# EFFECTIVENESS OF LEARNER - CENTRED LEARNING ON UNDERGRADUATE ACADEMIC PERFORMANCE: A CASE OF EDUCATION STUDENTS AT GRETSA UNIVERSITY, KENYA

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**A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF EDUCATION HUMANITIES AND SOCIAL SCIENCES, IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF DEGREE OF BACHELOR OF EDUCATION (ARTS) OF GRETSA UNIVERSITY**

**OCTOBER, 2025**

## DECLARATION

We hereby attest that this research project is wholly original with no submissions for credit toward any degree or diploma from any other institution; all references have been properly cited and acknowledged; no part of this proposal has been copied or reproduced without correct referencing; the work was conducted under the guidance of the School of Education at Gretsa University;and we are aware that plagiarism and false statements could lead to disciplinary action in accordance with university policy.

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## ABBREVIATIONS

**IBL** Inquiry-Based Learning

**STR** Student–Teacher Ratio

**CUE** Commission for University Education

**Bed** Bachelor of Education

**GRE** Gretsa University Registrar's Office

## ABSTRACT

This study assessed the influence of learner-centered teaching strategies on the academic performance of students at Gretsa University. It focused on assessing whether instructional methods like group discussions, student presentations, peer-led sessions, and case-based learning enhance comprehension, engagement, and academic achievement. The study objectives were: to identify the learner-centered techniques most commonly used by instructors, determine the frequency of their application, evaluate students' perceptions of their effectiveness, and identify challenges in their implementation. The Faculty of Education's undergraduate students were the target of the study. Using Yamane's (1967) formula, a sample of 90 students were selected. Structured questionnaires were used to gather the data, and descriptive statistics including primarily frequencies and percentages shown in tables and charts were used for analysis. Students' opinions and experiences were captured by conducting a thematic analysis of the qualitative data. The results revealed the most commonly used learner-centered strategies were group discussions and student presentations. The majority of students concurred that these tactics enhanced participation in class activities, fostered collaboration, deepened understanding, and raised engagement. But the study also pointed out a number of issues, such as packed classrooms, little instructional time, a lack of resources for instruction, and trouble efficiently managing group projects. The study concluded that learner-centered teaching strategies, when effectively implemented, positively impact students' academic performance and learning experiences. It suggests that universities make investments in sufficient teaching resources, lower class sizes to facilitate more interactive learning, and give lecturers ongoing professional development opportunities in order to increase their efficacy.improve their abilities in active learning techniques. Students should also be motivated to participate and work together in order to take more ownership of their education.

# CHAPTER ONE: INTRODUCTION

## 1.0 Introduction

Higher education is evolving toward teaching methods which focus on learners instead of relying on instructor-focused learning. Learner-centered teaching means that learners are the main agents in learning through encouraging active engagement, autonomy, and real-world application through approaches like group discussions, peer-led sessions, and problem-based learning. These methods enhance understanding and academic performance, and Kenyan universities such as Gretsa University are increasingly adopting them to promote quality and inclusive education.

## 1.1 Background to the Study

Teaching methods employed in institutions of higher learning is key to students' academic performance and overall learning experience. Traditionally, university education has been dominated by teacher-centered approaches, where the lecturer is the sole authority, delivering content while students passively absorb information (Weimer, 2013). This model, although historically effective in disseminating theoretical knowledge, often falls short in promoting analytical thinking, creativity, and independent learning—skills that are increasingly essential in the 21st century.

In response to these limitations, educational theorists and practitioners have advocated for learner-centered teaching methods. When students are the focus of learning, these methods promote critical reflection, inquiry, teamwork, and active engagement. Methods such as group discussions, flipped classrooms, project work, and the use of technology are commonly employed under this paradigm (Prince, 2004; Bransford, Brown, & Cocking, 2000). The goal is

to foster deeper understanding and long-term retention of knowledge, while also equipping learners with the skills needed to adapt to a rapidly changing world.

The learner-centered approach has seen widespread adoption across the globe, largely due to its demonstrated ability to enhance learning outcomes. Studies have found that students engaged through participatory and interactive teaching techniques often show increased motivation, achieve better academic performance, and acquire essential skills in communication and problem-solving (Felder & Brent, 2009). Educational systems in countries such as Finland and Canada have revised their curricula to incorporate these strategies, leading to higher student satisfaction and improved graduation statistics.

In the Kenyan context, universities have begun integrating learner-centered methodologies, guided in part by recommendations from the Commission for University Education (CUE). Notable institutions like Kenyatta, Moi, and Maseno universities have initiated faculty development programs aimed at enhancing the adoption of student-focused instructional techniques (Mukhwana et al., 2016). Despite these developments, full implementation remains a challenge due to several barriers. These include insufficient teaching materials, overcrowded classrooms, inadequate digital infrastructure, and reluctance to change among educators and learners alike.

At Gretsa University, deliberate steps have been taken to promote learner-centered education, particularly within the faculties of education, business, and health sciences. Instructors are being encouraged to utilize modern teaching tools including smartboards, multimedia resources, and digital learning platforms. Additionally, methods like peer instruction and case study analysis are being adopted to foster a more active and participatory classroom culture. These efforts aim to

transform students from passive recipients into active learners in the classroom. Nevertheless, informal observations and mixed academic outcomes suggest that the effectiveness of the new approaches differ between departments and among different student cohorts.

A critical issue that emerges is the diverse response of students to learner-centered methods. While some students appreciate the interactive learning environment and feel empowered, others find it challenging, particularly those accustomed to rote learning or those with limited access to devices or internet connectivity. Furthermore, without proper orientation and support, some students may struggle with self-directed learning, leading to frustration or disengagement (Oduor & Simatwa, 2012). This raises concerns about the equity and inclusiveness of these methods, especially in resource-constrained settings.

Additionally, the effectiveness of learner-centered methods is not solely dependent on the strategies used but also on the competence and attitudes of lecturers. Some faculty members lack formal training in instructional design or active learning techniques and may revert to traditional methods, especially under pressure to cover syllabi within tight timelines. Institutional support in terms of professional development, technological infrastructure, and feedback mechanisms is therefore essential to ensure that these approaches yield the desired academic benefits (Weimer, 2013).

Given these dynamics it is important to determine the impact of student-focused learning on academic performance of university students at Gretsa University.By examining which learner-centered approaches are employed, how students view them, and whether they result in better academic performance, the findings will provide evidence to compare theoretical and practical

lessons. The findings will provide evidence-based knowledge to guide policy, instructional practices, and future research in higher education.

### 1.2 Statement of the Problem

Learner-centered teaching approaches are favored over traditional teacher-centered instruction in higher education in recent years. This shift is intended to foster deeper engagement, critical thinking, and improved academic outcomes among students. At institutions like Gretsa University in Kenya, these methods include group discussions, flipped classrooms, case-based learning, and additional interactive methods intended to put ensure students are active parties in learning.

