INFLUENCE OF LEARNER CENTERED TEACHING APPROACHES ON STUDENTS' ACADEMIC PERFORMANCE IN ENGLISH AND LITERATURE IN KAPSOYA SUB-COUNTY UASIN- GISHU COUNTY -KENYA

JEPKOECH IMMACULATE

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A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF BACHELOR OF EDUCATION ARTS IN GRETSA UNIVERSITY -THIKA

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DECLARATION

DECLARATION

This research project is my original work and has not been presented for award of a degree or for any similar purpose in any other institution.

Signature............................ Date........9 - 12 - 2024...........

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SUPERVISOR

This research project has been submitted with my approval as the university supervisor.

Signature........................ Date......9|12| 2024

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DEDICATION

This research is dedicated to my mother for her unwavering support throughout my academic journey.

ACKNOWLEDGEMENT

First, I thank God for giving me the strength throughout the research process. I am also grateful to the school administration for granting me the chance to participate in the study. I also extend my utmost gratitude to my research supervisor, Dr. Phoestine Naliaka for her professional guidance and commitment in this project .Lastly, I am thankful to my family and friends for their endless support in this academic journey.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

ABBREVIATIONS AND ACRONYMS

UNESCO - United Nations Educational, Scientific and Cultural Organization

NDCAD- Network for the Development of Children of Africa Decency

UNICEF-United Nations Children Education Fund

OPERATIONAL DEFINATION OF TERMS

Learner centered teaching approach: It is where learning is conducted fully by learners and teachers act as facilitators.

Collaborative learning: This is a method where learners work together in small groups with the aim of achieving a common objective or complete a task.

Debate: Is a structured discussion that explores complex issues, fosters on critical thinking and encourage respectful discourse.

Discussion method: It is a teaching and learning technique that emphasizes dialogue, interaction and critical thinking among the participants.

ABSTRACT

Learner centered teaching approach is a general approach to teaching and learning which aims to place the learners at the center of the learning process. It has been implemented all over the world due to its positive impact to leaners. Here, students became more responsible in their own learning as it gave them a chance to explore and be engaged in their own learning process. This approach became popular in 1920s under Froebel's society and through its success in providing academic performance, it has been used globally as well as in African countries for the better preparation of learners. Due to availability of large classroom and few number of teachers, this method was thought to be more effective in learning and teaching. Most teachers enhance learner centered teaching strategy as it encourages more student engagement, boosts self-esteem, promotes intellectual growth, helps students form more nuanced views of the past, and enhances students grasp of key concepts and ideas (L Murphy, 2021).The research aimed to examine the influence of leaner centered teaching approaches on the performance of English and literature as well as establishing the extent in which they influence students' academic performance. The research used simple random sampling technique. Questionnaires were also used in data collection using Likert's scale. Data was analyzed using descriptive statistics and was represented in percentage tables. The conclusion of the research was that these learner centered teaching approaches positively influenced the learners' academic performance. Some of the recommendations were to allocate resources to support learner centered practices which involved providing adequate funding for innovative teaching tools and additional staffing to facilitate small groups. For further study, it was recommended that the study can be replicated in other schools in other parts of the country to assess the influence of learner centered teaching approaches in the academic performance in English and Literature which will ensure that there are better measures put in place to increase the general performance of these schools.

CHAPTER ONE: INTRODUCTION

1.0 Introduction

This chapter comprises of the background to the study, statement of the problem, purpose of the Study, objectives, as well as delimitations and limitations of this study

1.1 Background to the Study

Learner centered teaching approaches empowers learners to participate actively in class by formulating, discussing and even answering questions on their own. It involves personalized instructions and collaborate learning. Learner centered teaching Education has really gained recognition over the world. It is a traveling policy which is supported by international agents as well as the national governments this is because it has a great impact in learning; for example, it promotes effective and meaningful learning to learners.

Learner centered teaching approach has been condensed into six aspects which includes active participation, adapting to needs, autonomy, relevant skills, power sharing and formative assessment.(Nicholas Brenner 2021) He dwells and emphasized on this approach as promoting active participation of learners and least mentioned on formative assessment. He further says that this approach is more advantageous to the policy makers and teachers for it reduces their work load .Learner centered teaching approaches such as classroom debates improves critical thinking and oral communication ability. P.Zare (2015). Therefore, debate is a constructive learning activity as it helps learners to improve teamwork skills. NS Massouleh (2012) Learner centered teaching approaches is well advocated in education as it suggest active and experimental learning.

