



STUDENT CENTERED LEARNING FOR INTERACTIVE AND EFFECTIVE TEACHING LEARNING; PERCEPTIONS OF CHEMISTRY TEACHERS IN UDI LOCAL GOVERNMENT OF ENUGU STATE

¹Enyi Nkeiru Catherine and ²Okolo Peter

¹Federal School of Dental, Technology and Therapy

²Department of Integration Science Institute of Ecumenical Education Thinker's Corner, Enugu

Abstract: This study investigated students centered learning for interactive and effective teaching learning perception of teacher in Udi local government of Enugu state. To guide the study one-research question was answered and one hypothesis was tested at 0.05% of significance. The design of the study was descriptive survey design. The study was carried out in udi local government area. The population of the study comprised of 307 teachers and the sample of the study was 174 teachers. The instrument for data collection was a well-structured questionnaire. Internal reliability index is of 0.97 for (SCLLETI) was determined for the instruction. Research question was analyzed using percentage and tested at 0.05 level of significance. The result showed that teachers agreed through student-centered instruction; the chance of students learning will be effective and interactive since students actively involved in their learning. Students are prepared differently from the class and they learn the content presented in the class to improve and increase their knowledge. The result of hypothesis revealed that there was significant difference between teacher's perception and students centered instruction for interactive and effective teaching leaning at secondary school.

Keywords Student center learning, interactive, teaching, learning, perceptions, chemistry, teachers.

1.1. Introduction

Learning is central to education and children constant discover the world around them for which it is important to provide them with a child friendly platform for teaching and learning. In traditional education practice, teachers control the learning process and students receive new ideas or concepts in their education. Md. Solaiman (2016) states that traditional education forbid learner responsibility, educators have accepted to replace traditional curriculum approaches with activities and group work, in which students determine on their own what they want to do in class. Student centered instruction

is contrast to traditional education system, by concentrating on each student's learning styles, abilities, placing the teacher as a facilitator of learning. This classroom instruction method recognizes students' role in the centre of the teaching learning and differ from many other learning practices. In a student-centered classroom students decide what they will learn, how they will learn and how will assess their own learning. Here students required to be active, diligent, responsible participant their own learning. Teacher centre instruction has the teacher at its centre in an active and students in passive role. Teacher decide what the students will

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be assessed on their learning. Student centered instruction is contrast to the traditional teacher centered understanding of the learning process and forward students at the center of the learning process.

Machemer and Crawford (2007) states that students centered learning has the students at the heart of the learning process, this means that the students is the focal point of process, the role of the teachers remain needful, particularly when one considers that students are not all same. In the words of Collin and O'Brien (2003), students- centered learning is an instructional approach in which students determine the content; activities, materials and pace of learning. The learning approach place the student in the centre of the learning process. The instructor provides students with chance to learn independently and from one another and aid the students in the skill they need to do so effectively. The student centered learning includes the following techniques as substituting active learning experience for lectures, assigning open-ended problems and problems requiring critical or creative thinking that cannot be solved by following text examples, involving students in simulation and role plays, and using self-paced and cooperative learning. When student centered learned is executed/ carried successfully can lead increase motivation to learn, greater retention of knowledge, deeper understanding and more positive attitudes to learning. In the words of Md.solaiman (2016) student centre concentrate mainly on the interests of the students rather than teachers and administrators. These include active learning, in which students solve problems, answer questions, formulate questions on their own, discuss,

explain, debate or brain storm during class, cooperative learning in which students work in teams on problems and projects under conditions that assure both positive inter dependence and individual accountability and inductive teaching and learning in which students are first presented with challenges and learn the course material in the context of addressing the challenges.

According to Tsui, (2002) instead of devoting so much time, effort to teaching students what to think, student centred learning based on the idea of teach them how to think. Moreover, with SCL there is innate motivation for learning which stress on cooperation, rather than competition between students, behold students are given chance to compare their ideas with their peers and their teachers, whilst contributing to developing their curricula in a meaningful manner. Ernest (2014). Opines that student centred learning is an innovative approach which could increate student engagement in the learning process. Every student may need different ways of learning, researching and analyzing the information provided. Some student need more support in embarking on a programme of studies that require an SCI approach, especially when it comes to making option in their learning paths and in analyzing the implications of any choice. Others may be accustomed to such an approach and need less assistance. As a group, students represent a wide range of opinions, abilities and strengths. Student centred learning approach puts the learner at the centre and empowers student to realize their full potential, engaging with their teachers and embarking on the learning process in the manner that will be most beneficial to them.



