

**IMPACT OF STUDENT-CENTERED LEARNING APPROACHES ON ACADEMIC
PERFORMANCE IN PUBLIC SECONDARY SCHOOLS: CASE IN NAIVASHA SUB-
COUNTY, NAKURU COUNTY**

MILDRED KWAMBOKA MENGE

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DEGREE OF BACHELOR OF EDUCATION ARTS.**

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DECLARATION

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

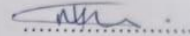
Name

MENGE MILDRED KWAMBOKA

Date

22nd October 2025

Signature



EDU-G-4-1623-21

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

Name

Madam SARAH NJUGUNA

Date

22/10/2025

Signature



Department: *Humanities*

GRETSA UNIVERSITY.

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ABBREVIATIONS AND ACRONYMS

SCLA- Student-Centered Learning Approaches

AP-Academic Performance

PSS-Public Secondary Schools

NSC-Naivasha Sub-County

NC-Nakuru County

SCLE-Student Centered Learning effects

ASC-Academic Success and Classroom

OPERATIONAL DEFINITION OF TERMS

Student-Centered Learning Approaches (SCLA):

Teaching methodologies and strategies that actively engage students in the learning process, encourage independent thinking, collaboration and critical reasoning. This may include Project based learning, inquiry based learning and other methods where students take an active role in their education.

Academic Performance:

The measurable outcomes of students' achievements in various academic areas, typically assessed through grades, standardized test scores and teacher evaluations. Academic performance encompasses the demonstration of knowledge, skills and understanding of the curriculum.

Public Secondary schools (PSS):

Educational institutions that are funded and managed by government authorities, providing secondary level education to a broad spectrum of students within a specific geographic area.

Case Study (CS):

A detailed investigation of a specific phenomenon, in this case, an exploration of the effects of student-centered learning approaches on academic performance in public secondary schools in Naivasha sub-county, Nakuru county.

Naivasha Sub-County (NSC):

A specific administrative region within Nakuru county, Kenya, comprising a defined geographic area with a distinct local government structure and educational institutions.

Nakuru County (NC):

A county in Kenya with its own administrative and local government structure, including a network of public secondary schools.

Effects of Student-Centered Learning (ESCL):

The measurable impact and outcomes resulting from the implementation of student-centered learning approaches, like changes in academic performance, student engagement and overall learning outcomes.

Secondary Learning Approaches (SLA):

Various teaching and instructional methods employed at the secondary school level, encompassing both traditional and student-centered approaches.

Classroom Success in Nakuru (CSN):

The positive outcomes and achievements observed in classrooms within Nakuru County, specifically related to academic performance and the implementation of student-centered learning approaches.

ABSTRACT

The impact of student-centered learning strategies on academic achievement in Nakuru County's Naivasha Sub-County is investigated. The growing emphasis on student involvement and active learning process is what motivated this study. The goal is to find out if using student-centered learning approaches affects academic results in a way that can be measured, and in the process, to highlight the challenges encountered whilst implementing these approaches. Using a mixed-methods approach, the study will combine qualitative insights from teacher and student through administering questionnaires and quantitative analysis of academic performance data. A selection of 5 schools, 5 school principals 60 teachers and 300 students from the Naivasha Sub-County public secondary schools will be made. Exam results and student satisfaction are examples of academic performance measures that will be examined how student-centered learning impact education. The purpose of this study is to add already available about effective teaching strategies, with a focus on the Naivasha Sub-County. The findings might help educators, school administrators, and legislators understand the advantages of putting student-centered learning strategies into practice. In the end, our research aims to improve educational quality and encourage student achievement within the larger community.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the study

Education is a necessary steering wheel when it comes to individual and societal development success. It largely plays a significant role in shaping an individuals' future. and legislators have been endeavoring and putting in effort to inflate the education quality by embracing more learning techniques. Amid these techniques, student -centered learning has appeared as a promising instructional approach. This approach center of all educational processes and patterns, thereby encouraging greater independence and personalized learning, develop critical thinking and problem- solving skills and also encourage increased engagement and increased motivation amongst learners.

Student learning has attracted global recognition and execution with educators and policy makers embracing its principles to enhance educational experience. In the United States, for example, student-centered approaches such as, Problem -Based Learning (PBL) and flipped classrooms have been in use. PBL refers to a classroom approach which involves active and inquiry -based learning, whereby students learn about a subject by collaborating and working in groups to Solve an existing problem. This problem is what serves as the drive to motivate the learners. Thomas Markam (2011) defined PBL thus, " PBL integrates knowing and doing". PBL takes advantage of the digital tools to produce high quality collaborative products. PBL also focuses student, curriculum, a positive shift mandated by the global world.

Bluefield et al further elucidates on PBL that, "it is a comprehensive perspective focused on teaching by engaging students". For example, in manor, New Technology High School, a public school that is 100% PBL since opening in 2007, has an average of 60 a year across all subjects. It's reported that 98% Of seniors' graduate, and 100% of them accepted to colleges for higher learning. Outside of the US, the EU has been providing funding to PBL within LLP (Lifelong Learning Programme), 2007-2013. In Africa, South Africa is working towards making education learner centered and not teacher centered. Initiatives are in pursuit-seeking to empower students, increase engagement and promote critical thinking.

Kenya, on the other hand, has gradually integrated several initiatives of learner centered-learning including CBC, a shift from 8-4-4 which focuses on Development of competencies and

skills. Narrowing down to Nakuru county in Kenya, there has been unending efforts to implement student-centered Learning approaches. CBC, Technology integration, PBL and teacher training are some of the initiatives tabled to enhance in total success of seeing to it that the learner-centered approaches are successfully implemented. Particularly, this study seeks to fill the existing literature gap by investigating the impacts of these learning approaches on student performance in public secondary schools in Naivasha sub-county in Nakuru county, Kenya. In Scrutinizing this academic shift, the study aims to elucidate on improvement in academic performance.