In the United Kingdom, learners have diverse forms of learning which highlighted the form of self-directed learning and tailoring education to individual needs. It also created a dynamic classroom where learners participated actively while the teacher take a more passive role. It boil down to group work, one- on-one tutoring between learners and teachers presentation. Caroline,(2019) claims that learning should be managed by children's interest and needs which is one of the basic principles. Bas &Bayham (2019) stated that some learner centered teaching methods such as collaborate learning flipped classroom as well as inductive learning. Johnson &Johnson (1989). Much of the collaborative learning has been practiced in North America, Slavin (1996) or in Israel

Sharan & Sharan (1992).Collaborative learning was observed as a convenient method as learners were in a position to construct new knowledge based on what was interesting to them and receiving guidance from their teachers.

Network for the Development of Children of African Descent (NDCAD), the learner centered teaching approaches increases academic achievement, participation, effort and engagement in their learning. Learners are able to develop better skills in problem solving, critical thinking and decision making .Learners engagement has been found to be one of the predictor of learners academic performance and graduation as well as developing a sense of positive identity.

In Ghana, the government has introduced reforms that encourage interactive and student-centered learning in classrooms such as the flipped method where instruction is given to a group of learners and then transcends to individual learners then the results is transformed into interactive learning environment, where the teacher guides as they apply concepts and engage creatively in the subject matter. According to Dewey, famously known as the father of progressive education argued that learners should be engaged in meaningful activities and invest much on what they are learning as well as involving themselves in classroom participation.

Kenya has been actively working to launch the learner centered teaching approaches. The government has emphasized competency-based curriculum reforms to focus on individual learning needs and skills development. This pedagogy enables learners to be creative thinkers and thus are in a position to apply difficult ideas in real life situation. . According to (Kiran, 2020), the main goal of the learner centered method is to enhance student engagement and participation in the learning process. The foundational principle of the student-centered method is the idea of constructivism (Ann Y, 2020). This type of learning is affected by the learner's attitude and resources in the sense that the home environment also determines the learner's academic performance as researched by UNESCO.

Learners from poor families have a challenge of raising fees and other resources necessary for learning and thus tend to miss a lot that has been taught in the classroom and through the learner centered teaching approaches, they are able to fix their learning time and learn whatever they missed out and so learners who are interested in learning will be passionate

while studying therefore improving active participation of learners. The government should provide adequate learning resources so as to boost the learners' interest of learning and increase teachers' effectiveness.

Learner centered teaching approach has been noted to affect academic performance positively since learners are only expected to work on things they are interested in .In Kapsoya sub county located in Uasin Gishu county, learner centered teaching approach is dominant and has been used over years due to large number of learners which forces this method to be used to ensure that learners understand context into details .The most used approaches include group discussion where learners were put into different groups and given a topic to discuss on depending on the learners interest as well as debates which enhanced the learners ability to research widely other than being reliant on certain area

According to Nicholas Brenner, (2021) learner centered teaching approach is a framework that was condensed into six aspects including: active participation, relevant skills, autonomy, adapting to needs, power sharing and formative assessment. All these aspects have been useful to learners, teachers and policy makers. Jeffrey Cornelias, (2007), says that these learner centered teaching approaches posits a close relationship between teachers and learners allowing them to freely interact and engage in learning

English performance determines progression in higher levels and career opportunities. Therefore, teachers should place strong emphasis in English language to ensure that learners across the country have necessary language skills for academic and professional success. From the K.C.S.E results in Kenya 2023, 526,222 (58.27%) candidates passed the exams, more than in 2022.However,48,174(5.33%) candidates scored grade E .National schools had 889 (2.486%) A grades, Extra county had 172 (0.296%), private schools had 143 (0.221%), County schools 7 (0.004%) and Sub-county schools 5 (0.001%).This means that English as a subject generally performs well.

1.2 Statement of Research Problem

This particular study was to establish the various influences of the learner centered teaching approaches on students' academic performance in English and literature. Majority of Kenyan educators still choose "conventional methods" to finish their courses within the allotted time. Students have performed poorly in English because learner-centered teaching

methods have not been used .Due to availability of large classrooms as well as inadequate number of teachers, the education system shifted from traditional learning which comprised of teacher centered to a learner centered teaching approaches, which allowed learners to work on their areas of interest thus contributing to positive results.

Different researchers have reported on different learner centered teaching approaches, but they did not discuss on its influence in academic performance of learners. Despite its growing popularity, the student-centered method has yet to be fully defined or implemented. In many cases, it places an undue burden on educators to control their students' learning and keep them focused on the intended goals. Therefore, this study aimed to assess the influence of the learner centered teaching approaches on students' academic performance in English and Literature.

