

**AN INVESTIGATION OF THE LEVEL OF STUDENT CENTERED LEARNING
IN THE UNIVERSITY OF BENIN**

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CERTIFICATION

We, hereby certify, that this study was carried out by Favour Onohorbhen IKHUORIA with Matriculation Number EDU2001632 in the Department of Educational management, Faculty of Education, University of Benin, Benin City.

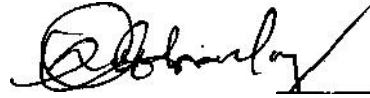


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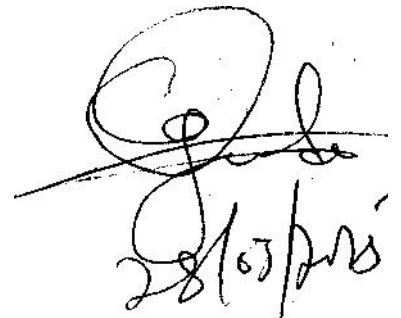
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DEDICATION

This work is dedicated to God and my Parents Mr and Mrs Francis Ikhuoria Ekpen.

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ABSTRACT

This study dealt on the investigation of the level of student centered learning in the university of Benin. To achieve the purpose of the study, four research questions were raised and examined. The sample size comprised of the 100 lecturers, which will be randomly selected from over 500 lecturers in the university of Benin North. The - questionnaire was the instrument for data collection.

The descriptive survey research design was adopted for the study. With the aid of the stratified sampling technique, An analysis of data was done using mean score. Criterion mean score of 2.50 was used as selection criterion.

The findings showed that lecturers at the University of Benin, implement student centered learning with a grand mean of 3.7 indicating a high level of interest and engagement of student-centered learning It was also concluded that science lecturers implement student centered learning more than humanities lecturers It was therefore recommended that lecturers should be more informed about the benefits of student centered" learning and engage it teaching more to help students get the most of their learning experience. The government and educational authorities should consider the findings of this study valuable to the point of informing other universities about student centered learning as well as providing necessary support for implementation.

CHAPTER ONE

INTRODUCTION

Background to the Study

Student-centered learning (SCL) is an educational approach that prioritizes the unique needs, interests, and abilities of learners. This method diverges from traditional teacher-centered approaches by encouraging students to actively engage with the learning material, promoting exploration and creativity in ways that extend beyond conventional classroom settings.

At its core, SCL harnesses the innate traits of students, allowing them to pursue learning activities that resonate with their personal interests and strengths. By doing so, it fosters a more engaging and motivating learning environment. According to Hattie and Timperley (2007), effective student-centered practices lead to deeper understanding and retention of knowledge because learners are more involved in the process.

Furthermore, SCL emphasizes key skills such as active learning, critical thinking, and problem-solving. It encourages students to collaborate with their peers, enhancing communication and teamwork skills essential for success in both academic and professional contexts (Johnson & Johnson, 2014). This collaborative approach not only builds a sense of community in the classroom but also prepares students to tackle complex, real-world problems through shared efforts and diverse perspectives. Overall, student-centered learning transforms the educational experience into a more interactive and personalized journey, equipping learners with the skills they need for lifelong success.

In student-centered learning (SCL), the dynamic between students and teachers shifts significantly. Students are empowered to take responsibility for their own learning, which involves actively engaging with the material, setting personal goals, and reflecting on their progress. This approach encourages students to pursue their interests and strengths, fostering intrinsic motivation and a sense of ownership over their educational journey.

Teachers, in contrast, adopt the roles of coaches, guides, or facilitators. Rather than delivering information in a traditional lecture format, they create supportive environments where students can explore concepts through discussion, collaboration, and hands-on activities. This facilitative role includes providing resources, offering feedback, and helping students develop critical thinking and problem-solving skills (Weimer, 2013). By guiding rather than dictating, teachers encourage students to become self-directed learners, capable of navigating challenges and seeking knowledge independently. This collaborative learning environment not only enhances student engagement but also prepares learners for real-world scenarios, where teamwork, communication, and adaptability are essential.