The effectiveness of learner-centered approaches may not be fully realized, because of the continued differences in university students' academic performance in spite of these reforms. National research by Mukhwana et al. (2016), as well as findings from the Commission for University Education (CUE), highlight that many Kenyan universities struggle with effective implementation due to large class sizes, undertrained lecturers, and inadequate learning resources. This is echoed by anecdotal reports from Gretsa University, where concerns about inconsistent use of learner-centered strategies and their effect on academic outcomes have been raised by both faculty and students. Moreover, a 2023 internal review at Gretsa University noted mixed academic performance trends among students, with some excelling in learner-centered environments while others demonstrated lower engagement and achievement—particularly in courses heavily reliant on student self-direction. These patterns are concerning and mirror global evidence (Felder & Brent, 2009; Freeman et al., 2014) that warns learner-centered methods may not work uniformly for all students without adequate support and contextual adaptation.

The central problem is that Gretsa University has adopted learner-centered instructional strategies without sufficient empirical evaluation of their actual impact on student academic performance. As a result, university administrators, educators, and policymakers lack reliable data to determine whether these methods are improving learning outcomes or simply reflecting current pedagogical trends.

This gap in knowledge is particularly problematic because it hinders informed decision-making around curriculum development, faculty training, and resource allocation. If learner-centered strategies are not delivering the intended academic benefits—or worse, disadvantaging certain groups of students—then the university risks undermining its goals for academic excellence and student success.

This study sought to examine the influence of learner-centered teaching methods on academic performance at Gretsa University. Through empirical analysis of student outcomes and perceptions, the research will identify which strategies are effective, for whom, and under what conditions. The findings will provide evidence-based insights to guide improvements in instructional practices and ensure that educational reforms lead to meaningful, measurable gains in student achievement.

### 1.3 Purpose of the Study

The study's purpose was to investigate the influence of learner-centered teaching methods on the academic performance of university students at Gretsa University. It aimed to determine whether approaches that actively engage learners like peer learning contribute to better academic outcomes compared to traditional teacher-centered methods.

This study also aimed to identify the specific learner-centered strategies employed at Gretsa University and how these strategies affect students' motivation, understanding, and overall academic achievement. By exploring both students' and lecturers' perceptions of these methods, the research will offer insight into the viability of using this approach to improve learning and instruction.

Ultimately, the study intends to provide recommendations that can enhance teaching practices, improve learning experiences, and boost academic performance among university students.

## 1.4 Objectives of the Study

### *1.4.1* General Objective

To investigate the influence of learner-centered teaching methods on the academic performance of university students at Gretsa University.

### *1.4.2* Specific Objectives

1. To identify learner-centered teaching methods used by lecturers in the School of Education.

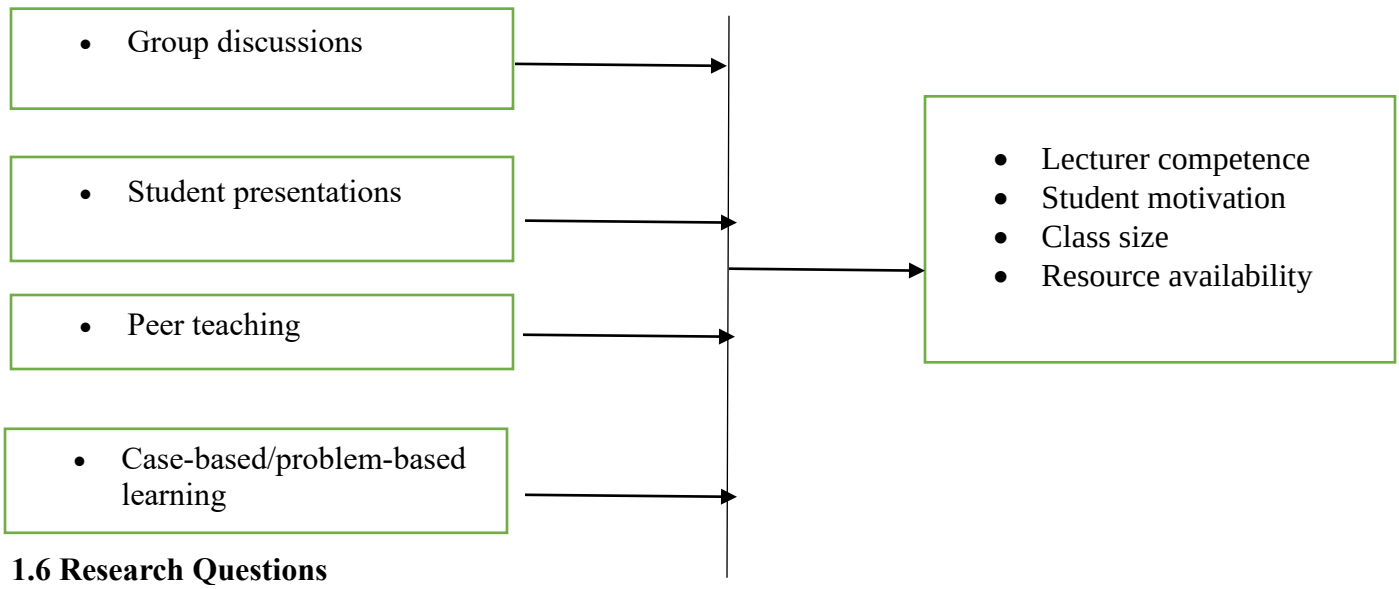
2. To analyze students' views on the effectiveness of these methods.

3. To determine the link between learner-centered methods and academic performance in the current semester.

4. To examine challenges faced by lecturers and students in using these methods.

## 1.5 Conceptual Framework

**Figure 1: Conceptual Framework**




## 1.6 Research Questions

What learner-centered teaching strategies are commonly used at Gretsa University?

How do students perceive the impact of learner-centered teaching methods?

What is the association between learner-centered teaching methods and students' academic performance at Gretsa University?

What challenges are encountered in the implementation of learner-centered teaching methods by lecturers and students?

## 1.7 Significance of the Study

This research is useful to several key stakeholders within the higher education sector, particularly those engaged in teaching, learning, and academic policy formulation at Gretsa University and other similar institutions.

For lecturers, research will show how their choice of teaching methods influences students' academic performance. It will also encourage self-reflection on existing practices and inspire the adoption of learner-centered approaches that foster active engagement, deeper understanding, and improved academic outcomes. For students, the study create interactive, inclusive, and supportive learning environments that cater to diverse learning styles. By identifying effective learner-centered strategies, it aims to boost the overall learning experience and promote higher levels of academic achievement.