Choosing Naivasha sub-county as the actual location of this study is a prudent move due it has a mix of both urban and rural schools, vast learner population and thus provides an emblematic setting for surveying the effects of this approach in different contexts. The logic for overseeing this particular study lies in the recognition of the essence to call out educational related challenges that exist in public secondary schools existing in this location. Academic performance disparities tend to persist amongst students in public secondary schools here, and there is a fast -growing awareness on the need to employ better teaching approaches to better meet the vast needs of learners in this region. By and large, this study is steered by the credence that student centered learning is liable to result in positive changes in the educational realm of Naivasha sub-county. By scrutinizing its consequences on learners' performance, this study looks forward to provide a clear perception that can inform classroom practices, educational blueprints thereby contributing to the improvements of performance in public secondary schools, eventually leading to a different trend in performance.

1.1 Statement of the research problem

The use of student-centered learning strategies in Naivasha Sub County's public secondary schools has drawn interest for many researchers as learning approaches used in this area. However, there is a dearth of thorough research examining the precise impacts of these strategies on students' performance in this unique setting. Investigating the effects of student-centered learning on performance in public secondary schools in Naivasha Sub County is therefore a problem that has to be addressed. This research intends to offer evidence-based insights into the effect of student-centered learning on academic outcomes in this educational setting by investigating this study problem.

This study hopes to add by addressing these learning strategies in different learning contexts of secondary schools in this particular setting, and to offer teachers, school administrators, and policymakers in Naivasha Sub County insightful information. The ultimate goal of this research is to improve student outcomes, inform educational practices, and support the efficient adoption of student-centered learning strategies in local public secondary schools.

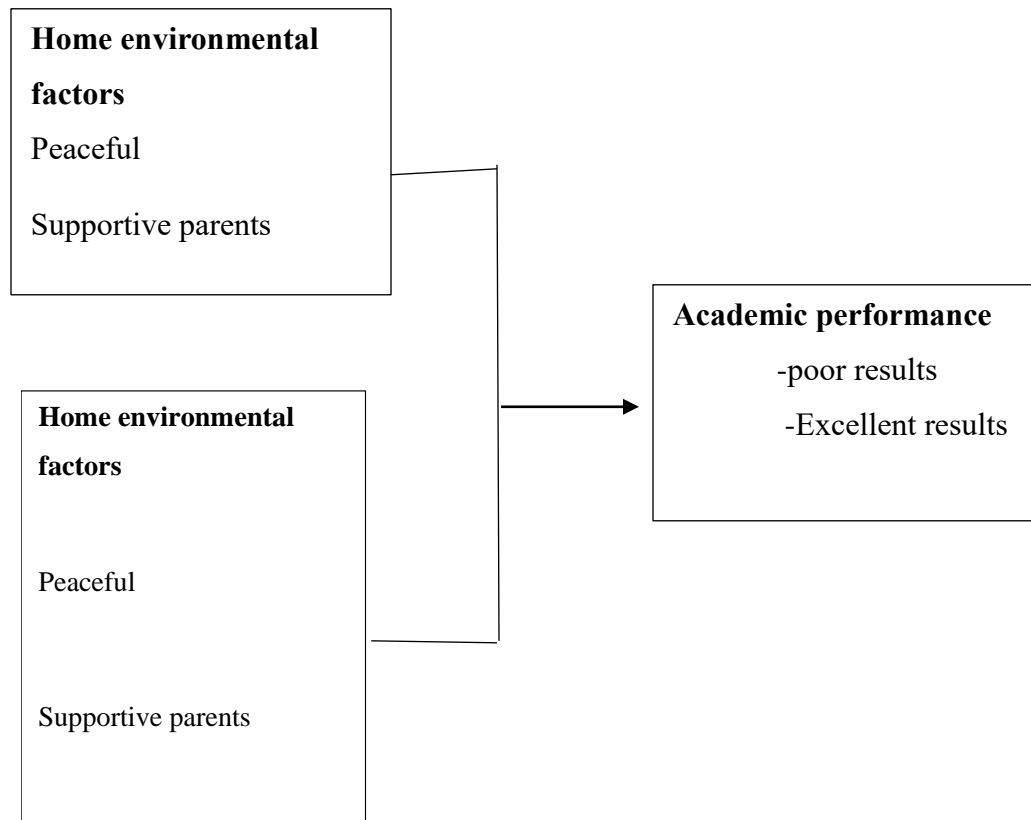
1.3 Purpose of the study

The study seeks to investigate the impacts of student-centered learning on their performance in public secondary schools in Naivasha subcounty, Nakuru county, Kenya.

1.4 conceptual framework

Figure 1.1 Conceptual framework

Independent variables



1.5 Research questions

1. What are the advantages of implementing student centered learning in Naivasha sub county schools.
2. To what extent has student centered learning methodologies affected secondary student academic performance.

1.6 Objectives of the study

1.6.1 General objectives

effects of student-centered learning approaches on the performance of public secondary schools in Naivasha Subcounty, Kenya.

1.6.2 Specific objectives

1. To evaluate the advantages of implementing student centered approaches in these schools.
2. To assess how student-centered learning methodologies affect secondary students' critical thinking and information retention hence performance in Kenya's Naivasha Subcounty.

1.7 Hypotheses of the study

(H₀), There is no significant relationship between the challenges faced in implementing student centered approaches and the student performance in that area.

(H₀), There is no relationship between the different student-centered learning methods and the and information retention abilities which affect performance.