1.3 Purpose of the Study

The purpose of the study was to examine the influence of learner centered teaching approaches to the performance in English and literature.

1.4 Conceptual Framework

Independent Variables

Discussion method	
Classroom debate	
Collaborative learning	

Dependent Variable

In-depth understanding

Active participation

Satisfaction of students' academic performance
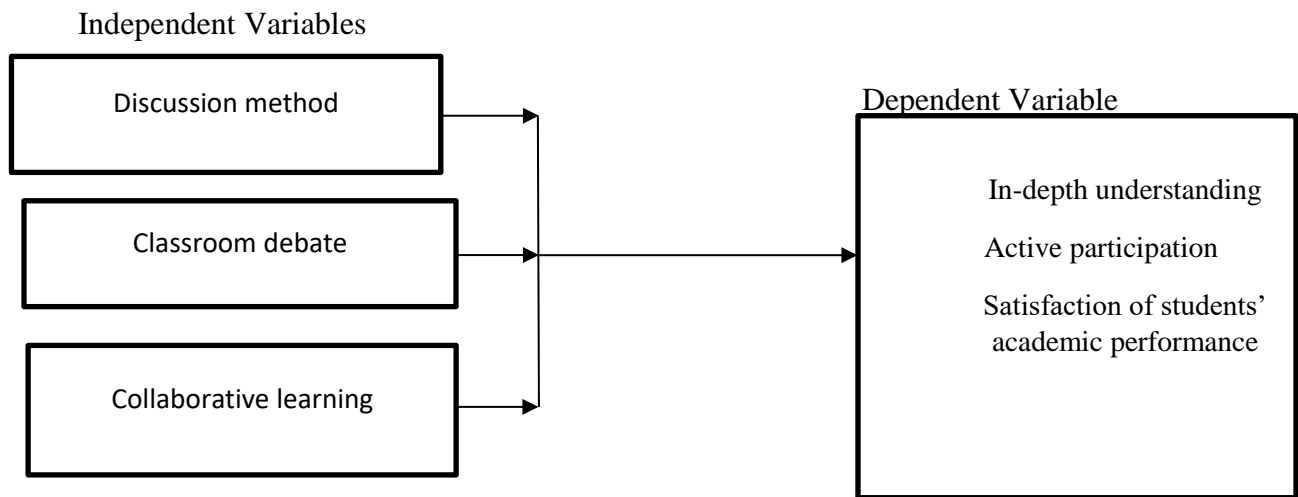
FIGURE 0. Conceptual Framework

1.5 Research Questions

The following are some of the research questions based on the research topic

1. What is the correlation between discussion method of teaching and the depth of understanding concepts?

2. What is the relationship between classroom debates and active participation of learners?

3. How does collaborative learning method of teaching contribute to satisfaction of students' academic performance?

1.6 Objectives of the Study

1.6.1 General objective

To assess the influence of learner centered teaching approaches on students' academic performance of English and literature.

1.6.2 Specific objectives

1. To evaluate the relationship between discussion method of teaching and the depth of understanding concept.

2. To assess the relationship between classroom debates and active participation of learners.

3. To evaluate the relationship between collaborative learning and satisfaction of students' academic performance.

1.7 Significance of the Study

This study is thought to be helpful to Kapsoya sub-county and even beyond .It sought to provide more insight on learner centered teaching approaches influence on students' academic performance in English literature. This study was used by learners to identify their areas of interest and taking ownership on what they learn. This study was significant to the Education stakeholders as it enabled them to shift the Education system to be learner centered since it is seen to greatly influence academic performance in English literature to the peak as well as boosting speaking skills of the learners.

1.8 Delimitations or Scope of the Study

This study was conducted in Kapsoya Sub-County located in Uasin Gishu County - Kenya. It focused on teachers, principals and learner's perception in the learner centered teaching approach .The study also looked at various approaches and its abilities to effective learning.

1.9 Limitations of the Study

The learners and teachers failure to actively participate in my research. Hostile climatic conditions which denied me the chance to carry out my research over a wide geographical area.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter presents various learner centered teaching approaches and their influence on the students' academic performance of English and literature. This chapter also reviewed on studies done by other researchers.

2.2 Review of Literature related to the Academic Performance of Students

Learner centered teaching approach has been the prevailing teaching method in the 21st century since it allows learners to be in the teaching process. It is also an ideal method of teaching as it makes learners to be critical thinkers, problem solvers as well as allowing learners to work on their areas of interest and become active participants.