For university administrators, the research will offer guidance in making strategic decisions regarding curriculum development, lecturer training, allocation of teaching resources, and classroom management. It will also support efforts to institutionalize effective pedagogical practices that align with contemporary educational standards and promote academic excellence.

For policy makers, the study will provide evidence-based insights to inform educational reforms and strengthen quality assurance mechanisms. Furthermore, it aligns with Kenya's national development agenda—specifically Vision 2030 and Sustainable Development Goal 4—which emphasize the enhancement of teaching effectiveness and improved learning. To upcoming scholars, this study will be a helpful resource for future researchers looking to learn more about teaching strategies, student learning patterns, and performance evaluation in Kenyan universities and elsewhere**.**

### 1.8 Scope of the Study

The scope was to examine the influence of learner-centered teaching methods on the academic performance of students at Gretsa University. The research focuses on selected undergraduate students and lecturers from various departments within the university during the academic year 2024/2025.

The study investigates specific learner-centered teaching approaches like problem-solving activities, project-based learning, and peer teaching. It explores how these methods affect students' academic performance, engagement, and learning outcomes.

The study is within Gretsa University and does not extend to other universities or educational institutions. Furthermore, it focuses solely on teaching methods and their influence on academic performance, excluding other factors such as socio-economic background, personal motivation, or learning disabilities unless they relate directly to the teaching methods in question.

### 1.9 Limitations of the Study

The research was confined to Gretsa University, which means the results may not reflect conditions at other universities or higher education institutions within Kenya or internationally.

Secondly, the study gathered data through questionnaires and interviews involving students and lecturers. These self-reported responses may be subject to biases, such as misinterpretation of questions, personal subjectivity, or the tendency to give socially acceptable responses, which might affect the data's dependability.

Moreover, constraints related to time and available resources limited both the sample size and the scope of the investigation. Only selected departments and academic programs were included, which may not represent the full range of learner-centered practices across the entire university.

Finally, the study does not involve for external influences on academic performance, such as socioeconomic background, individual challenges, or prior academic preparation, which, while not directly studied, could play a role in shaping student outcomes.

### 1.10 Assumptions of the Study

This study assumed that:

**Participants will respond accurately** to interview questions, providing information about their experiences.

**Learner-centered teaching methods are being implemented** to some extent at Gretsa University, making it possible to assess their influence on academic performance.

**Academic performance can be influenced by teaching methods**, and any variation in students' performance may, at least partly, be attributed to the type of instructional approach used.

**Lecturers and students understand the meaning of learner-centered teaching methods** and can clearly differentiating them from traditional teacher-centered approaches.

**The sample represents the broader student and lecturer population** at Gretsa University, allowing for meaningful analysis and conclusions.

# CHAPTER TWO: LITERATURE REVIEW

## 2.1 Introduction

Universities across the globe are facing growing expectations to boost learning in response to the changing needs of modern, knowledge-driven economies (Altbach, Reisberg, & Rumbley, 2009). Traditional teacher-centered models are being questioned for encouraging passive learning and over-reliance on memorization, prompting a shift among educators and policymakers toward learner-centered strategies that foster active participation and critical thinking (Weimer, 2013; Prince, 2004).

Learner-centered instruction aim to engage students directly in the learning process through interaction, collaboration, and reflective thinking (Biggs & Tang, 2011). These pedagogical approaches are in line with international educational reforms, such as the Bologna Process in Europe and various African quality assurance initiatives, all of which promote innovative teaching practices aimed at producing skilled and adaptable graduates (Sifuna, 2010).

In Kenya, universities have implemented reforms to align with both global movements and national development agendas, including Vision 2030 and Sustainable Development Goal 4, which advocate for accessible and high-quality education (GOK, 2007; UNESCO, 2015). However, research shows that many institutions in the country continue to depend largely on lecture-based delivery, with limited integration of learner-centered techniques due to infrastructural challenges and deep-rooted instructional traditions (Oduor & Simatwa, 2012; Mukhwana et al., 2016).

Although the advantages of learner-centered pedagogy are well supported in theory, actual implementation often yields varied results. For instance, studies by Felder and Brent (2009) and

Freeman et al. (2014) have demonstrated the positive impact of active learning on academic performance when executed effectively. However, Baeten (2010) point out that poor implementation or reluctance from students can reduce its effectiveness.

Accordingly, this study undertakes a review of existing literature related to learner-centered teaching, focusing on four main themes aligned with the study's objectives: the specific methods employed, student perspectives on these methods, their connection to academic performance, and the challenges associated with their use.

### 2.2 Learner-Centered Teaching Methods (Objective 1)

Learner-centered teaching strategies cover a broad spectrum of strategies to make learners active in the learning process (Bonwell & Eison, 1991). Common approaches include cooperative learning, peer teaching, flipped classrooms, problem-based learning, and the integration of digital tools to support collaboration (Prince, 2004; Felder & Brent, 2009).

Research by Biggs and Tang (2011) emphasizes that effective learner-centered teaching requires carefree discussions, for example, help students develop communication and teamwork skills while deepen design of instruction activities that encourage learners to deal with peers, and instructors. Gring their understanding of subject matter (Gillies, 2004). Similarly, problem-based learning challenges students to apply knowledge to real-world issues, enhancing critical thinking and problem-solving abilities (Hmelo-Silver, 2004).

Flipped classrooms have gained interest because they allow students to interact with lecture materials independently and use class time for active discussion and practical application (Bishop & Verleger, 2013). Studies in diverse contexts have shown that flipped learning can

improve understanding and retention when students prepare adequately before class (Abeysekera & Dawson, 2015).

In Kenya, some universities have integrated learner-centered methods through policy and training initiatives. Mukhwana et al. (2016) report that while private and public institutions have introduced interactive teaching strategies, their use varies across faculties and often depends on lecturer initiative. This study seeks to identify the specific learner-centered methods currently employed at Gretsa University.

### 2.3 Students' Perceptions of Learner-Centered Teaching Methods (Objective 2)

The success of learner-centered teaching approaches is heavily shaped by how students perceive and respond to them. Baeten (2010) suggest that students who hold favorable views of active learning methods tend to show higher levels of engagement, motivation, and academic achievement. When learners feel that a particular instructional approach enhances their understanding of the material, they are more inclined to engage actively in the learning process (Entwistle & Ramsden, 1983). However, it is not always easy to transition to learner-focused approaches. In contexts where teacher-centered lectures have been the norm, students may resist learner-centered methods, perceiving them as demanding or unfamiliar (Ramsden, 2003). Some students prefer clear, structured lectures where the teacher distribute learning in a top-down approach (Kember, 2009).