At the University of Benin, innovative teaching methods are actively employed to foster a holistic teaching and learning experience. These methods are designed to create an engaging educational environment that supports not only academic success but also the personal and social development of students. By integrating various instructional strategies, the university aims to address diverse learning styles and preferences, thereby enhancing student participation and motivation.

This research seeks to investigate whether student-centered learning (SCL) approaches are currently integrated into the curriculum. Specifically, it aims to assess how these innovative methods are being implemented across different disciplines and whether they effectively promote active learning, critical thinking, and collaborative skills among students.

By examining the extent of SCL integration, the research will provide insights into the impact of these teaching methods on student engagement and learning outcomes. Additionally, it will highlight potential areas for improvement, ensuring that the educational practices at the University of Benin align with contemporary pedagogical standards and better prepare students for future challenges.

Statement of the Problem

Despite the increasing recognition of student-centered learning (SCL) as an effective educational approach, there remains a critical gap in understanding its actual implementation within the curriculum at the University of Benin. While innovative teaching methods are widely promoted as essential for creating a holistic learning experience, it is unclear whether these approaches are genuinely integrated into daily instructional practices. Furthermore, the effectiveness of these methods in fostering active learning, critical thinking, and collaboration among students remains largely unexplored.

This study seeks to explore the extent to which student-centered learning approaches are incorporated into the curriculum across various disciplines at the University of Benin.

By investigating these issues, the study seeks to provide insights into the -alignment of educational practices at the University of Benin with global trends in higher education and to offer recommendations for enhancing the learning experience through student-centered approaches.

Research Questions

- * What is the level of implementation of student centered learning in the University of Benin?
- * What is the level of implementation of Student centered learning by Junior and Senior lecturers in the University of Benin?
- * What is the level of implementation of Student centered learning by lecturers in Sciences and Humanities?
- * What is the level of implementation of Student centered learning by Male and female lecturers.

Purpose of the Study

The Purpose of this study is to carry out an investigation of the level of implementation of Student centered learning in the University of Benin, Specifically, this study will determine:

- *The level of Implementation of student centered learning in the University of Benin.
- *The Extent to which Junior and Senior lecturers implement student centered learning in their day to day lecture.

-The Level of implementation of Student centered learning by lecturers in Sciences and Humanities.

Significance of the Study

The study's findings will be extremely beneficial to Students, junior and senior lecturers, educational policy makers.

Students will benefit from this research. The findings of this research will enlighten students on the need to embrace student centered learning when implemented by higher authorities, it would give room for students to discover themselves in terms of their talents, strengths and weaknesses, it would also give room for them to be more creative and expressive with their ideas. It will help them build necessary skills suitable for the labour market, it will foster good interpersonal skills, communication skills and analytical skills. It increases students portfolio and makes them more attractive to employers of labour.

Junior and Senior lecturers will also benefit from this research. The Findings-of this research will expose junior and senior lecturers to the benefits of student centered learning, it would give room to the lecturers to create a more engaging and a productive learning environment, it also enables them to act as mentors, supervisors and coaches to the good work being carried out by their students. Integrating Student centered learning would enhance teaching effectiveness, giving room for lecturers to refine their teaching skills in order to bring out the best in their students, it

enables lecturers to explore innovative teaching methods and to promote a culture of innovation and creativity.

Educational policy makers will benefit from this research. This research will expose the cruciality of integrating Student centered learning in the curriculum in order to prepare university graduates for the demand of the labour force especially in the 21st century. It would also enable policy makers to build the curriculum in such a way that undergraduate student will be raised to create long lasting Economic and social impact, so by promoting student centered learning, policy makers will contribute to the growth of the society. Judging from the numerous benefits of student centered learning policymakers can make informed decisions to support its implementation and create a more student-centered higher education system. Higher institutions of learning will benefit from this research. Student centered learning will enable higher institutes to produce graduates who make impact in the world of work, and this will also bring a good reputation to the institute thereby making them more attractive and desirable to applicants.