This learning method assigned teachers with the role of being facilitators; They direct learners as they are studying .For instance the discussion method, they guide learners on how to handle a question by showing them how to research on points and ensuring clarity on it .This seeks to provide adequate information on what is being discussed therefore leading to impressive performance. Ovelana (2022) states that teachers must provide incremental facilitation and work to modify students' learning ideas before student-centered learning can be completely realized.

Contrary to (Wood, 2023), the majority of educators do not believe that learner-centered strategies are challenging to execute. Regarding how learner-centered strategies improve syllabus coverage, the instructors seem to have equally contrasting views. The National Conference of State Legislature and Nellie Mea Education Foundation (2020) has reported that the learner centered teaching approach has led to change in academic performance as it ensures changing of roles between the teacher and the learner as well as improving communication and collaborative skills in learners through debates and discussion.

2.3 Class Discussion and Students' Academic Performance

Discussion, as a method of teaching is conducted in the manner that learners are arranged in a circular positions and are given a topic to discuss on as the teacher moves around

facilitating what the learners are doing. (MD Gall, 1980) states that discussion method is effective at all grades level since it has great potential for classroom teaching. Discussion method has been proved to have a significant impact on students' academic performance as it promotes in-depth understanding of the concept, developing communication and interpersonal skills and enhancing active participation.

Small class size was noted to be effective in conducting discussion since it gives room for interactive discussion as well as promoting individualized attention and feedback. R Cullen (2012) proves that discussion method of teaching shows learners how to plan, conduct and assess their learning as well as balancing the voices of students and teachers. It also allowed students to give wide range of viewpoints without overwhelming the facilitator. This method benefited learners who are slow in learning since it enables them to get what was taught as well as improves their mastery of context .In Kapsoya Sub County, this discussion method of teaching is beneficial to learners and prove a great positive impact on the learner's academic performance

Sebastian Mengoo(2020) also states that discussion method motivates learners speaking ability as it pushes learners to generate an ability of speaking without fear .It improves learner's confidence therefore, they tend to express themselves without shame and it's the most efficient way to communicate . Heather Kanuka (2007) shows the various advantages of discussion methods which includes well-structured method which provides clearly defined role and responsibilities for the students and also provoke the students to explicitly confront others opinion.

2.4 Classroom Debates and Students' Academic Performance.

Bob Litan (2020),defines debate as structured ,civil discussions that involves at least two sides to an issue ,focuses on substance , features time limit for each side and compels speakers to persuade the audience ,about how to make informed choices ,, incorporate new information and Identify ways to reach consensus. Debates method of teaching has been noted to have a lot of merits to the learners such as improving their speaking abilities, enhances cooperative and collaboration of learners Suzy jagger (2013) also stated that classroom debates promotes active engagement of learners and participation. Debates are crucial in critical analysis, flexibility of thinking and motivation to learn.

Through the friendly competition of classroom debates, learners were able to examine controversial topics and strengthen skills in problem solving, team building as well as oral presentation. B Merrel J Calderwood and Graham (2017) argued that structured classroom debates facilitated numerous pedagogical benefits and can be easily adapted for use in a large population of students. This method of teaching has positively improved students' academic performance as it engaged learners through self-reflection encouraged them to learn from those who are ahead of them therefore making learners to be comfortable while engaging in dialogues that are related to their areas of study.

Debate according to Mommala Othman (2015) is a constructive learning activity which helps learners to improve critical thinking and oral communication ability. Through classroom debates, learners were able to work effortlessly in doing their research and working in groups so as to come up with strong points thus improving teamwork of learners as well as ensuring good mastery of content. According to (Salim, 2015)debate learning skills is more beneficial and crucial to learners doing English since they use the skills to advocate for their needs as well as fostering careful and deliberate listening.

2.5 Collaborative learning and students' academic performance
This is a more students' centered teaching approach which promotes interactive explanations as well as elaboration of learners while handling literature. Collaborative learning method is effective and efficient as well as it ensures that all the learners in the group talk and give their views. M Laal (2013) says that collaborative learning involve a group of learners working together to complete a task and create a product thus enabling learners to have a productive interaction and thus allowing content retention.

According to Baker (2015), collaborative learning allows room for continued and conjoined efforts towards elaborating a joint problem space and solve it. Learners are assigned separate questions to work on them from one topic and each expected to present the task during the cooperative learning. It also advocated for group competitions, which pushes the learners to work effortlessly, and it's more effective since they focus on succeeding in their learning.

Collaborative learning approach is well structured such that, it ensured that the lower attaining pupils also engage in the discussions thus solving the poor performance problem.

The learners are also exposed to peers so that they can share knowledge as well as articulating their thinking. Through monitoring of these activities carried out in class, we are able to support pupils that are struggling and failing to contribute; particularly those learners with low prior attainment.