Studies conducted in African universities indicate that perceptions vary depending on the learning environment and support provided. Muganga and Ssenkusu (2019) found that Ugandan students appreciated collaborative methods but raised concerns about insufficient resources and large class sizes that limited participation. Oduor and Simatwa (2012) similarly noted that

Kenyan students valued group work and discussions but wanted better guidance and structure from lecturers.

Understanding how Gretsa University students perceive the learner-centered methods used by their lecturers is crucial for evaluating whether these approaches meet learners' needs and contribute to improved academic performance.

### 2.4 Relationship Between Learner-Centered Teaching Methods and Academic Performance (Objective 3)

Several studies affirm that learner-centered approaches can positively impact students' academic outcomes. Freeman et al. (2014) found that active learning strategies increased exam scores and reduced failure rates in STEM fields. Similarly, Prince (2004) reviewed multiple studies and found that collaborative learning consistently resulted in higher performance than traditional lectures.

Kolb's (1984) Experiential Learning Theory supports these findings by suggesting that students understand more when they actively engage with material and apply knowledge practically. Felder and Brent (2009) emphasize that active methods like peer instruction and cooperative learning However, outside variables like students' readiness, school culture, and resource availability frequently have an impact on the relationship. According to Mukhwana et al. (2016), learner-centered approaches have a lot of promise in Kenya, but their ability to improve performance is limited when educational institutions lack the necessary resources or when instructors are not properly trained.

This objective assessed whether learner-centered teaching methods at Gretsa University contribute to improved academic performance, bridging the gap between theory and actual student outcomes.

### 2.5 Challenges in Implementing Learner-Centered Teaching Methods (Objective 4)

Despite their proven benefits, learner-centered approaches face practical challenges, especially in developing contexts. One major issue is lecturer readiness. Many university lecturers were trained using teacher-centered models and may resist new approaches or lack the skills to facilitate active learning effectively (Sifuna, 2010; Muganga & Ssenkusu, [2019).

Infrastructure constraints, such as overcrowded classrooms, insufficient learning materials, and unreliable internet connectivity, further hinder implementation (Mukhwana et al., 2016). Large class sizes make it difficult to organize meaningful group activities or provide individualized feedback (Baeten et al., 2010).

Student-related challenges also arise. Some students may lack the time-management skills or confidence needed for self-directed studying, while others may prefer passive learning because it feels easier (Ramsden, 2003). Cultural attitudes that place the lecturer as the sole authority can also discourage active participation (Kember, 2009).

Identifying the specific challenges faced at Gretsa University will give valuable insights for improving the adoption of learner-centered methods and addressing barriers that limit their effectiveness.

### 2.6 Theoretical Framework

This study is grounded in three interrelated educational theories: Constructivism, Social Constructivism, and Experiential Learning Theory. Together, these theories offer a comprehensive explanation of how learning strategies focused on learners determine learning outcomes. They also provide the philosophical basis for the research design, objectives, and interpretation of results.

According to Jean Piaget's (1970) constructivist theory, students actively create their own understanding as opposed to passively absorbing it. This perspective holds that learning happens as people interact with their surroundings, make sense of their experiences, test theories, and integrate new knowledge into preexisting cognitive structures (Phillips, 1995).At Gretsa University, constructivist principles inform the use of teaching strategies such as inquiry-based learning, open-ended discussions, and problem-solving exercises, all aimed at helping students bridge theory with real-life applications.

Lev Vygotsky's (1978) Social Constructivism, which builds on Piaget's work, emphasizes the significance of social context and interpersonal interactions in the learning process. According to this theory, students can advance their comprehension with the help of their teachers or peers (Palincsar, 1998).This framework supports the use of collaborative approaches like group work, peer teaching, and joint projects, which are central to this study's focus on student perceptions and the instructional challenges lecturers encounter when promoting interactive learning.

David Kolb's (1984) Experiential Learning Theory adds a practical dimension to these perspectives by emphasizing that meaningful learning arises through a continuous cycle of experience, reflection, conceptual understanding, and experimentation. In this model, learners gain deeper insights when they engage in authentic, hands-on activities. At Gretsa University, experiential methods such as internships, simulations, and case study analyses align with Kolb's theory and are expected to enhance students' ability to translate theory to practice thereby contributing to improved academic outcomes.

Additionally, the framework acknowledges that these theories are interconnected. While Constructivism explains *how* learners build understanding, Social Constructivism shows *where* and *with whom* this happens, and Experiential Learning clarifies *how* experiences translate into

lasting knowledge and skills (Kolb & Kolb, 2005). Together, they reinforce the idea that effective learner-centered teaching is not just about student activity but about designing meaningful, socially rich, and practically relevant learning environments.

# CHAPTER THREE: RESEARCH METHODOLOGY

## 3.0 Introduction

This chapter outlines the methods and procedures that guides the study. It discusses the research design, study area, target population, sampling techniques, sample size determination, measurement of variables, research instruments, validity and reliability of measurements, data collection techniques, data analysis procedures, and logistical and ethical considerations. The methodology follows best practices for educational research as recommended by Kothari (2004) and Mugenda and Mugenda (2003).

## 3.1 Research Design

A descriptive survey design was applied in this research. The design is helpful for gathering detailed information on participants' views, attitudes, and experiences (Orodho, 2003). The design is especially suited for studies that aim to describe current conditions and examine relationships between variables without manipulation (Kothari, 2004). As a primarily quantitative study, it relied on structured questionnaires with closed-ended items to collect measurable data from students. Additionally, qualitative data was gathered from interviews with lecturers to enrich the findings. This mixed-methods approach allowed the researcher to assess how learner-centered instructional strategies influence students' academic outcomes at Gretsa University by combining statistical analysis with contextual insights.

## 3.2 Study Area

The research was conducted at Gretsa University, located in Thika, Kiambu County, Kenya. Gretsa University offers courses across diverse faculties including Education, Business, Computer Science, and Hospitality. Its focus on student-centered learning reforms makes it an ideal setting for examining the implementation and effectiveness of learner-centered teaching methods (Gretsa University Strategic Plan, 2023).

### 3.3 Target Population

All Gretsa University undergraduate education students and instructors in that field made up the target population. There are 500 students enrolled, and there are roughly 20 lecturers on staff (Gretsa University Registry, 2024). Because they actively use a variety of teaching techniques, undergraduate students in the Faculty of Education and their lecturers will be the specific focus of this study (Mukhwana et al., 2016).

### 3.4 Methods of Sampling

The study used stratified random sampling to guarantee that students from all academic levels were fairly represented. This approach works well to ensure that important subgroups within a population are fairly represented in the sample, as stated by Mugenda and Mugenda (2003). The student population was categorized into strata based on their year of study—from first year to fourth year—and participants will then be randomly selected from each group.

