowledge by means of revealing the pre-learning of the students.

4.6 What are the Challenges of Using Student-centred Teaching Methods at Afua Kobi Ampem Girls' SHS?

This section sought to present the results of the last research question. The research question was designed to find out the challenges of using student-centred teaching methods at Afua Kobi Ampem Girls' Senior High School. This research question was used to solicit the view of both students and teachers. Responses registered by the respondents have been presented in the subsequent subheadings based on the two separate groups of respondents i.e. the teachers and the students.

4.6.1 Teachers' Response on the Challenges of Using Student-Centred Teaching Methods

Table 4.9 analyses teachers' view on challenges of using student-centred teaching methods.

Table 4.9: Results on Challenges of Using Students Centred Teaching Methods

Statement(s)	1 f (%)	2 f (%)	3 f (%)	4 f (%)	5 f (%)	Total f (%)
Lack of knowledge and skills about student-centred learning	-	2 (2.5)	9 (11.2)	24 (30)	45 (56.2)	80 (100)
Strict syllabus that does not allow student-centred approach	-	6 (7.5)	4 (5)	30 (37.5)	40 (50)	80 (100)
Large class size	2 (2.5)	6 (7.5)	1 (1.2)	51 (63.8)	20 (25)	80 (100)
Lack of resources (multimedia projectors, computers, internet facilities etc)	-	-	3 (3.8)	44 (55)	33 (41.2)	80 (100)
Lack of managerial support	-	-	5 (6.2)	26 (32.5)	49 (61.2)	80 (100)
Limited infrastructure	-	3 (3.7)	2 (2.5)	50 (62.5)	25 (31.3)	80 (100)
Students fear of approaching teachers	1 (1.25)	1 (1.25)	4 (5.1)	47 (59.5)	26 (32.5)	80 (100)

Key: 1 - Strongly disagree 2 - Disagree. 3 - Neutral. 4 - Agree. 5 - Strongly agree.

Source: Researcher's Field Survey, 2021

Table 4.9 shows that 45 (56.2%) teachers strongly agreed that lack of knowledge and skills about student-centred learning affect teachers' in applying the students centred teaching methods, 24 (30%) teachers agreed, 9 (11.2%) teachers were neutral while 2 (2.5%) teachers disagreed. As indicated by Koh, Steers and Terborg (1995), lack of skilled development is a factor that inhibits teachers from adopting a student-centred teaching approach. Teachers' professional development is a key factor to successful integration of student-centred teaching approach into classroom teaching. This finding agrees with the finding of Kyeremeh and Asante-Kumi (2019), who mentioned that even when teachers report using learner-centred pedagogy and curricular reforms aligned with it, teachers often have a limited understanding of what it actually means to encourage co-construction of knowledge, student reflection, and critical thinking. Clearly, it is imperative to allow teacher trainees to apply student-centred teaching approach in their programs in order to be able to use it to supplement their teaching activities.

Moreover, the statement that strict syllabus does not allow student-centred approach and affect teachers in the usage of students centred learning methods, 40 (50%) teachers strongly agreed, 30 (37.5%) teachers disagreed, 4 (5%) teachers were neutral, while 6 (7.5%) teachers disagreed. This result means that strict syllabus is a major challenge to student-centred approach. The finding is in consistence with the study conducted by Kyeremeh and Asante-Kumi (2019) on philosophical concerns about learner-centred practices which was carried among some selected primary schools in Sunyani West found that student-centred learning approach has led to further confusion on the part of teachers because they do not know whether to teach discrete, factual, "pre-packaged chunks of knowledge" as found in the curriculum and on national exams, or to encourage students to discover and create together their own

understandings and to think critically about the authoritative knowledge in textbooks and other materials.