Machemer and Crawford, (2007) student centered learning permit students to shape their own learning paths and places upon them, the responsibility to actively participate in making their educational process a meaningful one. Scl experience is not a passive learning but it is precisely active learning which aids students to learn independently. In a scl learning environ learning is not restricted to lecture theatres and there is more focus on peer-review and continuous self assessment, together with a broader perspective and openness towards lifelong learning. This has many implications for the design and flexibility of curriculum, course content and interactivity of the learning. According to Baldauf and Moni, (2006), student centre learning means self and lifelong education when teachers should change their traditional roles from teller to co-ordinator and from material to teaching material providers. In the words of Altan and Trombly, (2001) student centered learning point at the student's needs, abilities, interests and learning styles with the teacher as a facilitator of learning. This teaching method recognizes student voice as a central the learning experience for learner. There are two approach to students centered learning the first one is where teachers use the real experimentation, testing and manipulation of ideas in reality, permits children to have concrete, direct feedback on the ideas as they proceed in working them out. Second was gotten from child development, experimentation and play as a valuable forms of learning and interaction. Play involves the new combination of ideas, and hypothetical outcomes of imagined events and situations. It exhibits mental explorations, where children learn to create, work out and reflect their

understanding, both exploration and play are self-motivated and self structured processes of learning that motivate children to interact and reflect on their ideas in the process of learning and acquiring new knowledge.

Unicef, (2000), states that many studies on learner centered teaching engages learners and create an environment of cooperation among peers to act in a socially conscious manner and concentrate on group performance rather than individual performance. To obtain this group performance, learners solicit help of peer in group and teachers on the site for guidance, wise counsel, critique, encouragement and collaboration (weimer 2002) so the learner become more responsible to be partner in learning that is a paradigm shift, which is missing in teacher centered approach where students remain passive learners (cheong, 2010). Esu, (2015) states that students centered learning approach is boldly connected to and supported by constructivist theories of learning, it is characterized by the creation of new ideas, methods of teaching which aim to promote learning in communication with teachers and other learners and which take students as active participants in their own learning helping transferable skills such as problem- solving, critical thinking and reflective thinking. ESG, (2015) emphasizes that student—centred learning has become notable as an objective measure of quality of higher education institutions. This show case that scl is not just satisfying the immediate demands of the students body, but about empowering students to become competent and autonomous learners for their whole lives, benefiting their personal learning.



In the words of brown,(2008) student centre in one's classroom a teacher motivate and inspire students to search for knowledge and strive for understanding at a deeper level. From this process student get a greater relevance for and a stronger connection to the subject at hand. Through student-centre instruction, student obtain independent minds and capacity to make educated decisions and value judgments in rest of their lives . According to Nayanrika, (2011) student centered learning is a design where students are at core of the learning process, providing them with authentic, need based instruction, cooperative and collaborative learning through an active, democratic and child friendly approach, where students needs, opinions, background and goals are acknowledge and incorporated in their curriculum though a passive role played by the teacher mere planning, teaching and assessment providing children with this kind of active an relatively self instructional learning help in arouse their interest, commitment, confidence and innovative ability. They create better understanding, reasoning and problem solving skills with better knowledge since they are given an independently platform to experiment, explores and reason with problems. Student centered learning make a facilitator platform for children to benefit from learning what they know and what they need to know this help brain to retain and comprehend material, raising their memory span and retention ability, helping in expanding the horizons, fostering independence and developing better skill.

Huba and freed, (2000) opines that in learning, instead of student learning material that is not relevant to them or their lives, chance is there for

them to learn and use knowledge that directly relates to enduring and emerging issues and problems in real life contexts. The author states the following characteristics for student centre learning student has full responsibility autonomy and accountability for his/her learning. There is active involvement and participation for student, where the role of teacher is facilitator / resource person. There is interdependence and mutual understanding between the learner and teacher helping in facilitating holistic growth and development. Student centered learning provides opportunity or room for an active rather than passive learning which gives in depth learning and understanding. It permits students to construct their knowledge through inquiry, communication, critical thinking and problem solving. However, there are students who do not relate well to learner-centered despite of a teacher's effort especially at the lower level. In the word of lopez,(2009) learner centred approach students work in team but some learners find it very difficult to work in team because they have no skill for team because they have no skill for teamwork. Similarly, Oloyede (2007) opines that learner-centered is time taking approach, which impedes most of the teachers in applying such strategies during the course of their instruction. Teacher should endeavour to manage all students' activities at once, which can be difficult especially where students are working on different stages of the same projects

Role of teacher in student centred learning.