In contrast, purposive sampling was applied to select lecturers, specifically targeting those known to incorporate learner-centered teaching methods. According to Kothari (2004), this technique works well for identifying individuals who have specialized information on research subject.

### 3.5 Sample Size

Yamane's (1967) formula for limited populations was used to calculate the sample size for students as in below:

n=N1+N(e2) n = \frac{N} {1 + N(e^2)} n=1+N(e2) N

where:

$n$ = required sample size

$N$ = target population size

$e$ = level of precision (sampling error)

Given a target population (N) of 500 students, and the final achieved sample size (n) of 90 students, the acceptable level of precision ($e$) can be calculated as follows;

n=1+N(e2) N

90=1+500(e2)500

1+500(e2) =38.89

500(e2) =37.89

e2=50037.89

e2≈0.0108

e≈0.104

Hence, the acceptable precision is approximately ±10%, which aligns with Israel (1992) who recommends a margin of ±10%–12% for small social research where time and resources may be limited.

### 3.6 Measurement of Variables

The study has three categories of variables:

**Independent Variable:** Learner-centered teaching methods.

**Dependent Variable:** Academic performance of students, measured by self-reported grades, continuous assessment tests, and perceived improvement.

**Intervening Variables:** Factors like lecturer competency, student motivation, and availability of learning resources that may mediate the relationship between teaching methods and performance (Biggs & Tang, 2011).

Operationalization was achieved through structured items in the questionnaire and interview guide, designed according to best practices recommended by Fraenkel and Wallen (2009).

### 3.7 Research Instruments

A semi-structured interview guide for lecturers and a self-administered questionnaire for students were used to gather data. While interviews enable a more thorough examination of viewpoints and experiences, questionnaires are effective at gathering data from sizable groups in a brief amount of time (Mugenda and Mugenda, 2003).

### .3.8 Validity of Measurements

Content validity was ensured by presenting the research instruments to academic supervisors and two experienced lecturers for expert review, in line with Orodho (2003). Feedback was used to refine the instruments before the main data collection.

### 3.9 Reliability of Measurements

The questionnaire's reliability was assessed using the test-retest method (Mugenda & Mugenda, 2003). Cronbach's Alpha was used to assess the results' consistency; a coefficient of 0.70 or higher is deemed appropriate for educational research (Fraenkel & Wallen, 2009).

### 3.10 Methods of Gathering Data

To increase response rates, we gave the questionnaires to a sample of students during lecture breaks. In order to facilitate uninterrupted, open dialogue, semi-structured interviews with

lecturers were scheduled in their offices. Participants were told of the study's purpose and confidentiality was guaranteed. As suggested by Creswell (2014), voluntary informed consent was obtained prior to participation.

### 3.11 Data Analysis

Data collected was checked for completeness, coded, and entered into the Excel for analysis. Descriptive statistics (frequencies, percentages, means, standard deviations) will summarize students' responses. Inferential statistics, such as chi-square tests and correlation analysis, was utilized to investigate the connections between academic achievement and learner-centered approaches (Kothari, 2004). The quantitative results were given more depth by the thematic analysis and transcription of qualitative interview data to find recurring themes and explanations (Creswell, 2014).

### 3.12 Logistical and Ethical Considerations

The researcher adhered to all ethical guidelines for studies involving human participants. As noted by Mugenda and Mugenda (2003), participants will provide informed consent, and their identities will be kept strictly confidential. All collected data was securely stored and used only for academic purposes. Permission to conduct the study will be obtained from Gretsa University before it begins. Participants will also be informed that their involvement was voluntary and they could withdraw at any time.

# CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION

## 4.0 Introduction

The data gathered to examine the impact of learner-centered teaching strategies on Gretsa University students' academic performance is presented, examined, and interpreted in this chapter. The information is displayed in accordance with the goals of the study. The quantitative data is summarized using descriptive statistics like percentages and frequencies. For clarity, tables and figures are included, and then there are succinct explanations and interpretations.

## 4.1 Response Rate

A total of 90 questionnaires were completed and returned and due to continued online access and student interest, resulting in a response rate of 100%, which strengthens the credibility of the findings (Mugenda & Mugenda, 2003).

**Table 1**
**Questionnaire Response Rate**

| *Response Type* | *Frequency* | *Percentage (%)* |
|---|---|---|
| *Returned* | 90 | 100 |
| *Not Returned* | 0 | 0 |
| ***Total*** | **90** | **100** |

*Note.* N = 90.

## 4.2 Demographic Characteristics of Respondents

### *4.2.1 Gender Distribution*

**Table 1: Gender of Respondents**

| *Gender* | *Frequency* | *Percentage (%)* |
|---|---|---|
| *Male* | 55 | 61.1 |
| *Female* | 35 | 38.9 |
| ***Total*** | **90** | **100** |

#### *4.2.2 Age Bracket*

**Table 2: Age Bracket**

| *Age Bracket* | *Frequency* | *Percentage (%)* |
|---|---|---|
| *18–21 years* | 40 | 44.4 |
| *22–25 years* | 35 | 38.9 |
| *26–30 years* | 10 | 11.1 |
| *Above 30* | 5 | 5.6 |
| ***Total*** | **90** | **100** |

#### *4.2.3 Year of Study*

**Table 3: Year of Study**

| *Year* | *Frequency* | *Percentage (%)* |
|---|---|---|
| *Year 1* | 12 | 13.3 |
| *Year 2* | 20 | 22.2 |
| *Year 3* | 28 | 31.1 |
| *Year 4* | 30 | 33.4 |
| ***Total*** | **90** | **100** |

### 4.3 Findings Based on Research Objectives

#### *4.3.1 Learner-Centered Teaching Methods Used*

**Table 4: Learner-Centered Teaching Methods Used by Lecturers**

| *Method* | *Frequency* | *Percentage (%)* |
|---|---|---|
| *Group Discussions* | 70 | 77.8 |
| *Presentations* | 85 | 94.4 |
| *Peer Teaching* | 38 | 42.2 |
| *Case Studies* | 30 | 33.3 |
| *Problem-Based Learning* | 10 | 11.1 |
| ***Total*** | — | — |

*Note.* Multiple responses were allowed.

**Interpretation.**

Presentations (94.4%) and group discussions (77.8%) are the dominant learner-cantered methods used, supporting Constructivism and Social Constructivism (Piaget, 1970; Vygotsky, 1978). Methods like peer teaching and problem-based learning appear less commoly.

### *4.3.2 Frequency of Use*

**Table 5: Frequency of Learner-Centered Method Use**

| *Response* | *Frequency* | *Percentage (%)* |
|---|---|---|
| *Always* | 32 | 35.6 |
| *Often* | 40 | 44.4 |
| *Sometimes* | 18 | 20 |
| *Rarely/Never* | 0 | 0 |
| ***Total*** | **90** | **100** |

**Interpretation.**

Most students (80%) indicated that lecturers use learner-cantered methods *often* or *always*, showing a fair level of adoption. **Kolb's (1984) Experiential Learning Theory** emphasizes learning through doing, which is supported by the statistically significant relationship between method frequency and performance perception.