Also, 20 (25%) teachers strongly agreed that large class size affect teachers' in the execution of their student-centred method, 51 (63.8%) teachers agreed, 1 (1.2%) teacher was neutral, 6 (7.5%) disagreed and 2 (2.5%) teachers strongly disagreed. This agrees with O'Connell and Smith (2000) who concluded that large number of students in a class is a factor that inhibits school teachers from adopting a student-centred approach in their classroom. The table further revealed held that 33 (41.2%) teachers strongly agreed that lack of resources such as multimedia projectors, computers, internet facilities etc affect teachers' in the use of the student-centred approach of teaching, 44 (55%) teachers agreed, while 3 (3.8%) teachers were neutral to the assertion.

Furthermore, with respect to the statement that lack of managerial support affect teachers in the implementation of the student-centred teaching, 49 (61.2%) teachers strongly agreed, 26 (32.5%) teachers agreed, while 5 (6.2%) teachers were neutral to the that lack of managerial support affect teachers in the implementation of the student-centred teaching. This assertion is in support of the view of Koh, Steers, and Terborg (1995), who opined that though resources are imperative, school leadership is a stronger predictor of teachers' use of learner centred education approach in teaching. For effective utilization of Learner Centred Education Approach (LCEA) by teachers, there is the need for a strong leadership to drive a well-designed plan.

Additionally, 25 (31.3%) teachers strongly agreed that limited infrastructure affect teachers' in the execution of the student-centred teaching approach, 50 (62.5%) teachers strongly agreed, 2 (2.5%) teachers were neutral, while 3 (3.7%) teachers were disagreed. To add more, concerning the statement that students fear to approach

teachers, 26 (32.5%) teachers strongly agreed, 47 (59.5%) teachers agreed, 4 (5.1%) teachers were neutral whilst 1 (1.25%) teacher was neutral to the statement that students fear to approach teachers. This implies that teachers face many difficulties in an attempt to implement the students centred teaching methods. This is in agreement with the view of Danner and Pessu (2013) that the benefits from the student-centred teaching methods are not without potential drawbacks, which may include teacher lack of experience and training in using (ICT) tools with student-centred teaching method, limited infrastructure, and greater student negative attitudes than would occur in a normal classroom.

4.6.2 Students' Response on the Challenges of Using Student-Centred Teaching Methods

Table 4.10 analyses students' view on challenges of using student-centred teaching methods.

Table 4.10: Students View on the Challenges Associated with the Use of Students Centred Method

Statement(s)	1	2 f (%)	3 f (%)	4 f (%)	5 f (%)	Total f (%)
Students feel discomfort when they work with others	-	7 (4.7)	30 (20)	46 (30.7)	67 (44.7)	150 (100)
Students lack the skill of expressing their idea in English	-	-	20 (13.3)	66 (44)	64 (42.7)	150 (100)
Students fear of approaching teachers	-	-	23 (15.3)	72 (48)	55 (36.7)	150 (100)
Lack of proper supervision and guideline	-	-	20 (13.3)	67 (44.7)	63 (42)	150 (100)
Lack of cordial relationship between students and teachers	2 (1.3)	4 (2.7)	19 (12.7)	80 (53.3)	45 (30)	150 (100)
Student Negative Attitudes	-	-	25 (16.7)	76 (50.7)	49 (32.7)	150 (100)
Fear and shyness	-	-	13 (8.7)	70 (46.7)	67 (44.7)	150 (100)

Key: 1 - Strongly disagree 2 - Disagree. 3 - Neutral. 4 - Agree. 5 - Strongly agree.

Source: Researcher's Field Survey, 2021

Table 4.10 shows that 67 (44.7%) students strongly agreed that students feel discomfort when they work with others, 46 (30.7%) students also agreed, 30 (20%) students were neutral, while 7 (4.7%) students disagreed that students feel discomfort when they work with others. With regards to the statement "students' inability to express their ideas in English is a hindrance to the use of student-centred method", 66 (44%) students agreed, 64 (42.7%) students strongly agreed, while 20 (13.3%) students were neutral. Furthermore, 72 (48%) students agreed that students fear to approach teachers, 55 (36.7%) students strongly agreed, while 23 (15.3%) students were neutral. This might be to the poor student teacher relationship in the school under study.