Nayanika (2011) emphasizes that teacher is more of facilitator, motivator and a guide, as students are in charge and control of making their own knowledge, formulating strategies and implementing them. The



teacher can be involved with students either individually or collaboratively as the need arises, helping students in making use of their own learning strategies. Other than this, the role of a teacher centers on questioning, disciplining, guiding, monitoring, clarifying, suggesting and motivating students to learn and benefit from it. Md. Solaiman, ((2016) indicate that most of learning activities of the students are traditionally fixed and carried out by teachers. Teacher choose, organize the content and learning style and evaluate student learning, while the students take record information and write it in the answer scripts. Weimer,(2002) indicates that the role of the teacher in student-centered learning necessitate a change, so that the teacher changes from the sage on the stage to the guide on the side” who view the students not as empty vessels to be filled with knowledge but as one to be guided along their intellectual development journey. The author stress that in traditional method teacher makes all the decisions and all concentration remains on teacher. In students centered instruction method, students become an inactive part of teachers teaching process, but students learn best when they are involve in learning activities. According to Greenberg,(2009) teacher guides the learners in acquiring new knowledge and skills that does not make the teacher the source of knowledge, but rather to the facilitating the learning process. The learners come school with a certain amount of knowledge acquired in their informal education and in their life cycle learning, the teacher ought to respect and acknowledge these informal skills which learner have learned outside of the school, because they form the foundation for further learning.

In addition, learning cannot happen in a vaccum, which entail, for learning to be operative, efficient, the learners must be engaged by something challenging and of interest. For this the teacher has to plan activities that will motivate learning. The ministry of education and culture (2004) observed that the teacher must meet the challenges of realities of an education system in change and development. The teacher is the actual person for the development of the nation and has a lot of potential as a local resource for the community. It is important that the teacher relates plainly to the community and can integrate school and the life outside these for the learner.

1,2 Statement of the Problems.

Teacher centered instruction compels students to go for role memorization to pass the high stake testing rather than getting enough, chances to work in small groups, focusing on their learning difficulties and discussing with their peers and teachers for their powerful learning. There is need for paradigm shift from the traditional teacher focused teaching methodology to a more democratic, child friendly student centered learning approach aiding in stimulating, reinforcing, molding and rewarding them as active learners through an interactive process based on their ability to and contribute towards observing exploring, listening, reasoning, questioning aiding in creating a skill competent and potential productive. Student centered learning empowers the learner to take ownership of what they learn by focusing on how the new knowledge solves problem or adds value, instead of simply pouring information over child’s mind, the facilitator presents the students with an issue and guides the



class as they build solution. Students discover the new information and come up with solutions instead of passively waiting for the teachers answer. Current work environment require collaborators willing to innovate and tackle roadblocks. Thus developing the skills of exploring problems and making decisions to solve them. Student centered learning has been touted as an improvement over teacher centered education.

1.3 Purpose of the study

The main purpose of the study is to find out perception of teachers in Udi local government area of Enugu state regarding students centered instruction for interactive and effective learning at secondary school level

1.4 Research question

What is perception of teacher in Enugu regarding students centered instruction for interactive and effective teaching and learning?

1.5 Hypothesis

H₀ There is no significant difference between teacher's perception and students centered instruction for interactive and effective teaching leaning at secondary school

H₁ There is significant difference between teacher's perception and students centered instruction for interactive and effective teaching leaning at secondary school