Employers of labour will benefit from this research. It promotes trust and confidence amongst employers in the labour market because they would trust the institute and their produce evident in the ability of their graduates.

Parents and guardians will benefit from this research. Student centered learning produces individuals who can stand the test of time, building both practical and theoretical knowledge

necessary for sustainability in the Long run, parents and guardians wouldn't have to worry much about how their children will hold up after graduation, it will create a sense of trust in the ability of graduates to excel in life. **Scope and Delimitation of the study**

The scope of this study is to investigate the extent of implementation of Student centered learning by junior and senior lecturers in the university of Benin.

The Study is delimited to senior and junior lecturers in the faculties of sciences and humanities in the University of Benin.

Definition of Terms

These terms are defined as used in the study.

Student centered learning: This is an educational approach that focuses on the learner's needs, interests and abilities, it emphasizes active learning, critical thinking and problem solving amongst students, it is a kind in which students are allowed to explore various ways of learning while the teachers act as facilitators or guides.

Level of implementation: This refers to the degree to which a new educational program, policy or innovation is put into practice in a school, classroom or academic setting.

Junior lecturer: A junior lecturer is an academic staff at the beginning of their career usually holding a master's degree or doctoral degree. According to the Career Development and Academic rank (CADAR) junior lecturers fall within the category of Graduate Assistant, Assistant lecturer, lecturer I and lecturer II.

A senior lecturer: A senior lecturer is an academic staff who is relatively more advanced in career as opposed to the junior lecturers, they serve as mentors in the educational field and they do more of research into the things that can benefit the educational sector and by advantage of experience they make relevant contributions to educational practices,

By academic rank, senior lecturers include professors, associate professors and senior lecturers.

A science lecturer: A science lecturer is an academic who specializes in teaching and researching scientific subjects at a university or college. They are experts in their field and are responsible for delivering lectures, conducting laboratory sessions, and supervising student research projects.

A humanities lecturer: A humanities lecturer is an academic who teaches subjects related to human culture and society, such as history, literature, philosophy, language, art history, music, and religious studies. They are responsible for delivering lectures, leading discussions, and guiding students in their academic pursuits.

Educational policy makers: Educational policy makers refers to the various stakeholders who contributes to the formation of the educational curriculum in Nigeria, as well as state level stakeholders such as state board of education, educators(Teachers, curriculum specialists and school administrators), parents and community members, content experts and researchers, professional organizations etc.

CHAPTER TWO

REVIEW OF RELATED

LITERATURE

This chapter reviews related literature on the implementation of student-centered learning (SGL) at the University of Benin. The literature review is organized under the following sub-headings:

- * Theoretical Framework.
- * Concept of Student-Centered Learning
- * Level of Implementation of Student-Centered Learning in Universities.
- * Level of Implementation of Student-Centered Learning by Junior and Senior lecturers in Universities.
- * Level of Implementation of Student-Centered Learning by Science and Humanities Lecturers in Universities.
- * Level of Implementation of Student-Centered Learning by Male and Female Lecturers in Universities.
- Summary of Reviewed Literature.

Theoretical Framework

Constructivism.

Constructivism implies that learners are encouraged to construct their own knowledge instead of copying it from an authority, be it a book or a teacher, in realistic situations instead of decontextualised, formal situations such as propagated in traditional textbooks, and together with others instead of on their own. (Kanselaar et al, 2001) Constructivism's central idea is that human knowledge is constructed, that learners build new knowledge upon the foundation of previous learning. This view of learning sharply contrasts with one in which learning is the passive transmission of information from one individual to another, a view in which reception, not construction, is key.

Constructivism, according to Piaget, is a learning theory that emphasizes the active role of learners in creating their own understanding of the world. Piaget believed that children are not passive recipients of information but rather active explorers and "little scientists" who constantly construct and reconstruct their knowledge through interactions with the environment. He proposed that learners build upon their existing knowledge and experiences to make sense of new information.

In constructivism or constructivist theory there are many thinkers who have contributed to this field of knowledge, however in all of these thinkers two persons stand out, they happen to be renowned psychologists, we speak of Jean Piaget and Lev Vygotsky.