Collaborative method has proved that learning occurs through talking and attempt to help learners in problem solving and critical thinking. (Singhal, 2017) Says that collaborative learning has become an increasingly important part of education. It also emphasized on the advantages and importance of social interaction for the development of learning. It has also been proved to have a positive experience, as it places learners at the heart of the learning .This criteria of teaching also promotes equity of learners since it's an open plan classroom with no physical boundaries that divides one learning group from the other.

In collaborative learning, Learners are randomly selected and placed into various groups without being bias. This method of learning emphasizes on intrinsic motivation more than external rewards .It develops an action plan since students are able to make good decision making in learning as well as improving their creative expressions. (Plessis, 2020) Research shows that teachers have a good attitude towards learner-centered teaching. The learners also expand their minds through active research prior to the discussion and through revising on broader fields, learners get to understand a lot of concepts and also become aware of the things they didn't have an idea about it. Collaborate learning promotes and motivates the learners to speculate, gather information as well as solving problems in their areas of difficulty thus improving their academic performance

2.6 Theoretical Framework

2.6.1 Humanistic Learning Theory

This theory explains that learners can study more effectively when they feel supported and teachers comprehend their needs Chen&Schmidtte (2017). Teachers made their teaching more learner centered, allowing learners to influence the educational process actively. In addition, they enabled leaners to choose what they want to study and how they desire to organize their curriculum. It focused on the personal qualities of the learners and the necessity to give them choices demonstrated that it supports the learner centered approach.

2.7 Summary of the identified Gaps in the literature review

The studied literature has provided an overview of the influence of learner centered teaching approaches on students' academic performance in English and literature. It has examined theoretical framework as well as outlining the various benefits of this learner centered approaches. It also looked at how schools have adopted and implemented these approaches in their teaching.

CHAPTER THREE: RESEARCH METHODOLOGY

3.0: Introduction

This chapter presents research design, study area, target population, sampling techniques, sample size measurements of variables, research instruments, validity of measurements, reliability of measurements, data collection techniques, data analysis and the logical and external considerations.

3.1 Research Design

Research design constructs of the various strategies or plans used for generating the influence on effects of research. This study used descriptive research methodology to collect data on the influence of the learner centered teaching approaches on the student's academic performance. This method has been proved to be suitable and effective since it focuses on emerging patterns an option of (Mugenda, 2012). It also assisted in obtaining clarifications of these approaches and their effects on performance of leaners.

3.2 Study Area

This study was conducted in Kapsoya location, Uasin Gishu County. It covered various schools around that location so as to get enough information concerning the teaching approaches being used. Kapsoya location was most preferred for my research due to easier access of the place and to gather adequate details about the influence of learner centered approaches to their academic performance in English and Literature due to the fluctuation and diverse performance in English.

3.3 Target Population

It is the entire use of group of individuals, or complete set of people whose characteristics are of interest to research team. Kapsoya sub-county had a total population of 196 students 64 teachers and 8 principals. This gave a total population of 268 respondents.

3.4 Sampling Techniques

It involved selection of individuals from the population randomly picked to ensure that every member gets an equal chance. This provided accuracy of results. (Orodho, 2002)Simple random sampling was effective in this study.

3.5 Sample Size

The Slovenes' formula was used to determine the sample size involved in each form.

Slovenes' formula

$$n=\frac{N}{1+Ne2}$$

n=sample size

N=total population

e=margin error

n=N/(1+N(0.05)^2

n=268/(1+268(0.0025)

n=268/1+0.67

n=268/1.67

n=160

3.6 Measurements of Variables

Measurements is the assignment of numerals to objects or events according to rules. Variables are not measured at one specific level only, whether a variable was measured one way or another depends very much on how it will be conceptualized and on what type of indicators were used during measurements. Each variable that was used in my research study was measured as shown on the table below.

Table 0.1: Measurement of variables

Variables	Indicator	Measurement scale	Question number
In depth understanding	Class discussion	Likert's scale	A
Active participation	Debate learning method	Likert's scale	B
Satisfaction of students' academic performance	Collaborative learning	Likert's scale	C

3.7 Research Instruments

This study was collected primarily. Therefore, data was acquired through questionnaires. The questionnaires were distributed amongst the respondents with expectations that they would fill the required data. Questionnaires refers to an instrument for research that is used to gather a large sample of data collected Kombo& trump (2006).Secondary data was also collected by looking at student's books as well as their progress in academic records. Use of questionnaires was more suitable since it ensured that data was collected in large samples and from a wider region. It was clear, precise and avoided calculations thus motivated respondents in fully participating in the research. Questionnaires were brief and saved time.