1.8 Significance of the study

Teachers can choose instructional tactics and design more productive learning environments by being aware of performance. Also, by examining student-centered approaches, the research will shed light on how educators might make the transition from conventional, teacher-centric strategies to more learner-focused ones. This will improve educational techniques and encourage engaged, active student participation, which will result in better learning outcomes. In addition,

Local educational policies may be affected by the findings. The information acquired would be used by the relevant authorities to make data-driven decisions about curriculum creation, teacher preparation programs, and resource allocation to support student-centered learning. Concentrating on a particular sub-county, such as Naivasha, enables the researchers' findings to be tailored to the particular cultural, social, and economic circumstances of that region. This focused study therefore helps decision-makers suited for the local context and offer insightful information on the requirements of children in the Naivasha sub-county.

1.9 Delimitations of the study

Various places have distinctive traits, curriculum, teaching styles, or community dynamics that could affect the results of learners. The study may have chosen a sub-set of public secondary schools in Naivasha sub-county that do not accurately represent all the schools in the area. The generalizability of the results to schools outside the sample could be constrained by this selection bias. The scope and execution of the study may be impacted by the availability of resources such as funds, manpower, or technology. Such resource restrictions may provide a barrier to large-scale investigations involving numerous schools or requiring significant data collection techniques.

1.10 Limitations of the study

Researching how student-centered approaches affect academic achievement is a worthwhile activity, but it has limitations just like any other. In doing a study of this kind, researchers may run into the following typical limitations:

Causation vs. Correlation: It determine a direct link between student-centered methods and enhanced performance. Academic results may also be influenced by other elements like the caliber of the teacher, the drive of the students, or the resources available in the school.

Selection Bias: It's possible that study participants don't accurately reflect the whole student body. It's possible that the findings won't apply to other educational settings if particular student demographics or school types are more likely to embrace student-centered approaches.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter reviews the literature related to the performance of students as affected by different learning approaches particularly the student-centered approach. It also entails the the literature the main concept and the theoretical framework.

2.2 Review of literature related to the main concept.

Research on of student learning strategies has been heavily concentrated in a f educational situations, including the Naivasha sub-county in Kenya. We can learn more about the effects of various learning strategies on student outcomes by looking at the literature on the subject. some significant results put forward by different individuals; Traditional teaching methods, such as lectures and rote memorization, frequently result in passive learning and little student engagement, according to studies. This method may impair pupils' ability to think critically, solve problems, and be creative due to the fact that in lectures the teacher is the sole holder of information, whereas students are barely an audience. In rote memorization, on the other hand the main aim of the learning process is for the purposes of exams and understanding of concept. (Njoroge, 2012).

Active Learning: According to research, using discussions, cooperative learning, and practical exercises helps students learn more effectively. Active learning encourages student engagement, teamwork, and critical thinking skills according to Bette al (2015).

Multisensory Approaches;

teaching methods that use several senses, such as the visual, aural, and kinesthetic, improve learning outcomes. Information retention and understanding can be enhanced by including visual aids, multimedia resources, hands-on exercises, and instructional games (Moser et al., 2019).

Individualized Learning: personalized learning strategy that takes into account students' aptitudes, interests, and learning preferences increases academic performance. Personalized training enables individuals to advance at their own rate and receive focused support and to develop a deeper understanding of the subject matter as put forward by Denga et al (2017).

Student-Centered Learning: It has been discovered that implementing student-centered learning strategies—which place an emphasis on student autonomy and active participation—had favorable outcomes. Critical thinking, problem-solving, and creativity skills can be improved through collaborative learning, project-based learning, and inquiry-based approaches (Irerri et al., 2018) which will in turn lead to a positive increment in performance of students. It is crucial to remember that while these conclusions are typically backed by research, the unique setting of the Naivasha sub-county may well certain teaching methods work. When putting any teaching strategy into practice, factors including infrastructure, resources, and cultural considerations. Additional regionally focused effects especially seen in Naivasha sub-county.

2.3 Advantages and challenges encountered in implementing student centered approaches

There has been a noticeable movement in paradigm towards student-centered approaches in the constantly changing field of education. With students at the center of their education, this instructional approach promotes independence, critical thinking, and participation. this transition, there are implementation. The increased degree of student engagement is one of the main benefits of student-centered initiatives. Students who actively shape their educational path become more passionate about the subject matter and have a sense of ownership over it. This interaction then leads to a deeper comprehension and memory of the information.

2.3 Effects on critical thinking and problem-solving abilities.

Similar to how it may be in any educational setting, student-centered learning has the ability to thinking, problem-solving, and overall

academic achievement in Naivasha Subcounty. student-centered solutions, the resources at hand, and the dedication of teachers and students

are only a few of the variables that can affect specific results. Here are a few possible outcomes:

Improved Critical Thinking: Student-centered learning encourages participation from the class members. They frequently have to synthesize, assess, and analyze material, which encourages critical thought. Students are more likely to acquire critical thinking the freedom to investigate subjects that interest them and learn.

Improved Problem-Solving Skills: Students are regularly faced with real-world issues and obstacles in student-centered learning environments, which forces them to come up with solutions. As kids seek solutions either alone or with others, this strategy aids in the development of their problem-solving abilities. **increased Motivation and Engagement:** Students are more engaged and driven to learn when they have a voice in their education and can pursue subjects they are interested in. This elevated motivation may result in greater levels of **Increased motivation** can lead to more engagement in the learning process, which can and problem-solving skills.

Improved Communication Skills: Many student-centered models place a strong emphasis on collaboration and communication. Students frequently collaborate in groups to explore ideas and report their findings. This improves communication critical solving.

Self-Directed Learning: Student-centered learning encourages students to take greater ownership of their learning. As students learn how to set objectives, schedule their learning, and analyze their progress, they can build for critical solving. Increased motivation can lead to more engagement in the learning process, and problem-solving skills.