2.0 Materials Studied

2.1 Concept of interactive and effective learning

Interactive and effective learning in the classroom help students prepare more successfully for the outside world than those who do not. Engaged learner who actively participate. In the words of Ruben (2018) interactive teaching is all about instructing the students in a way they are actively involved with their learning process. There are different ways to create an involvement like this, most of the time(a) it's through a teacher-studied interaction (b), student interaction (c) the use of audio, visual, video,(d) hands on demonstrations and exercises. Encourage your students to be active members of your class, thinking on their own, using their brains resulting in long-term memory retention. Not only the students knowledge will improve, but their interest, strength, knowledge, team spirit and freedom of expression will increase as well. There are two effective interactive teaching strategies to encourage speech in student centered learning, the first is think, pair, and share- the teacher set a problem or a question around a certain topic, and pair up your students give each pair of students enough time so they can reach a proper conclusion and permit the kids to share the conclusion in their voice. This way students will be engaged, communicating, and remember more of the class than ever before. The second is interactive brainstorming is mostly performed in group sessions. The process is useful for generating creative thoughts and ideas. Brainstorming helps students learn to work together and above all, learn from each other. The teacher will be surprised by all the great ideas they come up with. A students can explore an open-ended question as opposed to just recalling memorized information. Through effective



communication skills, the teacher is able to address student needs, interests and overall engagement in the learning process. Students are more successful in developing chemistry skills when taught by cooperative methods, which involved peer interaction and relating the principles with other disciplines, rather than by traditional teaching methods. Cartone, (2001) discovered that students learn and understand concepts greater when a large chemistry class was made more interactive by introducing student participation and cooperative problem-solving into the lectures (Knight and Woods, 2005). In a student-centered learning environment, students are given choices of how and what they learn, based on the theory that students thrive when they can see a direct connection between the instructional material on the one hand and their own interests and real-world experiences on the other.

2.2 Theoretical studies

Student-centered learning is located on the constructivist theories of education championed by Swiss clinical psychologist Jean Piaget. Piaget identifies that children cognitively construct knowledge and meaning through new experiences and interactions, as opposed to rote memorization. Constructivism is a theory that encourages the learner to make knowledge instead of passively absorbing information. As one lives in the world, they gather experience and think upon these experiences and integrate new ideas into pre-knowledge. Constructivism is related to assimilation and accommodation. Assimilation is a way of integrating novel information to the previous once while accommodation is to use the novel information to change and reform an preexisting knowledge. Constructivist theory has some consequences, students study hard when they are involved in the learning experience instead of absorbing information. Learning is a social process anchored within a social context as

students and teachers collaborate to construct knowledge. Moreover, knowledge cannot be transfused to students, the aim of teaching is to have knowledge than aid the build of experience.

2.3 Empirical studies

Sadruddin and Tikaram (2014) in their study explore the perception of effectiveness of student-centered approach to teaching, the sample collected for the study were seven students and teachers, using interviews and observations of classroom practices as methodological tools. To reach the interpretation through thematic analysis the following three important principles of analysis, use of all the relevant evidence, exploration of major rival interpretation and addressing significant aspects of case study. The results show that student-centered approach to teaching encourages student engagement in teaching-learning activities focusing on individual interaction to achieve common goals. The author recommended that the finding would be valuable to teaching and learning communities and educational policy makers as well. MD. SOLAIMAN, (2016) in his study determines perceptions of teachers on student-centred instruction for interactive and effective teaching and learning in Bangladesh. The author used descriptive survey research design, the population of the study used a survey design and data was collected using questionnaire. The findings of the study show that students have increased opportunities to demonstrate mastery of course material and have more



control in determine the overall course grade. The author recommended that student centered instruction improve the ability of the students to learn the content and they have to prepare differently from the class. Mohammad, Mohammadu, and Maryam (2012) in their study *impact of student-centered learning on academic achievement and social skill in 2nd elementary. The author used simple random sampling of one class. The instrument used for data collection was questionnaire and researchers design observational checklist and group working. Technical tools used analyzing the data was paired sample t test. The finding of the study shows that the approach was successful and effectual as a technique toward teaching pupils in 2nd elementary. The author recommended cooperative learning through performance of pupil this provide social acceptance, self-confidence and improve mental ability. However, there are students who do not relate well to learner-centered despite of a teacher's effort especially at the lower level. In the word of lopez,(2009) learner centered approach students work in team but some learners find it very difficult to work in team because they have no skill for team because they have no skill for teamwork. Similarly, Oloyede (2007) opines that learner-centered is time taking approach which impede most of the teachers in applying such strategies during the course of their instruction. Teacher should endeavor to manage all students' activities at once which*

can be difficult especially where students are working on different stages of the same projects

3.0 Methodology

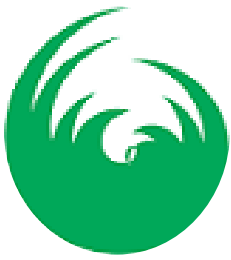
The methodology of the study is describe through the research design, area of study , population of study, sample and sampling technique, instrument for data collection, validation of instrument, reliability of instrument and data analysis.