3.8 Validity of Measurements

Pelissier (2008) states that validity relates to extent of which the survey measures right elements that need to be measured. The research was strictly based on research study objectives .The questionnaires used Likert's scale to meet evidence from the set objectives.

3.9 Reliability of Measurements

Piloting was conducted with first respondents from the teachers, principals and students as well as Cronbach's alpha coefficient value above 0.9 was considered acceptable.

3.10 Data Collection Techniques

Questionnaires were administered and allocated after the respondents had reacted to them. The questionnaires were issued to students', principals and teachers.

3.11 Data Analysis

The study comprised on descriptive statistical method where data was analyzed using feedback from the questionnaires which were collected from the respondents. The data was fed into the computers and later on they were organized, tabulated and represented in percentage table and pie charts.

3.12 Logistical and Ethical Considerations

This research made sure that the questionnaires were well constructed in readiness for data collection. It was critical to create a good rapport with the students and teachers before starting. Sensitive information was purely for academic use. This research acknowledged sources of information and avoided false information and rather be authentic to ensure content validity.

CHAPTER FOUR: FINDINGS AND DISCUSSION

4.0 Introduction

This study focused on the influence of learner centered teaching approaches on students' academic performance of English and literature in Kapsoya Sub County, Uasin Gishu County. This chapter presents the findings and discussions under the following themes as per the research objectives;

1 To assess the influence of learner centered teaching approaches on students' academic performance in English and Literature.

2 To evaluate the relationship between discussion method of teaching and the depth of understanding concepts

3 To assess the relationship between classroom debates and active participation of learners

4 To evaluate the relationship between collaborative learning and satisfaction of results.

4.1 Influence of learner centered teaching approaches on students' academic performance of English and Literature

The first objective sought to establish the influence of learner centered teaching approaches on students' academic performance of English and literature. In this regard, students were asked to give their view on approaches used and their impact on academic performance.

TABLE 0.1 INFLUENCE OF LEARNER CENTERED TEACHING APPROACHES ON STUDENTS' ACADEMIC PERFORMANCE OF ENGLISH AND LITERATURE

Valid	Frequency	Percentage (%)
Yes	132	82.5
No	13	8.2
Not Sure	15	9.3
Total	160	100

The results in table 4.1 (above) shows that the majority of the respondents 132(82.5%) agreed with the statement that the learner centered teaching approaches have positive impact to their academic performance in English and literature .However, 13 (8.2%) of the respondents stated that the learner centered approaches had no impact on their academic performance whereas 15 (9.3%) of the respondents were not sure whether the learner centered teaching approaches impacted them positively or negatively.

From table 4.1 above, it is clear that, Learner-centered teaching approaches create a more interactive and engaging learning environment. By involving students in activities that require them to think, discuss, and solve problems, their intrinsic motivation to learn is strengthened. When students feel that their opinions and experiences are valued, they become more committed to their learning process, leading to better academic outcomes. Learner-centered teaching approaches focus on placing students at the heart of the learning process, emphasizing their active participation, interests, and experiences. This therefore contributes to excellent academic performance among learners

4.2 Influence of discussion method of teaching on students' academic performance

The first objective sought to evaluate the relationship between discussion method of teaching and the depth of understanding concept and its impact on students' academic performance in English and literature. Students, teachers and principals were asked to fill the questionnaires and they were to rate their agreement level ranging from 5-1 which meant 5 strongly disagree agree, 4 disagree, 3 neutral, 2 agree and 1 strongly agree.

TABLE 0.2: Rate of responses on the discussion method of teaching

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Strongly disagree	1	0.63	0.6	0.6
Disagree	2	1.35	1.3	1.9
Neutral	8	5.00	5.0	6.9
Agree	64	40.00	40.0	46.9
Strongly agree	85	53.1	53.0	100
Total	160	100		

Table 4.2 above shows that most of the respondents 149(93%) agreed that discussion method of teaching contributed to in depth understanding of concepts as well as boosting learners critical thinking resulting to positive results. Those who disagreed had a frequency of 3(1.9%) whereas the neutral had a frequency of 8(5%).

Majority of the respondents stated that discussion method boosts students' academic performance since the learners who engage in discussions tend to remember what they learn better because it requires them to process, reflect on, and articulate their ideas. When they participate in a conversation, they are more likely to internalize the information and relate it to their own experiences. This deeper processing aids long-term retention of knowledge and in depth understanding of concepts.