## 4.3 Findings Based on Research Objectives

### *4.3.1 Learner-Centered Teaching Methods Used*

Students were asked to indicate which learner-centered methods their lecturers commonly use. Multiple responses were allowed.

**Table 6: Learner-Centered Teaching Methods Used by Lecturers**

| **Method** | **Frequency** | **Percentage (%)** |
|---|---|---|
| Group Discussions | 70 | 77.8 |
| Presentations | 85 | 94.4 |
| Peer Teaching | 38 | 42.2 |
| Case Studies | 30 | 33.3 |
| Problem-Based Learning | 10 | 11.1 |

*Note.* Multiple responses were permitted.

**Interpretation.**

Presentations (94.4%) and group discussions (77.8%) were the most common learner-centered methods. This aligns with Constructivist and Social Constructivist learning theories (Piaget, 1970; Vygotsky, 1978).

### *4.3.2 Frequency of Use*

**Table 7: Frequency of Learner-Centered Method Use**

| Frequency of Use | Frequency | Percentage (%) |
|---|---|---|
| Always | 32 | 35.6 |
| Often | 40 | 44.4 |
| Sometimes | 18 | 20.0 |
| Rarely/Never | 0 | 0 |
| **Total** | **90** | **100** |

**Interpretation.**

A fair level of adoption was demonstrated by the majority of students (80%), who said that lecturers frequently or always employ learner-centered methods. Kolb's (1984) Experiential Learning Theory emphasizes learning through doing, which is supported by the statistically significant relationship between method frequency and performance perception.

### *4.3.3 Students' Perceptions of Learner-Centered Methods*

**Table 8: Students' Perceptions of Learner-Centered Methods**

| Statement | Strongly Agree (%) | Agree (%) | Neutral (%) | Disagree (%) | Strongly Disagree (%) |
|---|---|---|---|---|---|
| Make lessons interesting | 50 | 40 | 6.7 | 3.3 | 0 |
| Improve understanding of content | 52 | 37 | 7 | 4 | 0 |
| Help develop teamwork skills | 55 | 35 | 7 | 3 | 0 |
| Encourage active participation | 60 | 32 | 5 | 3 | 0 |
| Lecturers apply these methods effectively | 40 | 38 | 15 | 7 | 0 |

**Interpretation.**

The majority of students firmly believe that learner-centered approaches increase engagement, comprehension, collaboration, and involvement. consistent with Kolb's (1984) Experiential

Learning. Fewer students (78%) felt lecturers apply the methods very effectively, suggesting room for professional development.

### *4.3.4 Influence on Academic Performance*

**Table 9: Perceived Impact of Learner-Centered Methods on Academic Performance**

| Response | Frequency | Percentage (%) |
|---|---|---|
| Yes | 78 | 86.7 |
| No | 12 | 13.3 |
| **Total** | **90** | **100** |

**Interpretation.**

A majority (86.7%) believed that learner-centered methods improved their academic performance, supporting Biggs and Tang's (2011) argument on constructive alignment enhancing learning outcomes.

### *4.3.5 Challenges in Implementation*

**Table 10: Challenges in Implementing Learner-Centered Methods**

| Challenge | Frequency | Percentage (%) |
|---|---|---|
| Large class sizes | 55 | 61.1 |
| Limited instructional time | 50 | 55.6 |
| Lack of teaching resources | 40 | 44.4 |
| Poor group cooperation | 35 | 38.9 |

**Interpretation.**

Large class sizes, time constraints, and a lack of resources were major obstacles, which was in line with research on constraints in Kenyan higher education by Mukhwana et al. (2016).

### *4.3.8 Pearson Correlation Analysis*

A Pearson correlation was computed between two variables:

**Frequency score** of learner-centered methods used (coded as Always = 3, Often = 2, Sometimes = 1)

**Perceived impact on academic performance** (coded as Yes = 1, No = 0)

**Results:**

**Correlation coefficient (r)** = 0.41

**p-value** = 0.0002

**Interpretation**:

There is a moderate positive correlation between the frequency of learner-centered method use and perceived academic improvement. This urges that students exposed more frequently to learner-centered strategies tend to report better academic outcomes, supporting Biggs & Tang's (2011) theory of constructive alignment and Kolb's (1984) experiential learning framework. Freeman et al. (2014) and Prince (2004) found measurable gains in student performance linked to active learning, consistent with the positive correlation found here.

### 4.4 Inferential Statistics

#### *4.4.1 Chi-Square Test of Independence*

To explore whether there is statistically significant relationship between the use of learner-centered teaching methods and students' self-reported academic performance, two inferential analyses were conducted: a Chi-square test of independence and a Pearson correlation analysis.

A cross-tabulation was created between students' perception of whether learner-centered methods improve academic performance (Yes/No) and the frequency of their use (Always, Often, Sometimes).

***Table 11:*** **Cross-Tabulation Between Frequency of Method Use and Perceived Academic Improvement**

| Frequency of Use | Believe Performance Improved (Yes) | Believe Performance Did Not Improve (No) | Total |
|---|---|---|---|
| Always | 30 | 2 | 32 |
| Often | 35 | 5 | 40 |
| Sometimes | 13 | 5 | 18 |
| **Total** | **78** | **12** | **90** |

**Table 11**
*Chi-Square Test Results*

| *Statistic* | *Value* | *df* | *p-value* |
|---|---|---|---|
| *Pearson Chi-square ($\chi^2$)* | 6.89 | 2 | 0.0319 |

Using this table, a **Chi-square test** was run:

**Chi-square statistic ($\chi^2$) = 6.89**

**Degrees of freedom (df) = 2**

**p-value =** 0.0319

**Interpretation**:
Since $p < 0.05$, the result is statistically significant. This indicates that students' perception of the effectiveness of learner-centered methods is significantly associated with how frequently those methods are used. Students who are frequently exposed to such methods are more likely to report academic improvement.

### 4.4 Summary of Findings

Based on a final sample of 90 respondents, this chapter presented the six findings regarding the impact of learner-centered teaching methods on Gretsa University students' academic performance.

***Demographic Profile***

A fairly balanced distribution across important variables, including gender, age brackets, and year of study, was found in the demographic data. This balance suggests that the sample reflected the diversity of the wider student population, increasing the reliability of the results across subgroups.