3.1 Research design : the research employed descriptive survey design. Research design involves the collection of information from the sample of the population through their responses to question (Ali; 2006)

3.2 Area of the study: the study was carried out in Udi local government in Enugu state. Enugu state is located in the south east of Nigeria

3.3 Population of the study: the population of this study comprised all 307 teachers in udi local government. The table below depicted the population of group in the study and their percentages.

School	Number	Percentage
Christ H.S Abor	37	12.1%
St Paul's S.S. Eke	49	15.9%
C.S.S Awhum	23	7.4%
C.H.S AMOKWE	22	7.1%
COMP H.S. UKANA	30	9.7 %
C.S.S EBE	28	9.1%
G.S.S NGWO	22	7.1%
C.S.S OKPATU	54	17.8%
C.S.S OBIOMA	24	7.8%



C.S.S EGEDE	18	5.8%
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307

3.4 SAMPLING TECHNIQUE

The research employed random sampling method. This is to help achieve desired objectives thus one hundred and seventy four respondents were randomly selected as a sample of the study, there by distributing (174) questionnaires' formular for finding sample sizes

$$n = \frac{N}{1 + N[e]^2}$$

n=sample size=

N =total population=307

E=tolerance error=(0.05)2

$$n = \frac{307}{1 + 307 \times (0.05)^2}$$

$$= \frac{307}{1 + 307 \times 0.0025} = \frac{307}{1 + 0.45}$$

$$= \frac{307}{1.45} = 174 \text{ ns} = 174$$

To ensure even distribution of one hundred and seventy four (174) questionnaires to the various groups in our population table bow leys population allocation method used

The formular is given as follows $nd = \frac{nH}{N}$

Where nd= number of allocation to each group , nH= number of personnel in each group

N= population =307

$$Nd = \frac{37 \times 174}{307} = 21$$

The table below depicts the sample size for each school and their percentages

Christ H.s abor	21	12.06%
St paul eke	28	16.09%
c.s.s Awhum	13	7.47%
C.H.S AMOKWE	17	6.89%

COMP H.S	17	9.77%
UKANA		
C.S.S EBE	12	9.19%
G.S.S NGWO	31	6.89%
C.S.S OKPATU	14	17.82%
C.S.S OBIOMA	12	8.04%
C.S.S EGEDE	10	5.75%

3.5 Sample size

From one hundred and seventy four questionnaire distributed by the researcher. The same numbers were returned. Therefore, the sample size is 174,

3.6 Instrument for data collection the instrument was developed from data collection in the study namely student centered instruction for interactive and effective teaching learning (SCIETL) questionnaire.

3.7 Validation and Reliability of the Instrument.

The instrument was validated by experts one from measurement and evaluation and two from science education all from University of Nigeria Nsukka, Cronbach's alpha formula was used to determine the reliability of the instrument. An internal consistency reliability of 0.97 was determined for the overall instrument.

3.8 METHOD OF DATA COLLECTION

The data collected was arranged on the tabular form and analyzed using simply percentage. In the analysis, values questions were arrange in such a way as to look for specific information and the analysis was made that order,

The researcher used responses as SA-strongly agree



A-agree

D-disagree

SD-strongly disagree in the rating the responses.

3.9 METHOD OF DATE ANALYSIS

Research question was answered using percentage .

A criteria mean of 50% was used as bench

4.0 Presentation and discussion of Results

4.1 Table 1 : teachers perceptions towards student centered instruction.

	Strongly agree	Agree	Disagree	Strongly Disagree	Remark
Student centered instruction will involved the students more into their learning	74 42.5%	60 34.5%	20 11.5%	20 11.5%	Agreed
The students ability to learn the content presented in class will be improved and increased	60 34.5%	64 36.8%	30 17.2%	20 11.5%	Agreed
The students will have to prepare different ly for the class	68 39.1%	68 39.1%	20 11.5%	18 10.3%	Agreed
The students will be provided with increase opportunities to demonstrate that they had learned the content	65 37.4%	63 36.2%	24 13.8%	22 12.6%	Agreed
The students will be provided adequate feedback to guide their learning throughout the course by their teacher	62 35.6%	63 36.2%	27 15.5%	22 12.6%	Agreed
Total Average score(%)	37.82%	36.5%	13.9%	11.7%	

The total number of teachers answered the questionnaire were one hundred and seventy four.