Jean Piaget's contribution perception of constructivism is based on his beliefs that knowledge is not a copy of reality but a construction of the individual based on their interactions with the world.(Piaget 1950). For Jean Piaget, the development of human intellect proceeds through adaptation and organization. Adaptation is a process of assimilation and accommodation, where, on the one hand, external events are assimilated into thoughts and, on the other, new and unusual mental structures are accommodated into the mental environment. As Piaget identifies knowledge with action, he considers that mental development organizes these schemes in more complex and integrated ways to produce the adult mind.

An important part of Vygotsky's work (1986) is critical upon Piaget's contributions in the field. Although they share some common ideas, there exist significant differences between them. On the topic of stages of development, Piaget believed that development precedes learning, while Vygotsky believed the opposite. In particular, on the development of speech, Piaget argues that the egocentric speech of children goes away with maturity, when it is transformed into social speech. On the contrary, for Vygotsky the child's mind is inherently social in nature and so speech moves from communicative social to inner egocentric. Therefore, since the development

of thought follows that of speech, Vygotsky claims that thought develops from society to the individual and not the other way.

Core principles of Constructivism includes:

Active Learning - Learners are not passive recipients of knowledge but actively engage in the learning process by constructing their own understanding. Active learning is an instructional approach where learners engage in meaningful activities and think critically about what they are doing, rather than passively receiving information. It emphasizes participation, problem-solving, discussion, and hands-on activities to enhance understanding and retention. (Piaget, 1950)

Prior Knowledge and Experiences - Prior knowledge refers to the information, skills, experiences, and understandings that a learner already possesses before being introduced to new learning material. It serves as a foundation for acquiring new knowledge, helping learners connect new concepts with what they already know. Learning builds upon the learner's previous knowledge and experiences, shaping their ability to understand new concepts. (Bransford, 2000)

Social Interaction - Social interaction refers to the process by which individuals act and react in relation to others. It involves communication, shared experiences, and mutual influence in various social settings. Social interaction is fundamental to human relationships and plays a key role in shaping behavior, culture, and society. Learning is a social activity that involves collaboration and discussion with peers, teachers, and the environment. (Vygotsky, 1978)

Situated Learning - Situated learning is a learning theory that emphasizes acquiring knowledge and skills in real-life, authentic contexts rather than through abstract or decontextualized instruction. It was developed by Jean Lave and Etienne Wenger, who argued that learning is most effective when it happens in the same environment where it will be applied. Knowledge is best learned in meaningful, real-world contexts rather than in isolation. (Lave, 1991)

Scaffolding - Scaffolding is an instructional technique where a teacher or more knowledgeable individual provides temporary support to help a learner achieve a task they could not accomplish independently. As the learner gains competence, the support is gradually reduced until they can perform the task on their own. This concept was introduced by Jerome Bruner and is closely related to Lev Vygotsky's Zone of Proximal Development (ZPD)—the gap between what a learner can do alone and what they can achieve with guidance. Teachers and peers provide temporary support to help learners develop skills and knowledge until they can function independently. (Wood, 1976)

Multiple Perspectives - "Multiple perspectives" means considering a situation or topic from various viewpoints, essentially looking at something from different angles to gain a more comprehensive understanding by incorporating diverse opinions and experiences, rather than just one perspective; it's about acknowledging that different people may see the same event or issue in different ways depending on their background and position. Learning is enhanced when

individuals engage with multiple perspectives, allowing them to develop a deeper understanding of concepts. (Spiro et al., 1988)

Reflection and Metacognition - Reflection is the process of looking back on experiences, events', or thoughts to gain insights and understanding. It involves thinking about what happened, why it happened, and what could be done differently, while Metacognition involves awareness and understanding of one's own cognitive processes, including how we learn, remember, and solve problems. Learners should reflect on their experiences and thinking processes to develop deeper learning and self-regulation skills. (Flavell, 1979)