Data presented in Table 4.10 further revealed that 63 (42%) students strongly agreed and 67 (44.7%) students agreed that there is lack of proper supervision and guideline on the part of the teachers. However, 20 (13.3%) students were neutral. This is due to fact that students think some of the teachers may find it difficult to manage the lessons and deliver student-centred lessons effectively.

Additionally, 45 (30%) students strongly agreed that lack of cordial relationship between students and teachers affects the implementation of students centred teaching methods, 80 (53.3%) students agreed, 19 (12.7%) students were neutral, 4 (2.7%) students disagreed and 2 (1.3%) students strongly disagreed.

Moreover, regarding the statement that the students' negative attitudes usually affect the implementation of the method, 76 (50.7%) students agreed, 49 (32.7%) students strongly agreed, while 25 (16.7%) students were neutral. The study shows that 67 (44.7%) students strongly agreed that the fear and shyness on the part of the students affects the usage of student-centred methods, 70 (46.7%) students agreed, while 13 (8.7%) students were neutral. The results in Table 4.10 suggest that students face some challenges in implementing student-centred approach to learning which include

students feeling discomfort when they work with others, students lack the skill of expressing their idea in English, students fear of approaching teachers, lack of proper supervision and guideline, lack of cordial relationship between students and teachers, student negative attitudes, fear and shyness.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter brings the study to a close by summarizing the key findings which has been categorized under the three objectives the study sought to achieve. Based on the identified issues, the chapter recommends possible measures aimed at improving student-centred teaching methods. This chapter also presents suggestions for further studies and conclusion on the entire study.

5.2 Summary of the Study

The purpose of the study was to assess the influence of student-centred teaching methods on the academic performance of students of Afua Kobi Ampem Girls' Senior High School. The descriptive survey was used for the study. The target population of the study comprises all teachers and students of Afua Kobi Ampem Girls' Senior High School. In selecting the respondents, convenience sampling technique was used to select one hundred and fifty (150) students and eighty (80) teachers for the study. Questionnaires were the main instruments used for the study. The collected data were statistically analysed using frequency tables, percentages and linear regression analysis.

5.2.1 Key findings of the Study

Concerning the question that sought to identify the student-centred teaching methods used in the teaching and learning process, the study brought to light that the student-centred teaching methods used were role plays, individual or small group-based activities, in-class discussions, classroom workshops, group presentations and projects. The study further revealed that teachers use the methods by supporting student diversity and individual learning needs, visiting working organizations with students, analysis

students' expectations associated with a particular subject, linking theory and practice as well as selection of authentic tasks incorporating real-world problems.

On the question that sought to find out the benefits of using student-centred teaching methods, the study revealed that students centred teaching methods challenges students to be creative, increase of confidence, encourages students to learn at their own pace leads to respect for different individuals, develop the abilities to do new things and work independently. The study discloses that there is a positive relationship between student-centred learning practices and students' academic achievement.

In finding out the challenges of using student-centred teaching methods, the study revealed that teachers are faced with the problem of lack of knowledge and skills about student-centred learning, strict syllabus that does not allow student-centred approach, lack of resources as well as lack of managerial support. Again, it came out from the study that students face many problems in their quest to use the student-centred method among which are; lack of skill in expressing their idea in English, lack of proper supervision and guideline and fear and shyness

5.3 Conclusions of the Study

Following the findings of this study, there are several conclusions which may shed a light on the approaches of learning and teaching in Afua Kobi Ampem Girls' Senior High School, it can be established that both academic progress and achievement depend to a greater degree on teaching and learning methods. It was realised that student-centred teaching methods are on the prevalence, it has been hereby concluded students build a better understanding of the main concepts more effectively when they are engaged in the teaching and learning process, therefore student-centred teaching methods are the most effective methods to improve students' performance. To conclude, the implementation of student-centred learning is complex and requires careful planning across different sectors in the education system. The coordination of

reforms in the examination system, in the development of curricula, and in teacher education at both the pre-service and in-service levels is essential to the success of any policy aimed at getting teachers to effectively use student-centred learning in the classroom. One of the main barriers to the use of student-centred learning is its lack of alignment with current examination structures, and policymakers need to take a close look at whether the system as a whole is ready to support the changes necessary for student-centred learning to move from policy to practice.