Improved Communication Skills: Many student-centered models place a strong emphasis on collaboration and communication. Students frequently collaborate in groups to explore ideas and report their findings. This improves communication critical thinking and problem solving. **Self-Directed Learning:** Student-centered learning encourages students to take greater ownership of their learning. As students learn how to set objectives, schedule their learning, and analyze their progress, they can build critical thinking and problem solving.

It's crucial to keep in mind, though, that the success of student-centered learning depends on its efficient implementation, continued support for teachers, and alignment with the regional curriculum and educational objectives in Naivasha Subcounty. Additionally, extensive data analysis and needed to determine the direct effect of student-centered learning on performance. When implementing student-centered approaches and assessing their effects on critical thinking, problem-solving, and general academic performance, schools and educators in the area account.

2.4 Theoretical framework(s)

The theoretical perspective identified to guide this study is the Experiential learning theory (ELT), which was developed in the 1980's. A well-known educational places emphasis on the value of experience process. According to this idea, which David Kolb created in the 1980s, efficient when it involves a cycle of active exploration, reflective observation, tangible experience, and abstract conceptualization. This cycle is also known as the "Experiential Learning Cycle" or "Kolb's Experiential Learning Cycle."

The four phases as put forward by Kolb are as:

Concrete Experience (CE): This level entails engaging in a specific activity or having a direct experience. It is the beginning, where people are exposed to a novel environment or have an experiential learning opportunity. Reflective Observation (RO): Following the concrete experience, students pause to consider and synthesize their observations. They might reflect on their emotions, ideas, and responses at the time. Self-awareness and the investigation of the experience from various angles are encouraged at this level. Learners attempt reflections during the abstract conceptualization (AC) stage by formulating abstract ideas and notions. They try to comprehend the trends, ideas, and concepts that underpin their observations. This frequently entails combining new beliefs and concepts. Active Experimentation (AE): The final phase entails using the newly developed ideas and concepts in real-world circumstances. By acting and trying out new ideas, learners actively test their theories and hypotheses. By returning to concrete experience with a richer understanding and t stage brings the learning cycle to a close.

According to Kolb's preferred learning approaches based on how they typically enter the learning cycle.

These are these learning types:

Diverging (CE/RO): Individuals a propensity for participating in concrete experiences and reflective observation. They frequently excel at thinking and seeing.

Assimilating (AC/RO): Assimilators favor contemplative observation and abstract conceptualization. They excel at developing conceptual frameworks and systematically arranging data.

Converging (AC/AE): Convergers are excellent at active experimentation and abstract conceptualization. They frequently love applying concepts to actual circumstances and are practical problem solvers.

The accommodating (CE/AE) personality type values active experimentation and real experiences. They are risk-takers who excel in experiential learning settings

Experiential and problem-based learning strategies, in particular, have been influenced by Kolb's Experiential Learning Theory. learning preferences and styles and encourages teachers to use a range of experiential activities in their instruction to account for these variations. This ELT has been chosen because it goes in hand with the expected activities of student -centered learning approaches which require active exploration, tangible experience and abstract by the individual students.

2.5 summary of literature review

The literature reviewed reveals that student centered learning indeed affects Naivasha sub-county. Many scholars have contributed to the exploration of different aspects of student-centered learning. Carl Rogers: A prominent figure in humanistic psychology, advocated for student-centered education, emphasizing the importance of empathy, active listening, and a non-directive approach to teaching. In his book, "FREEDOM TO LEARN" (1969), Rogers discusses the importance of learner centered education and the role of teachers as facilitators rather than authorities. Dr. Catherine Gachutha has conducted research on learning and student engagement. Her work emphasizes learner-centered teaching methods. Which forms the basis of our research topic. John Koskey Chang'ach has researched various aspects of curriculum development and pedagogy in Kenyan schools, with a focus on learner-centered approaches. Literature effects of student-centered learning was comparatively l

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This research highlights the methodological details and research designs appropriate to the study. It describes considerations.

3.2 Research Design

According to Mugenda & Mugenda (2003), a research design is a plan, structure and strategy of investigation conceived so as to obtain answers to research questions and control variance. This particular study hence considers descriptive survey suitable since data was gathered from Mirera Secondary Schools and used to represent the effects of student-centered learning approaches on performance in selected public secondary schools in Naivasha. This design permits gather of interest. The researcher has to use questionnaires so as to solicit the desired information from the principals, teachers and the students.

3.3 Study Area

be conducted in Nakuru county located in the Rift valley region of Kenya. Nakuru county has 11 sub-counties in total which include; Molo sub county, Nakuru Town East sub county, Rongai sub county, Njoro sub county, Kuresoi South sub county, Gilgil sub county, Bahati, Kuresoi North sub county, Subukia subcounty, Nakuru West sub county and Naivasha Sub County. The study will be conducted in Naivasha sub county. The area was selected because it.

3.4 Target Population

Target population is defined by Frederick (2010) as a universal set of the study of all members of real or hypothetical set of people, events or objects to which an investigator wishes to generalize the result. The study will be conducted in Maiella division, Naivasha sub-county and it will target 2000 students, 150 secondary school teachers and 25 school heads.

3.5 Sample Techniques

Sampling technique refers to sample population. There are 36 secondary schools in Naivasha constituency and the constituency is divided into 8 administrative divisions namely; Naivasha east, Hells Gate, Maai Mahiu, Maeilla, Biashara, Viwandani, Lakeview and Olkaria divisions. to get the sample of 11 secondary schools, 3 in Olkaria, and 2 in Maiella.