Learner-Centered Approach - The learner-centered approach, also known as student-centered learning, is an educational philosophy that puts the learner at the heart of the learning process. It emphasizes active learning, collaboration, and the individual needs and interests of each student. The learner takes an active role in directing their learning process, making choices, and discovering knowledge through exploration. (Brooks, 1993)

Problem-Based Learning - Problem-based learning (PBL) is a student-centered pedagogy where students learn about a subject through the experience of solving complex, real-world problems. Constructivist learning often involves problem-solving activities that encourage critical thinking and application of knowledge. (Jonassen, 1999)

Authentic Assessment - Authentic assessment is an approach to evaluating students that focuses on measuring their ability to apply knowledge and skills in real-world contexts. Unlike traditional assessments that often rely on rote memorization and standardized tests, authentic assessments require students to demonstrate their learning through tasks that are meaningful and relevant to real-life situations. Assessment in constructivist settings focuses on real-world applications, portfolios, and performance-based tasks rather than rote memorization. (Wiggins, 1998)

Negotiation of Meaning -Negotiation of meaning is a crucial process in communication, especially in language learning. It refers to the dynamic and interactive process where individuals work together to reach a shared understanding of what is being communicated. Knowledge is co-constructed through dialogue, debate, and negotiation rather than being transmitted in a fixed form. (Glasersfeld, 1995)

Intrinsic Motivation - Intrinsic motivation is that inner drive that pushes you to do something simply because you find it enjoyable, interesting, or satisfying. It's the opposite of extrinsic motivation, where you're motivated by external rewards like money, grades, or praise. Constructivist learning fosters motivation by making learning meaningful, relevant, and engaging. (Ryan, 1985)

Discovery Learning -Discovery learning is an educational approach where students learn by actively exploring and investigating, rather than passively receiving information. It's about encouraging them to "discover" knowledge for themselves through hands-on activities, experimentation, and problem-solving. Learners discover new ideas and relationships through exploration and inquiry rather than direct instruction. (Bruner, 1961)

Constructive Failure - Constructive failure is a concept that emphasizes the importance of learning from mistakes and setbacks. It's about viewing failure not as a negative outcome, but .as an opportunity for growth and development.Making mistakes and reflecting on them is considered a valuable part of learning, as it helps refine understanding. (Papert, 1991)

Flexible Learning Paths -Flexible learning paths are educational routes that allow learners to customize their learning journey based on their individual needs, preferences, and circumstances. It's a departure from the traditional, one-size-fits-all approach to education, recognizing that learners have diverse learning styles, paces, and goals. There is no single way to learn; learners construct knowledge in different ways based on their interests, backgrounds, and cognitive styles. (Fosnot, 1996)

Assumptions of Constructivism

Constructivism is based on several fundamental assumptions about knowledge, learning, and teaching. These assumptions shape constructivist teaching approaches and learning environments.

Below are key assumptions with explanations:

Knowledge is Actively Constructed, Not Passively Received: Constructivism assumes that learners do not simply absorb information from the environment or teachers. Instead, they actively construct knowledge by interacting with their experiences and forming their own understanding. Learning is a process of meaning-making rather than mere transmission of facts, 'E.g, A student learning physics will build their understanding of Newton's laws based on prior experiences with motion rather than just memorizing formulas. Bruner (1961)

Learners Bring Prior Knowledge and Experiences to Learning: Every learner has unique prior knowledge and experiences that shape how they interpret new information. Constructivist learning environments acknowledge these differences and use them to enhance learning. E.g, In a history class, students from different cultural backgrounds may interpret historical events differently based on their personal or community experiences. Brown,(2000)

Learning is a Social Process: Knowledge is constructed through social interactions, discussions, and collaboration with peers, teachers, and experts. Vygotsky's social constructivism emphasizes the role of culture and social interaction in cognitive development. E.g, Group discussions and

peer teaching help learners refine and expand their understanding through dialogue, Vygotsky (1978)

Learning is Contextual and Situated: Constructivism assumes that learning is deeply tied to the context in which it occurs. Knowledge gained in one situation does not automatically transfer to another; instead, learners need to apply knowledge in authentic, real-world situations. E.g, A medical student learns better in a hospital setting through hands-on practice rather than by reading textbooks alone. Wenger (1991)