5.4 Recommendations

Base on the conclusion remarks of the study, the researcher recommended that;

- There is need for intensive engagement of teachers on student-centred teaching methods, which may include organizing in-service training courses on student-centred teaching. This should be facilitated by Ministry of Education in conjunction with Ghana Education Service (GES).
- Stakeholders in the education sector should improve infrastructure and resources to avoid the current situation of inadequate resources and infrastructure in schools.
- There is need for synchronized efforts between stakeholders in education to work together in adapting curriculum comprehensively to be in line with student-centred methods.
- Teachers should create an atmosphere conducive to learning in order to enhance the development of students' learning experiences.
- Teachers should take series of steps to change the old ways of teaching, and focus on student-centred teaching, to add new image to their work by supporting students, and giving them the opportunity to discover and grow to meet the different needs of academic achievements.

- The Management of the school and the Parent Teacher Association (PTA) should provide adequate teaching and learning resources and managerial support to the teachers to enhance their operations in the use of students' centred learning approach.

5.5 Suggestions for Further Studies

The research covered only one senior high school in the Ashanti Region of Ghana. In view of that the findings of the study do not represent perception of teachers about the influence of student-centred teaching methods on the academic performance of students. It is therefore suggested that the research should be replicated in the other schools to bring out the nationwide picture of the issues. Further studies can be concentrated in other parts of the country and include separate studies for private and public institutions.

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APPENDICES

APPENDIX A

UNIVERSITY OF EDUCATION, WINNEBA

COLLEGE OF TECHNOLOGY EDUCATION, KUMASI

QUESTIONNAIRE FOR TEACHERS

The researcher is a student of the University of Education and is seeking your views on **The Influence of Student-Centred Teaching Methods on the Academic Performance of Students at Afua Kobi Ampem Girls' Senior High School.** Be assured that every answer will be treated with the utmost confidentiality.

Please tick [√] the appropriate response(s) or give your views to the questions below.

Section A-Personal Data of Respondents

1. **Please indicate your gender**
   a. Male [ ]
   b. Female [ ]
2. **Please what is your age range?**
   a. Below 30 years [ ]
   b. 30-39 years [ ]
   c. 40-49 years [ ]
   d. 50 years and above
3. **Educational level**
   a. Post graduate [ ]
   b. Bachelor's degree [ ]
   c. Diploma [ ]
4. **Please for how long have you been a teacher**
   a. Below 5 years [ ]
   b. 6-10 years [ ]
   c. 11-15 years [ ]

SECTION B: Student-Centred Teaching Methods that are used in Teaching and Learning at the School

Please indicate your level of agreement to the following questions using the Likert scale where; *1 - Strongly disagree 2 - Disagree. 3 - Neutral. 4 - Agree. 5 - Strongly agree.*

Centred Teaching Methods	***1***	***2***	***3***	***4***	***5***
Use of role plays					
Individual or small group-based activities					
In-class discussions					
Classroom workshops					
Group presentations					
Projects					
Cooperating in research activities					

SECTION C: How Student-Centred Teaching Methods Are Being Used in the Teaching and Learning Process at the School

Please indicate your level of agreement to the following questions using the Likert scale where; *1 - Strongly disagree 2 - Disagree. 3 - Neutral. 4 - Agree. 5 - Strongly agree.*

How the method is used	***1***	***2***	***3***	***4***	***5***
Visiting working organizations					
Analysis of students' expectations associated with a particular subject					
Regular consultation for students					
Inclusion in the teaching process students' opinions					
Linking theory and practice					
Selection of authentic tasks incorporating real-world problems					
Introduction of the learning outcomes of study program and subject					

SECTION D: Effects of Student-Centred Teaching Methods

Please indicate your level of agreement to the following questions using the Likert scale where; *1 - Strongly disagree 2 - Disagree. 3 - Neutral. 4 - Agree. 5 - Strongly agree.*