3.6 Sample size

In Olkaria, a total of 3 public secondary schools with a sample of 3 principals, 35 teachers and 150 students were obtained through simple random sampling while in Maiella, a total of 2 principals, 25 teachers and student sample was distributed across all forms. Purposive sampling 5 principals.

3.7 Measurement of Variables

Table 3.1 : Measurement of Variables

Variable	Measurements	Measurement scale	Question number
Cooperative learning	Face to face interaction Positive interdependence	Nominal scale	Question 1
Personalized learning	Oral performances assignments	Nominal scale	Question 2
Collaborative learning	Standardized tests Exams Social skills	Nominal scale	Question 3

Figure 1: Measurement of variables

3.8 Research Instruments

A questionnaire allows the respondents to give in depth responses and they are easy to administer (Cresswell 2003). Berg, (2006) notes that allow an individual to get a lot of information within open-ended and unstructured close ended questions. on their level of awareness on student centered learning techniques, and its effects of performance and to seek information on how they encompass it in their respective schools. data. articles existing in the

libraries, journals and several online websites to collaborate information from primary data as put forward by Creswell (2003).

3.9 Validity of the measurements

Apart from the selected sampled schools for the case study, other questionnaires will be piloted to two other schools selected randomly. This pretesting will help in pointing out the weaknesses contained (if any), in the instrument used. It will also help test the identifiable ambiguities in the questions and hence corrections made. Pre testing of the study instruments could raise unexpected problems that may be solved at this particular stage and hence saving on time and effort, (Creswell 2003). the study instruments are improved before the can eventually in the study.

3.10 Reliability of the measurement

Mugenda & Mugenda, 2003 defines reliability as a measurement of the. To reliability of the instruments use, this researcher will adopt the use of test- retest technique. The instruments will be issued to indistinguishable subjects and not those that will be used in the final case study. After two weeks, the same instruments will be issued to the same subjects. Afterwards, the comparisons between the answers obtained in the two sets will then be made.

3.11 Data collection techniques

collect targeted faculties, the researcher will collect an Introductory letter from Greta University and a letter of permit from the National Council of Science and Technology. The researcher will present this permit and the introductory letter to the sub county education officer who will then grant the researcher permission to conducted the research in that area. The researcher will go concerned schools to seek permission researcher will distribute the questionnaires and picked immediately after being filled. To ensure a high and fast response rate, was explained to the respondents, challenging questions clarified and participants assured of total confidentiality as observed by Creswell, 2003.

3.12 Data Analysis

The data will be collected from 5 out of 11 public secondary schools in Naivasha sub county through issuance of questionnaires to the relevant respondents who encompass the principals, teachers and students. The researcher will check if the questions are completely answered and evaluate the accuracy of the given answers. Data cleaning and data entry will be done afterwards to enhance. The data will then using descriptive statistics and present it in percentages, tables, graphs and frequencies. Qualitative data will be transcribed and organized into emerging themes and reported in narrative form. As for will help is (Creswell 2003).

3.13 Logistical and Ethical Considerations

Creswell 2003, defines ethical principles as norms of. Before the actual field work exercise, the researcher will seek for permit from the school and once granted, consent will be sought from the sub county officer to grant the researcher access to the schools of interest within the study area. During actual field work, respondents will be asked to voluntarily take part in the study. For confidentiality purposes, on the questionnaire. The respondents are assured of confidentiality and informed that the study is strictly for research purposes. No references will be made to Individuals or schools.

**CHAPTER FOUR: DATA ANALYSIS, DISCUSSION AND
PRESENTATION OF FINDINGS.**

4.1 Introduction

Discusses particular study sought to investigate the impacts of student-centered learning approaches on in public secondary schools in Naivasha Sub-County in Nakuru county.

4.2 Response rate

The sample size consisted of 5 school principals, 60 teachers and 300 students for the study .5 questionnaires were issued to the school principals ,60 questionnaires for the teachers and 300 were issued to the students. 4 questionnaires which amounted to 80% of the total questionnaires issued to the principles were returned. 43 were returned by the teachers and 235 by the students amounting to 71.67% and 78.33% of the total questionnaires issued respectively.

Table 2: Response rate.

Table 4.1 Response Rate

CATEGORY	ADMINISTERED	RETURNED	PERCENTAGE [%]
Principles	5	4	80%
Teachers	60	43	71.67%
Students	300	235	78.33%
TOTAL	365	282	77.26%

365 questionnaires issued, 282 from the total sample size were returned, an equivalent of 77.26% thus representing return rate and therefore satisfactory. Berge (2016) states that response rate of 70% and above is good. Therefore, the questionnaires and interview guide return rate were all above 70%. This was establish direct contact with the respondents.

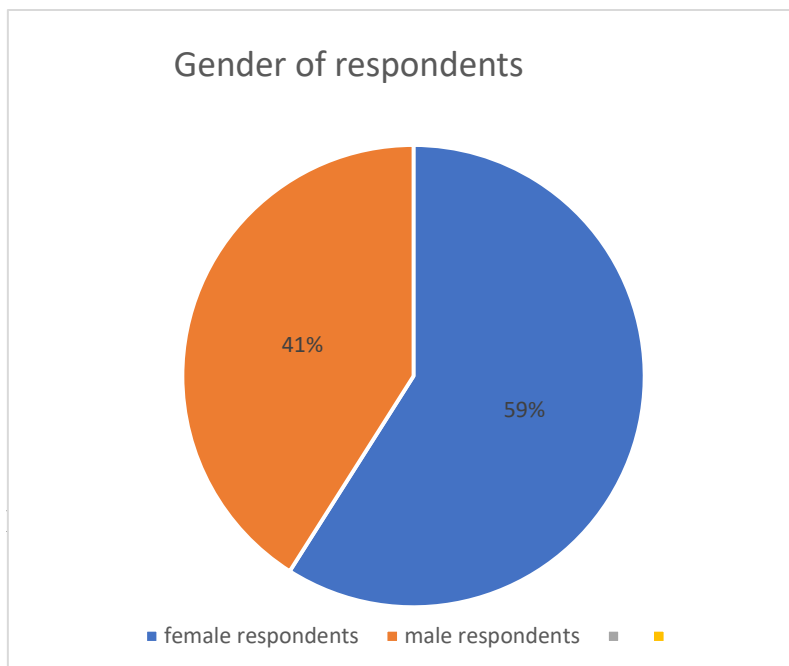
4.3 Demographic Information of the respondents

(Indeed editorial,2021) defines demographic information as the characteristics that identify and define a character or a population. the demographic data of the respondents was collected as follows.