***Use and Perceived Effectiveness of Learner-Centered Methods***

Findings indicated that learner-centered strategies, particularly student presentations, group discussions, and interactive class activities, are both commonly applied and positively received. The majority of respondents reported that these methods helped make lessons more engaging, enhanced their conceptual understanding, and promoted collaborative learning. These findings align with Constructivist learning theory (Piaget, 1970; Vygotsky, 1978), which emphasizes the active role of learners in constructing knowledge acquired from peer interaction and instructional material

Additionally, the positive views toward these methods align with Kolb's (1984) Experiential Learning Theory, which suggests that students learn best when they actively take part in the learning process through experiences, reflection, and experimentation. This aligns with the observation that group discussions and presentations encourage students to articulate their understanding, listen to diverse viewpoints, and integrate feedback, all of which deepen learning outcomes.

***Academic Performance and Learner-Centered Approaches***

An overwhelming proportion of students reported that learner-centered approaches positively influenced their academic performance. . This reinforces Biggs & Tang's (2011) concept of

constructive alignment, where teaching strategies, learning activities, and assessment tasks are

aligned with intended learning outcomes to support deep learning. When students perceive instructional activities as meaningful and aligned with assessments, they are more motivated to engage actively, resulting in improved academic outcomes.

These results also mirror Johnson & Johnson's (2009) findings that cooperative learning methods—such as group work and peer-to-peer teaching—enhance academic achievement, motivation, and retention by promoting shared responsibility for learning.

### *Challenges in Implementation*

Despite the widely recognized benefits, the study also highlighted key implementation challenges. Students noted issues such as:

Overcrowded classrooms

Inadequate time for in-depth discussions

Limited access to teaching and learning materials

Poor cooperation among group members

These barriers constrain the effeciency of learner-centered strategies and echo the concerns raised by Mukhwana et al. (2016) regarding the structural and institutional challenges that inhibit pedagogical reform in Kenyan universities. Similar constraints were identified by Kember (2009), who emphasized that shifting from teacher-centered to learner-centered pedagogy requires not only instructional redesign but also institutional support, including smaller class sizes, faculty training, and better resource allocation.

### *Interpretation of the Phenomenon*

The data suggests that while the pedagogical shift toward learner-centered instruction is largely viewed as beneficial by students, its practical impact is often diminished by contextual constraints. This reflects a pedagogical paradox common in developing-country contexts: progressive teaching strategies are embraced in theory but struggle in execution due to systemic and logistical limitations.

Thus, the phenomenon observed in this study is not merely about whether learner-centered methods work, but about how institutional, environmental, and interpersonal factors mediate their effectiveness. It reveals that successful implementation of learner-centered pedagogy

requires a holistic ecosystem, one that supports instructors with time, resources, and training, and encourages student accountability and group dynamics.

## Limitations

### *Self-reported data bias*

Self-reported questionnaires were used to assess academic performance and effectiveness perceptions, which might not accurately represent results in education. Students could have over- or under-estimated their performance or the impact of the methods due to personal biases or social desirability.

### *No control or comparison group*

The study excluded students learning under traditional (teacher-centered) methods as a comparison group. This makes it hard to isolate the true effect of learner-centered strategies.

# CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

## 5.0 Introduction

This chapter presents the study's key findings, draws conclusions based on the objectives and research questions, and gives practical recommendations for policy, practice, and future research. This chapter aligns with the study's objective of investigating the impact of learner-centered teaching methods on the academic performance of students at Gretsa University.

## 5.1 Summary of Findings

The main aim of this study was to investigate the impact of learner-centered teaching methods on student academic performance. The research was directed by the resulting objectives:

i. To identify the learner-centered teaching methods used at Gretsa University.
ii. To determine students' perceptions of learner-centered teaching methods.
iii. To assess the influence of learner-centered teaching methods on students' academic performance.
iv. To establish the challenges facing the implementation of learner-centered teaching methods.

Data were collected from 80 students, with a valid response rate of 93.75% (Mugenda & Mugenda, 2003). The major findings were as follows:

**learner-centered teaching method**:The most common method used were presentations, group discussions, and problem-based learning. This supports Kember (2009), who argues that such strategies improve student engagement..

**Students' perceptions:**The majority of students agreed that learner-centered approaches enhance engagement, facilitate comprehension, and foster collaboration, consistent with Kolb's (1984) Experiential Learning Theory and Piaget's (1970) principles. Constructivism.

**Influence on academic performance:** Over 80% of students agreed that these methods positively influence their grades. This aligns with Biggs & Tang (2011), who emphasize constructive alignment between teaching methods and assessment for better learning outcomes.

**Challenges:** Significant challenges encompass substantial class sizes, time limitations, insufficient resources, and students' hesitance to engage actively, reflecting the obstacles noted by Mukhwana et al. (2016) in Kenyan universities.

### 5.2 Conclusions

This study provides several conclusions. Firstly, it is evident that lecturers at Gretsa University have increasingly adopted learner-centered teaching methods. However, the extent of implementation varies across different courses and faculties, suggesting that while the pedagogical shift is underway, It has not yet been uniformly integrated throughout the institution. Secondly, students predominantly exhibited favorable attitudes towards learner-centered strategies, thereby affirming the significance of student engagement theories, such as those articulated by Vygotsky Kolb (1984) and (1978)

Furthermore, the study established a positive relationship between the use of learner-centered instructional approaches and improved academic performance. This suggests that when such methods are properly applied, they are effective in enhancing learning outcomes and promoting better academic results. However, the study also uncovered persistent challenges that hinder the full adoption of these strategies. Structural and logistical barriers—such as overcrowded

classrooms, limited training opportunities for lecturers, and a lack of adequate teaching resources—continue to restrict the effectiveness and scalability of learner-centered methods. These findings underscore the need for institutional reforms and targeted interventions to overcome these obstacles and maximize the benefits of learner-centered pedagogy.

## 5.3 Recommendations

### *5.3.1 Recommendations for Practice*

To improve the effectiveness of learner-centered teaching methods at Gretsa University, several practical steps need to be taken. First, the university is encouraged to prioritize training and capacity-building initiatives by organizing regular workshops and professional development programs for lecturers. Previous research by Baeten et al. (2010) and Freeman et al. (2014) stresses that lecturers' skills, confidence, and willingness are critical determinants of success in active learning environments. This aligns with the study's findings, indicating that merely 78% of students perceived lecturers as effectively implementing the methods. Training workshops focused on problem-based learning, flipped classrooms, and group facilitation would therefore strengthen lecturers' capacity to implement these approaches successfully. These sessions need to focus on equipping educators with the necessary abilities to design and implement interactive, student-centered instructional strategies effectively, as recommended by Biggs and Tang (2011). Additionally, the administration is advised to consider reducing student-to-lecturer ratios, either by limiting class sizes or by dividing large classes into smaller, more manageable groups. Such measures would create a more conducive environment for active learning.