Meaning is Negotiated, Not Fixed: Knowledge and meaning are not absolute but are constantly evolving. Learners interpret information based on their perspectives, and through interaction with others, they refine their understanding. E.g, The interpretation of a literary text can vary based on personal experiences and cultural context, rather than having a single correct meaning. Glasersfeld (1995)

Learning Involves Higher-Order Thinking and Metacognition:

Constructivist learning

emphasizes not just acquiring facts but also thinking critically, solving problems, and reflecting on one's own learning processes (metacognition). E.g, Students are encouraged to think about how they learn, evaluate their understanding, and adjust their strategies. Flavell (1979)

Errors and Conflicts Facilitate Learning: Constructivism assumes that making mistakes and resolving conflicts between prior and new knowledge are essential for deeper learning. Cognitive

conflict or disequilibrium pushes learners to refine their thinking. E.g, A child who initially believes the Earth is flat may experience cognitive conflict when learning about the concept of a spherical Earth, prompting them to modify their understanding. Piaget (1952)

Teachers Act as Facilitators, Not Sole Knowledge Providers: Constructivist teaching shifts the role of the teacher from being a transmitter of knowledge to a facilitator who guides learners in exploring, questioning, and discovering information. E.g, Instead of lecturing, a teacher might use inquiry-based learning, where students explore a topic through research and experimentation. Brooks (1993)

Multiple Perspectives Enhance Learning: There is no single "correct" way to understand a concept. Exposure to different viewpoints helps learners develop a more comprehensive understanding. E.g, In ethics education, discussing moral dilemmas from different cultural and philosophical perspectives leads to deeper insight.

Assessment Should Be Authentic and Process-Oriented: Constructivism assumes that learning should be assessed through real-world applications rather than standardized tests. The focus is on understanding how learners think rather than just what they know. E.g, Instead of multiple-choice tests, students might create portfolios, conduct research projects, or engage in peer assessments.)

Concept of student centered learning.

Student-centered learning is an educational approach that prioritizes the active role of the learner in the learning process. It shifts the focus away from the teacher as the sole source of knowledge and towards the student as an active constructor of their own understanding,

According to Rogers (1983) "Student-centered learning has been defined most simply as an approach to learning in which learners choose not only what to study but also how and why that topic might be of interest." This definition emphasizes the element of learner choice and autonomy in student-centered learning. The student centered learning promotes active learning through activities like problem-solving, project work, discussions, and hands-on experiences: Eison (1991). Student centered learning promotes learner autonomy where students are given some control over their learning, such as choosing topics, setting learning goals, or selecting assessment methods. Little, (2007)

Student-Centered Learning (SCL) is a pedagogical approach that shifts the focus from traditional teacher-led instruction to an active, participatory learning process where students take responsibility for their own education. This approach is rooted in constructivist theories, which argue that learners construct knowledge through experience and interaction rather than passively receiving information; Bransford , 2000). Unlike teacher-centered models that emphasize rote

memorization and direct instruction, SCL fosters inquiry-based learning, collaboration, and self-regulation (Weimer, 2013).

Recent empirical studies have demonstrated the effectiveness of student-centered learning in various educational settings. Freeman et al. (2014) conducted a meta-analysis of 225 studies in STEM education and found that active learning strategies—an essential component of SCL—significantly improved student performance compared to traditional lectures. Their findings revealed that students in active learning environments had lower failure rates and performed better on assessments, supporting the argument that SCL enhances knowledge retention, and academic success. Similarly, a study by Prince (2020) on higher education in Africa found that students exposed to problem-based learning and collaborative discussions developed better analytical and communication skills, reinforcing the claim that SCL fosters deeper learning and critical thinking.