The table show the perception of teachers on different issues

Table 1 summarizes the feedback gotten on the questionnaire from the sample teachers.

mark . Test for hypothesis ,accept null hypothesis (H₀) if percentage response is less than 50% otherwise reject.

around 77% of total number of teacher positively affirm that student centered instruction will involve the students more into their learning where as 23% strongly disagree. About 71.3% of total number of teachers positively responded that students ability to learn the content presented in the



class will be improved and increase whereas 28,7% strongly disagree .About 78.2% of total number of teachers positively affirm that the student will have to prepare differently for the class, whereas 21.8% responded strongly disagreed. Around 73.6% responded positively that the students will be provided with increased opportunity to demonstrate that they had learned the contents whereas 26.4% strongly disagree. About 71.8 % of total number of teachers positively affirm that the students will be provided adequate feedback to guide their learning throughout the course by their teachers, whereas 28.1% responded strongly disagreed. The responded teachers strongly affirm that the students centred learning will provide adequate feedback to guide their learning. On average about 74.3% respondents agreed on perception of teacher regarding students centered instruction for interactive and effective teaching and learning while 25.6% disagreed .

4.2 TESTING OF HYPOTHESIS:

HO There is no significant difference between teacher's perception and students centered instruction for interactive and effective teaching learning at secondary school

H₁:There is significant difference between teacher's perception and students centered instruction for

interactive and effective teaching leaning at secondary school

Table one showed that about 74.3% respondents agreed on perception of teacher regarding students centered instruction for interactive and effective teaching and learning while 25.6% disagreed on perception of teacher regarding students centered instruction for interactive and effective teaching and learning. This showed that the percentage response is 74.3% that is more than 50%. Therefore we reject the null hypothesis which says that there is no significant difference between teacher's perception and students centered instruction for interactive and effective teaching leaning at secondary school and accept the alternative hypothesis which says that there is significant difference between teacher's perception and students centered instruction for interactive and effective teaching leaning at secondary school.

4.3 Discussion

The student centered learning is an effective approach, it is enjoyable, interesting, excited and it boast their confidence. There is a growing set of result on how these approach lead to improve students' learning. Most of the teachers agreed that through students centered learning, chance of learning ability will enlarge and students learning will be effective and interactive, since students are active involved in their leaning . This is in line with



Collins and 'Brien in which students determine the content, activity, material and pace of learning and it give them chance to learn independently from one to another and aid their skill. In the course of the study teachers agreed that students have to be prepared differently from the class and then learn the content presented in the class to improve and increase their knowledge. This is in support with Ernest (2014), where every students need different ways of learning , researching and analyzing the information provided. Some students need more support in embarking on a programme of studies that requires on student centered learning approach especially when it comes to marking options in their learning part and in analyzing the implication of any choice .The teacher perceived with SCL that students will be provided with increased opportunity to demonstrate that they have learned the content and will provide adequate feedback to guild their learning throughout the course by their teacher. This is in line Nayanika(2011) where students are at core of the learning process providing with authentic need based instruction, cooperative and collaborative learning through active democratic and child friendly approach, this arouse, their interest, commitment, confidence and innovative ability. This creates better understanding, reasoning and problem solving skills with better knowledge, since they are given an independent platform to experiment ,explore, and reason with problem. Scl make children to benefit from learning what they know and what they need to know and this help brain to retain and comprehend material, expand the horizon and developing better skill.

5.0 Summary, Conclusion and Recommendation

Teachers require to get acquainted student centered instructions for encouraging, motivating, arousing, promoting per communication, building students – teacher relationship, promoting, discovery, active, and interactive learning and independent of his/her learning. From the result and findings of his study. It is obvious that the teachers are ready to practice student-centered instruction in their teaching methods. The author recommended that the students should be given adequate training to understand the concept of students centered instruction and instruct their roles and responsibilities. The teacher should be encourage to employ students centered approach and share their experience to enable them manage their time and work load. Curriculum objective have to reviewed to accommodate student centered instruction in it .There is need for proper resources to help student centered instruction in the school by carry out base analysis of resources

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