4.3 Assessment on how classroom debates influences students' academic performance

This objective sought to assess the relationship between classroom debates and active participation of learners in relation to students' academic performance in English and literature. The respondents were asked to fill the questionnaires that ranged from 5-1 which comprised of strongly disagree (5) disagree (4) neutral (3) agree (2) and strongly agree (1)

TABLE 0.3: Responses on assessment of the influence of debates on learners' academic performance

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Strongly disagree	4	2.5	2.5	2.5
Disagree	3	1.875	1.8	4.3
Neutral	1	0.625	0.6	4.9
Agree	58	36.25	36.3	41.2
Strongly agree	94	58.75	58.8	100
Total	160	100		

Table 4.3 above shows that 7(4.3%) disagreed, 1 respondent was neutral whereas 152 (95.1%) agreed that classroom debates as a method of teaching promoted active engagement as well as enabling learners to actively participate in class which resulted to improved and positive academic results in English and literature.

The above data shows that when students participate in classroom debates, they learn to analyze different perspectives and think critically about the subject matter. This helps them develop a deeper understanding of the topic and enhances their ability to approach problems logically. By defending their opinions, questioning others, and exploring alternatives. This active involvement often leads to higher motivation levels as students feel their contributions are valuable and directly impact the learning process skills, thus leading to improved academic performance.

4.4 Establish the extent to which collaborative learning influences academic performance

This objective sought to evaluate the relationship between collaborative learning and satisfaction of academic results and its impact to students' academic performance in English and literature. Questionnaires were distributed amongst the respondents (teachers, principals and students).The results were collected and represented in tables. Questionnaires ranged from 5-1 which represents 5 strongly disagree, 4 disagree, 3 neutral 2 agree and 1 strongly agree.

TABLE 0.4: Responses on the extent of collaborative learning

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Strongly disagree	1	0.625	0.6	0.6
Disagree	3	1.875	1.9	2.5
Neutral	14	8.75	8.8	11.3
Agree	55	34.375	34.4	45.7
Strongly agree	87	54.375	54.4	100.0
Total	160	100		

Table 4.4 shows that 142(88.8%) agreed, 14(8.8%) were neutral and 4(2.5%) disagreed that collaborative learning contributed to a sense of achievement and ensured satisfaction of learners academic performance.

The data presented in the table above shows that collaborative learning has profound influence on students' performance, enhancing both academic and personal development. Collaborative learning can lead to higher academic achievement. When students work together, they share knowledge, help each other understand difficult concepts, and review materials collectively, which reinforces learning and enhances comprehension thus contributing to excellent academic performance.

4.5 Descriptive statistics

All variables are measured on a scale from 1 to 5. The number of observations (N) for each debate, and collaborative learning) are relatively close to each other, but the mean for performance is lower. The standard deviations indicate the spread of the data around the mean, with debate and collaborative learning showing more variability than the discussion method and performance.

TABLE 0.5: Descriptive statistics

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
discussionmethod	160	1	5	2.01	.773
debate	160	1	5	2.22	1.222
collaborativelearning	160	1	5	2.25	1.203
performance	160	1	5	1.66	.959
Valid N (listwise)	160				

The table above summarizes data on the students' participation in discussion methods, collaborative learning and debates and their relation to performance.(N) represents the total number of students included in the data set(160 respondents).(Minimum) shows the lowest score that was recorded for each variable. For this case, all the minimum scores are 1. (Maximum) shows the highest score recorded for each variable for this case, all the maximum scores are 5.

Mean represents the average score for each variable. Discussion method has the lowest mean (2.01) followed by collaborative learning (2.25), debate (2.22) and performance being (1.66).Standard deviation represents how spread out the data scores are from the mean. The average score for discussion method is lower than collaborative learning and debate.

4.6 Correlation

Discussion method and debate (0.430): The table below shows that there is a moderate positive correlation between the discussion method and debate. This suggests that as the use of the discussion method increases, the use of debate tends to increase as well. The type of correlation used was the Pearson's.

Discussion method and collaborative learning (0.487): There is a moderate positive correlation between the discussion method and collaborative learning. This indicates that as the use of the discussion method increases, the use of collaborative learning also tends to increase.

Debate and collaborative learning (0.867): indicates that there is a very strong positive correlation between debate and collaborative learning. This suggests that these two

methods are often used together; when the use of one increases, the use of the other also increases significantly.

TABLE 0.6: Pearson's Correlations

Correlations

Control Variables				discussionmethod	debate	collaborativelearning
performance	discussionmethod	Correlation		1.000	.430	.487
		Significance (2-tailed)		.	<.001	<.001
		df		0	157	157
	debate	Correlation		.430	1.000	.867
		Significance (2-tailed)		<.001	.	<.001
		df		157	0	157
	collaborativelearning	Correlation		.487	.867	1.000
		Significance (2-tailed)		<.001	<.001	.
		df		157	157	0

This method was used to dictate the strength and character of the relationship between one dependent variable and other independent variables.