4.3.1 Gender analysis

In accordance with the figure 1 below, the total number of female respondents who were 59% (217 females) of the sample size, while that of the males were 41% (148 males) of the total sample size. It was therefore female respondents were dominant than the male respondents in public in Naivasha sub county. female being the dominant gender, male population was still represented and therefore gender distribution was found to be appropriate in giving information related to this study.

Figure 4.1 Gender Analysis

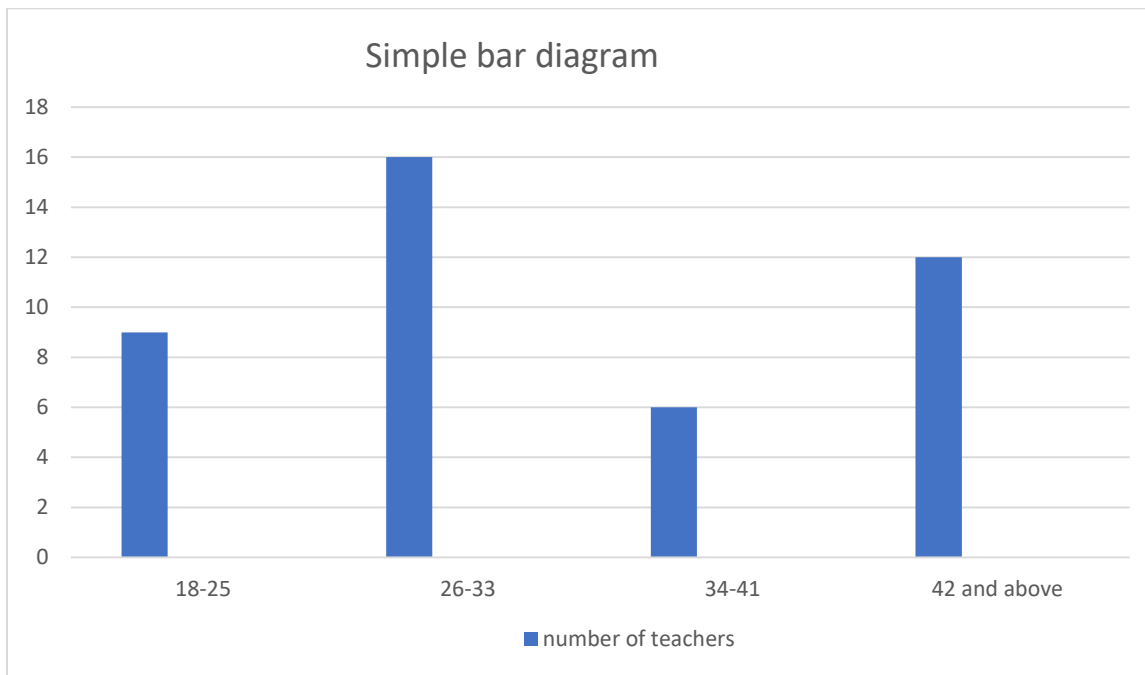


respondents.

4.3.2 Age of teacher respondents

responses in figure 2 below, 21% (9 teachers) of the respondents the ages of 18-25 years. Most of the between 26-33 years amounting to 37% (16 teachers) of the total respondents. Further, 14% of the teacher respondents were between 34-41 years (6 teachers). Undeniably, a good number of the respondents were aged 41 years and above (12 teachers). This study indicated that quite a good number of the teachers were mature. The findings also demonstrated that age was well distributed needed for this research. This goes hand in hand with Preksha (2019) who said that the ability to act, react and behave responsibly comes from maturity. While learning comes from experiences and practice, maturity comes from individual growth without any external stimuli. Matter of fact, we can say that maturation is essential for learning skills.