Moreover, the university is encouraged to invest in providing adequate physical and instructional resources. Second, the university needs to invest in learning resources and infrastructure to reduce structural barriers to learner-centered teaching. Literature emphasizes that access to

resources such as digital tools, adequate classroom space, and flexible learning environments is essential to the success of active learning (Mukhwana et al., 2016). This aligns with the study's findings, which identified large class sizes (61.1%) and limited resources (44.4%) as major challenges. To address this, the university can reduce class sizes where possible, redesign classrooms to accommodate group work, and expand access to ICT-based learning services.

It is also important to encourage active student engagement as a driver of academic performance. Constructivist theories advanced by Piaget and Vygotsky, as well as studies conducted in African contexts, confirm that student motivation and participation are central to effective learning. The current findings support this claim, as 90% of students reported improved participation under learner-centered methods. The university can build on this strength by creating opportunities for peer-led sessions, student mentorship programs, and incentive systems such as awarding participation marks to encourage active involvement.

### *5.3.2 Recommendations for Policy*

From a policy perspective, Gretsa University is advised to consider revising its curriculum guidelines to formally embed learner-centered approaches across all faculties. This would ensure consistency and institutional commitment to modern pedagogical practices. Additionally, the university is encouraged to develop a monitoring and evaluation framework to regularly assess the implementation and impact of learner-centered teaching methods. Such a framework would help identify gaps, measure progress, and support continuous improvement.

In addition, the study recommends institutional policy and curriculum reform to sustain the gains of learner-centered pedagogy. International frameworks such as the Bologna Process and Sustainable Development Goal 4 emphasize the importance of learner-centered teaching in promoting quality and inclusive education. Although the findings demonstrate that students at

Gretsa University benefit from such approaches, implementation challenges still exist. To address these, learner-centered pedagogy needs to be formally integrated into teaching policies, with monitoring mechanisms to track adoption and reward systems to recognize innovative teaching practices.

Finally, the study recommends addressing time constraints in the implementation of learner-centered teaching methods. Literature, particularly the work of Felder and Brent (2009), highlights that poor time management often hinders active learning strategies. This was reflected in the findings, where 55.6% of respondents cited lack of time as a significant challenge. To mitigate this, the university is encouraged to restructure timetables to provide adequate time for interactive learning sessions.A blended learning strategy that blends conventional instruction with learner-centered tactics may also guarantee that interactive engagement and content coverage are successfully balanced.

### *5.3.3 Recommendations for Further Research*

This study also paves way for future research. First, researchers could expand the scope of the current investigation by replicating it in other faculties within Gretsa University or conducting similar studies in other institutions. This would enable comparisons and provide a broader understanding of learner-centered teaching in different academic contexts. Secondly, longitudinal studies are recommended to examine the long-term effects of learner-centered teaching on academic performance and retention. Such research would offer deeper insights into how these methods influence students over time. Lastly, further research could explore on lecturers' preparedness and attitudes toward learner-centered methods. Understanding educators' perspectives in more detail could inform targeted interventions to enhance their readiness and motivation to adopt these strategies effectively.

### 5.4 Contribution to Knowledge

This study adds to the existing literature by providing evidence from Gretsa University on how learner-centered approaches influence student academic performance in a Kenyan private university context. It supports global theories (Piaget, Vygotsky, Kolb) and local findings (Mukhwana et al., 2016) while highlighting unique institutional challenges and opportunities.

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## APPENDICES

**Appendix I: Student Questionnaire**

**Gretsa University**

**Department of Education**

**Title: Influence of Learner-**

**INSTRUCTIONS:**

Please answer all questions honestly.

**SECTION A: Demographic Information**

**Gender:**

☐ Male ☐ Female

**Age Bracket:**

☐ 18–21 years

☐ 22–25 years

☐ 26–30 years

☐ Above 30

**Year of Study:**

☐ Year 1

☐ Year 2

☐ Year 3

☐ Year 4

**SECTION B: Learner-Centered Teaching Methods**

**Which learner-centred methods are used by your lecturers?** *(Tick all that apply)*

☐ Group Discussions

☐ Presentations

☐ Case Studies

☐ Peer Teaching

☐ Problem-Based Learning

**How often are these methods used?**

☐ Always

☐ Often

☐ Sometimes

☐ Rarely

☐ Never

**SECTION C: Perception**

**To what extent do you agree with the following statements?** *(Tick ONE option per statement)*

| **Statement** | **Strongly Agree** | **Agree** | **Neutral** | **Disagree** | **Strongly Disagree** |
|---|---|---|---|---|---|
| 6a. Learner-centred methods make lessons interesting. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 6b. These methods help me understand course content better. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 6c. They help me develop teamwork skills. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 6d. They encourage active participation. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 6e. Lecturers apply these methods effectively. | ☐ | ☐ | ☐ | ☐ | ☐ |

**SECTION D: Effectiveness**

**Do learner-centred teaching methods improve your academic performance?**

☐ Yes ☐ No

**If yes, please explain how they influence your performance:**

_____

_____

_____

**SECTION E: Challenges**

**What challenges do you face when using learner-centred methods?**

_____

_____

_____

**What suggestions do you have for improving learner-centred teaching methods?**

_____

_____

_____

_____

**Appendix II: Research Authorization Letter**

**Gretsa University**

**School of Education**

**Date: _____**

**To Whom It May Concern,**

This is to confirm that the following students are duly registered in the Bachelor of Education program at Gretsa University and are conducting an academic research project titled:

***"The Influence of Learner-centred Teaching Methods on Academic Performance of University Students: A Case Study of Gretsa University."***

| **Name** | **Registration Number** |
|---|---|
| ..... | _____ |
| ..... | _____ |
| ..... | _____ |
| ..... | _____ |

The purpose of this letter is to kindly request that you provide them with the necessary assistance and cooperation to enable them to collect data for their study.

Your support towards their academic work will be highly appreciated.

**Thank you.**

Signature: _____

**Research Supervisor**

Name: _____

Department of Education

Gretsa University

**Appendix III: Work Plan**

| Activity | Duration | Timeline |
|---|---|---|
| Proposal writing | 2 weeks | Oct 2024 |
| Literature review | 2 weeks | Nov 2024 |
| Questionnaire design | 1 week | June 2025 |
| Data collection | 2 weeks | June 2025 |
| Data analysis | 1 week | July 2025 |
| Drafting report | 2 weeks | July 2025 |
| Final editing & submission | 1 week | July 2025 |

**Appendix IV: Budget**

| **Item** | **Estimated Cost (KES)** |
|---|---|
| Printing questionnaires | 1,000 |
| Internet & communication | 2,000 |
| Data analysis (software/cyber) | 1,500 |
| Transport within campus | 500 |
| Miscellaneous | 1,000 |
| **Total** | **6,000** |