The variables included a discussion method, collaborative learning and debate method .The correlation coefficient between all the three variables are positive and statistically significant at the >0.01 level. This means that there is a positive correlation between debate method, collaborative learning and discussion method.

Collaborative learning has a significant positive correlation with students' academic performance as it encourages active engagement and higher academic achievements. Discussion method on the other hand is highly correlated with improved students' performance since it creates an environment where students' can share knowledge, build understanding and develop critical academic and social skills.

This correlation indicates that learners are most likely to identify areas of improvement and refine their understanding, leading to a better performance on assessment.

CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter focuses on the summary of the findings, conclusions and recommendation of the research.

5.2 Summary of the Findings

According to the findings, most of the respondents were learners all of them were issued with questionnaires so as to fill their details. Findings from the study revealed that learner centered teaching approaches had great impact on the learners' academic performance. The learners and teachers affirmed that the establishment of these approaches boosted the learners' grade.

The schools employed these techniques in their teaching and they confirmed that learner centered approaches ensured proper retention of knowledge as well as content mastery. Active participation in learning was identified by the students to be very effective since they would do most of the things thus contributing to improved academic performance. From the questionnaires that were filled by the principals, the responses they gave clearly stated that these learner centered approaches are a powerful tool for enhancing academic performance.

5.3 Conclusions

From the findings, debate based methods encouraged active participation of learners. These learner centered teaching approaches influenced the teaching and learning and the academic performance in several ways, that is through shedding light on the slow learners by enabling them master content deeply and retain knowledge as well. Collaborative learning proved that working in groups allows learners to share their knowledge amongst themselves.

Classroom discussion allows learners to enhance in depth understanding as well active participation in class thus resulting to positive effects in academic performance of learners' .The learner centered teaching approaches involved much of the learners' time as teachers acted as facilitators. In conclusion, these approaches are considered to be very effective as compared to rote teaching method

5.4 Recommendations for policy.
For effective academic performance in English and Literature, the following should be put across;

1. Develop policies that emphasize assessment and evaluation methods which measures the learning outcomes aligned with learner centered goals, which include performances based assessment and self-assessment that reflect students' growth and achievement

2. Allocate resources to support learner centered practices. This may involve providing adequate funding for innovative teaching tools and additional staffing to facilitate small groups.

3. Encourage schools to develop flexible curriculum frameworks that allow for personalized learning paths based on individual student interest and abilities.

5.5 Recommendations for Further Research.
The study can be replicated in other schools in other parts of the country to assess the influence of learner centered teaching approaches in the academic performance in English and Literature. This will ensure that there are better measures put in place to increase the general performance of these schools.

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APPENDICES

Appendix I

Questionnaire for discussion method of teaching

This study aims to examine the influence of leaner centered teaching approaches the students' academic performance in English literature. I request you to respond to the items in the questionnaire honestly. This kind of information you give put secretly and private and only used for academic purposes.

Instructions

Tick only the answer you feel okay with. 5(strongly disagree), 4(disagree), 3(neutral), 2(agree), 1(strongly agree)

Questions	5	4	3	2	1
1. Discussion method of teaching facilitate in-depth understanding of concepts as compared to traditional teaching of teaching					
2. Discussions teaching method encourage critical thinking and deep analysis amongst students					
3. Discussion methods promote a more nuanced comprehension of complex topics as compared to other teaching methods					

Appendix II

Questionnaire under debate based teaching method.

Questions	5	4	3	2	1
1. Debate promotes active engagement and involvement of learners in the classroom.					
2. Debates enable learners to develop confidence and articulate ideas effectively					
3 Debate teaching method encourage active participation among students as compared to other instructional techniques.					

Appendix III.

Questionnaire under collaborative learning

Questions	5	4	3	2	1
Collaborative learning contributes to a sense of achievement and satisfaction of learners' results.					
Collaborative learning ensures equitable distribution of workload and responsibilities among students thus enhancing satisfactory levels of results.					
Effective communication and teamwork in collaborative learning contributes to satisfactory results.					

Appendix IV

Questionnaire for dependent variable

Question	5	4	3	2	1
Peer interactions during discussions contribute to overall academic performance of learners					
Preparation and research for debates co-relate with improved academic performance in English and Literature					
Effective teamwork in collaborative learning environment leads to higher academic achievement in performance.					