Figure 4.2 Gender Analysis



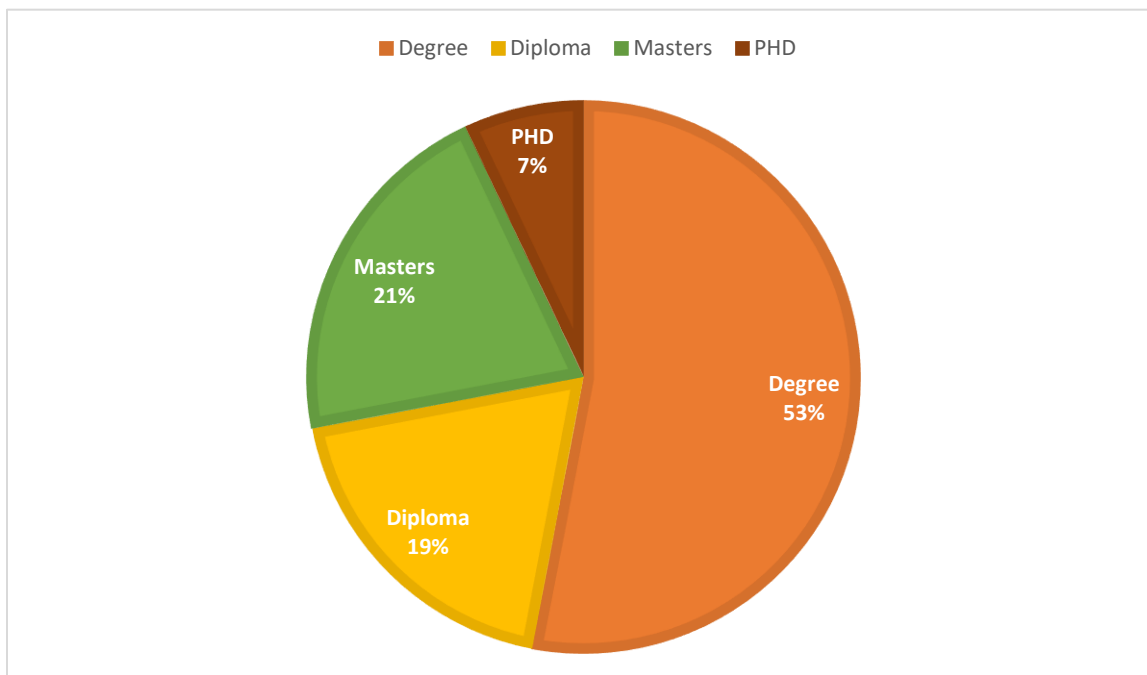
Source: Researcher 2024

Figure 2, *simple bar graph showing the respondents against their ages.*

4.3.3 Level of education of teacher respondents

Findings in figure 3 below indicate respondents 53% (23 teachers) were degree holders, 19% (8 teachers) were diploma holders. 21% which amounts to 9 teachers had master's degree, while 7% (3 teachers) were PHD holders. The researcher came to a conclusion that teachers in Naivasha sub county were qualified and could hence give sufficient and reliable information related to the topic of research.

Figure 4.3 Level of education of teacher respondents



Source: Researcher 2024

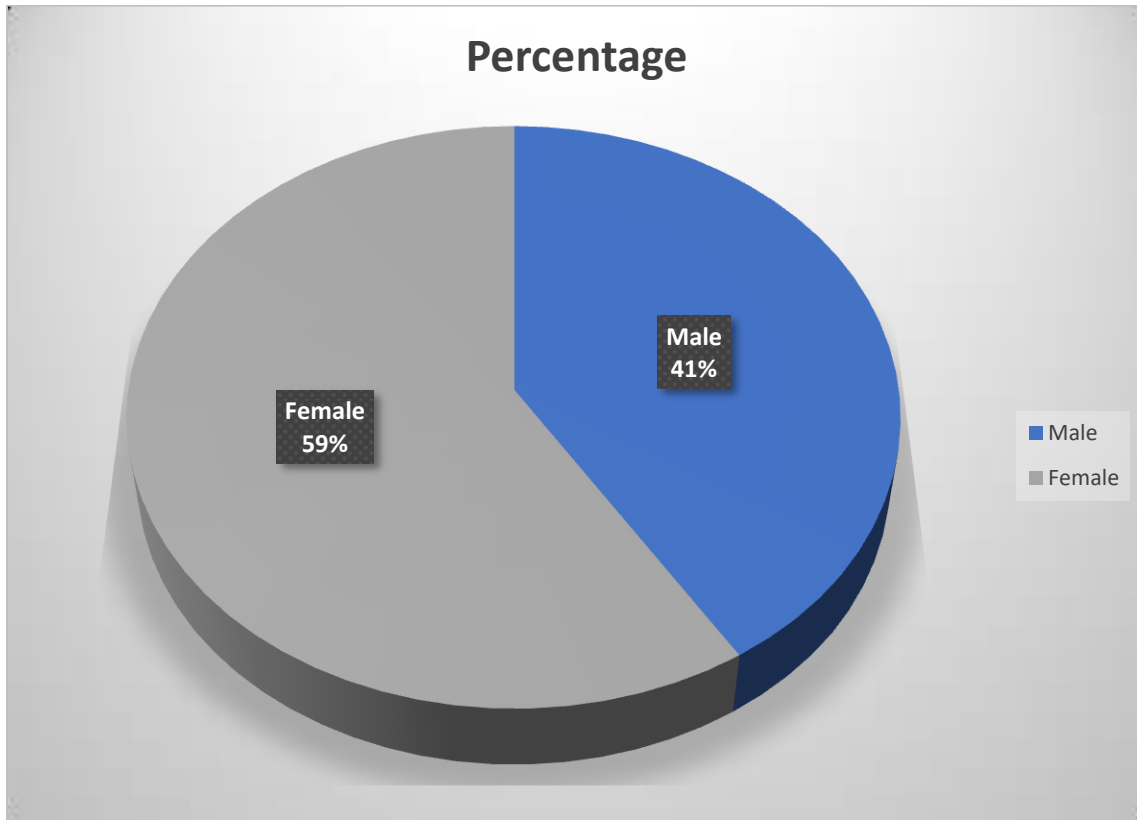
Figure 3 pie chart showing teacher respondents.

4.3.4 Gender Analysis of student respondents

In accordance with figure 5 below, female student respondents was 59% of the total sample size whilst respondents was 41% of the sample size. female respondents were dominant than the

males. Despite the females being dominant, this study revealed that the male population was well represented and thus gender distribution was found to be reliable in giving information related to this study.

Figure 4.4 Gender Analysis of student respondents



Source: Researcher 2024

Figure 4, Pie chart showing the gender analysis of student respondents.

4.4 Student centered approaches that impact performance.

extent to which student-centered learning approaches impact performance public secondary schools in Naivasha Sub County.