Benefits of student-centred teaching methods	***1***	***2***	***3***	***4***	***5***
It helps maintain cordial relationship between teachers and students					
It reduces shyness in students					
It challenges students to be creative					
It encourages students to learn at their own pace					
Increase of confidence					
Students develop the abilities to do new things and work independently					
It leads to respect for different individuals					

SECTION E: Challenges of Using Student-Centred Teaching Methods

Please indicate your level of agreement to the following questions using the Likert scale where; *1 - Strongly disagree 2 - Disagree. 3 - Neutral. 4 - Agree. 5 - Strongly agree.*

Challenges	***1***	***2***	***3***	***4***	***5***
Lack of knowledge and skills about student-centred learning					
Strict syllabus that does not allow student-centred approach					
Large class size					
Lack of resources (multimedia projectors, computers, internet facilities etc)					
Lack of managerial support					
Limited infrastructure					

UNIVERSITY OF EDUCATION, WINNEBA

COLLEGE OF TECHNOLOGY EDUCATION, KUMASI

QUESTIONNAIRE FOR STUDENTS

The researcher is a student of the University of Education and is seeking your views on **The Influence of Student-Centred Teaching Methods on the Academic Performance of Students at Afua Kobi Ampem Girls' Senior High School.** Be assured that every answer will be treated with the utmost confidentiality.

SECTION A-Personal Data of Respondents

1. Gender? a. Male [ ] b. Female [ ]
2. What is your age in years?

   a. below 15 years [ ] b. 15-17 years [ ] c. 18-20 years [ ]
3. What is your class level?

   a. Form 1 [ ] b. Form 2 [ ] c. Form 3 [ ]

SECTION B: Effects of Student-Centred Teaching Methods

Please indicate your level of agreement to the following questions using the Likert scale where; *1 - Strongly disagree 2 - Disagree. 3 - Neutral. 4 - Agree. 5 - Strongly agree.*

Benefits of student-centred teaching methods	**1**	**2**	**3**	**4**	**5**
It helps maintain cordial relationship between teachers and students					
It reduces shyness in students					
It challenges students to be creative,					
It encourages students to learn at their own pace					
Increase of confidence					
Students develop the abilities to do new things and work independently					
It leads to respect for different individuals					

SECTION C: Challenges of Using Student-Centred Teaching Methods

Please indicate your level of agreement to the following questions using the Likert scale where; *1 - Strongly disagree 2 - Disagree. 3 - Neutral. 4 - Agree. 5 - Strongly agree.*

Challenges of student-centred teaching methods	**1**	**2**	**3**	**4**	**5**
Students feel discomfort when they work with others					
Students lack the skill of expressing their idea in English					
Students fear of approaching teachers					
Lack of proper supervision and guideline					
Lack of cordial relationship between students and teachers					
Student Negative Attitudes					
Fear and shyness					

APPENDIX B

Cronbach's Coefficient Alpha Reliability of Instrument

Section	Cronbach's Coefficient Alpha	No. of Items
B	.74	7
C	.85	7
D	.92	7
E	.73	6
Total	**.81**	**27**

APPENDIX C

AAM-
JSTED
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10th January, 2020

DEPARTMENT OF EDUCATIONAL LEADERSHIP

LETTER OF INTRODUCTION

MS. GIFTY ADU-ADDAE: INDEX NUMBER: 190000373

This is to confirm that **Ms. Gifty Adu-Addae** is a student of Akenten Appiah-Menka University of Skills Training and Entrepreneurial Development, Kumasi, pursuing a Master of Arts programme in Educational Leadership.

Gifty is currently engaged in a research on "**The Influence of Student-Centered Teaching Methods on the Academic Performance of Students of Afua Kobi Ampem Girls Senior High School**" as part of the requirements for the award of the Master of Arts Degree.

I would appreciate any courtesies that you could extend to her as she gathers data for writing her dissertation.

Thank you.

Yours Sincerely,

DR. LYDIA OSEI-AMANKWAH

for: HEAD OF DEPARTMENT