4.4.1 Advantages of implementing student centered learning in Naivasha sub county.

interested in establishing the advantages of implementing student in Naivasha sub county schools. Below are the examples of the approaches used in Naivasha sub county schools and the advantages.

4.4.1.1 Personalized learning experience

The researcher identified that a new era of learner empowerment and participation in education was marked by a move towards student centered learning. This technique, which emphasizes each students' individuals' needs and strengths, transforms conventional teaching paradigms help students achieve both academic achievement and Self-actualization. enhance the educational environment by encouraging independence, teamwork and critical thinking. It also gives students the skills to confidently and competently navigate a constantly changing world, it was evident that the difference in performance between the introduction of student-centered learning approaches in the sampled schools in Naivasha sub county shows that after introduction of learner centered approaches, there has been an increased level in students' performance.

4.4.1.2 Information acquisition and retention

One of the key benefits of student-centered learning was its emphasis on active engagement. by the researcher, it was concluded that ways in which teachers ensured academic success through letting students participate actively in class and even group discussions. This active participation helped students retain information better as they did not happen to be mere passive recipients of knowledge but active participants in the learning process. By interacting with the material in depth and in a meaningful way. Students were able to make clear connections, deepen their understanding and retain learned information more effectively.

4.5 Conclusion

All genders were represented in order to compare different responses and feedback that was gathered. From the study, it emerged that student centered learning approaches played a significant role in positively impacting students' performance Naivasha subcounty public secondary schools.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS FOR FURTHER RESEARCH

5.0 Introduction

This chapter majorly presents findings and conclusions. The researcher also gives recommendations based on study findings and also suggestions for further research.

5.1 Summary of findings

The research conducted in Naivasha sub county was aimed at investigating the impacts of student-centered learning approaches on performance of students. From the study, 87%of the respondents indicated that learner centered approaches affected the performance of student in a positive way while 13% thought that an impact on performance whatsoever. The findings indicated student-centered learning has proved to yield a positive income as student performance is concerned. Through and data analysis, it is indeed indeed led in a shift of performance to the right. It also emerged that teachers should endeavor to employ more of these approaches for the benefit of the learners. The findings also revealed a significant correlation between implementation of student-centered method and improvised academic achievement amongst students. Students who experienced more interactive, collaborative and personalized learning methods tended to achieve better grades and demonstrate a better understanding of the subjects. The research further highlighted the efficacy of student-centered learning in enhancing student outcomes and suggest that implementing such approaches can lead to positive results in education within Naivasha sub county.

5.3 Recommendations

Based on the study findings, the researcher makes the following recommendations.

- 1.The government should work hand in hand with school administrators to ensure candidly implemented in secondary schools.

5.4 Suggestions for further studies

replicated in other sub counties of the country for comparison of the results.

conducted on of student-centered learning approaches in secondary schools.

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APPENDICES

Appendix 1: Questionnaires

Privacy Declaration.

Safety and privacy shall be considered in questionnaires obtained from this research. No references whatsoever will to specific individuals or schools. The answers obtained will be used only for the purposes of research.

Section A: Demographic information

1. Name (Optional)

.....

2. Gender

Male [] Female [] Other(please
specify).....

3. Level of Education

Primary {] Secondary [] Tertiary []

Section 1; Student- centered Learning Experience

- 1) How Often do you engage in Student-centered learning activities in your classes?

Rarely [] Occasionally [] Often [] Always []

2) List the student-centered approaches that you have experienced in your classes.

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Section 2; Perceptions of student-centered Learning

1) Do you believe that student-centered Learning has positively impacted your understanding of course material?

YES []

NO []

UNSURE []

2) On a scale of 1-5, on student-centered learning? (1 being not at all, 5 being extensively).

[] 1

[] 2

[] 3

[] 4

[] 5

Section 3; Open ended questions

a) To what extent do you think student centered learning has fostered abilities and independent learning in your academic journey?

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b) How has the flexibility and autonomy provided by student-centered learning influenced your overall academic experience, and do you believe it has positively affected your performance?

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c) Can you student-centered Learning positively impacted your engagement and motivation in the learning process?

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TEACHER INTERVIEW QUESTIONS

Section A: Demographic information

1: Name(optional)

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2.Gender (tick where appropriate)

Male { } Female { }

3.Level of education.(tick where appropriate)

Diploma []

Degree []

Masters []

PhD []

4. Do you your classroom? If yes, how often?

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5. Do you think these approaches have impacted your student's performance rate and to what level?

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6. What is the feedback from your students regarding your teaching approach?

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SCHOOL PRINCIPAL INTERVIEW QUESTIONS

This questionnaire is for research on the effects of student-centered learning approaches in performance in your school. Kindly do not write your name on the questionnaire, kindly be frank when answering questions and tick where applicable. All information collected during this study will be confidential. Neither you, this institution or any of its fraternity will be mentioned in any reports of the final results.

1. Do you staff concerning how to improve learning strategies in your school?

Yes [] No []

2. Have you received any proposals concerning the effects of student-centered strategies?

Yes [] No []

If yes, what kind of proposal(S)?

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3. How does the school foster collaboration and communication among teachers to share best practices related to student-centered learning?

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4. What challenges, if any, have you encountered in implementing student-centered learning, and how have these challenges been addressed?

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5. In your opinion, how has the implementation of student -oriented approaches influenced overall academic performance within your school?

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APPENDIX 2: WORK PLAN

Activity	MAY 2024	JUNE 2024	JUNE 2024	JULY 2023
Sought Permission				
Data Collection				
Data Analysis				

Report writing and submission				
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APPENDIX 3: BUDGET

ITEM	AMOUNT(kshs)	CENTS
Typing	4500	00
Printing	3700	00
Internet and photocopy	2790	00
Transport	4900	00
Miscellaneous	1500	00
TOTAL	17390	00