One of the defining characteristics of SCL is the emphasis on student autonomy and self-directed learning. Ryan (2000) argue that intrinsic motivation is a key driver of learning, and SCL environments promote this by allowing students to make choices, set learning goals, and reflect on their progress. This is supported by a study conducted by Asonitou. (2021), which examined the impact of self-directed learning strategies among university students. Their findings indicated that students who engaged in self-regulated learning performed better academically and

exhibited higher levels of motivation than those in traditional settings. This suggests that SCL not only improves learning outcomes but also enhances students' ability to take ownership of their education.

Collaboration is another fundamental element of SCL, as students are encouraged to learn through peer interaction, group discussions, and cooperative problem-solving. Smith (2014) found that cooperative learning strategies, such as peer teaching and group projects, led to greater academic achievement and improved social skills in university students. Their research, conducted across multiple disciplines, showed that students who engaged in collaborative learning developed a deeper understanding of course content compared to those in teacher-centered environments. These findings align with those of Bayley (2019), who investigated the effectiveness of SCL in Asian higher education institutions and found that student collaboration improved not only academic performance but also engagement and motivation in learning.

The Principles of student centered learning is not far fetched from the following key aspects.

- Student agency is a critical component of student-centered learning. It refers to the level of autonomy, power, and ownership that students have over their own learning process. In essence, it's about empowering students to be active participants in their education, rather than passive recipients of information.

- * Active learning is an educational approach that moves away from traditional passive learning, like listening to lectures, and instead engages students in the learning process. It emphasizes activities that require students to think critically, solve problems, discuss ideas, and create their own understanding. Students are actively involved in the learning process, not just passively receiving information. "Active learning is 'anything that gets students doing something other than passively listening.'" - Garrison (1987).
- * Meaningful learning is a concept in education that emphasizes the importance of connecting new information to existing knowledge and experiences. It's about understanding the "why" behind the information, not just memorizing facts. When learning is meaningful, students are able to make connections, apply knowledge and retain information. Meaningful learning is active and constructive, taking place when learners develop knowledge in response to their environment, reflecting on activity and articulating what they have learned." - Ferguson (2011).
- * Collaboration in education refers to the process of students working together to achieve a shared learning goal. It involves students sharing ideas, knowledge, and skills, while also learning from each other and building social skills. "Collaborative learning is an instructional strategy in which students work together on a common task or project in small groups. The groups may be assigned or self-selected, and the task may be as simple as discussing a topic or as complex as completing a project. Major (2014).

Collaboration is a process of joint action and interaction through which individuals or groups with different backgrounds and perspectives work together to achieve common goals."-OECD(2015).

Benefits of student centered learning.

1. Increased engagement: Student engagement is a critical factor in successful learning. It refers to the level of attention, interest, curiosity, and motivation that students demonstrate when they are learning or being taught. Engaged students are more likely to be invested in their learning, persist through challenges, and achieve academic success. It refers to students' involvement in academic tasks, such as attending class, submitting work on time, and participating in class discussions." - Fredricks .(2004).

2. Improved teacher-student relationship: A positive teacher-student relationship is a cornerstone of effective teaching and learning. It's characterized by mutual respect, trust, and open communication, creating a supportive and nurturing environment where students feel safe to learn and grow. It's much more than just being friendly; it's a professional relationship designed to support student success. Respectful teacher-student relationships are characterized by teachers valuing students' perspectives and showing genuine interest in their well-being." - Allen (2012).

3. Development of Critical skills: The development of critical skills is a crucial aspect of education, equipping students with the tools they need to navigate a complex and ever-changing

world. These skills go beyond rote memorization and focus on higher-order thinking, enabling students to analyze information, solve problems, and make informed decisions."Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action." - Paul (2008).

4. Greater independence: Greater independence in learning refers to students taking more ownership and responsibility for their learning journey. It's about empowering them to become self-directed learners who can set goals, monitor their progress, and seek out resources to enhance their understanding. Students are able to monitor and manage their own learning process,

including setting goals, choosing strategies, and evaluating their progress.: "Self-regulated learning refers to learners' active participation in their own learning process, including setting goals, monitoring progress, and adapting strategies as needed." - Zimmerman (2002) Students have a sense of control over their learning, making choices about what and how they learn. "Learner autonomy is the ability to take charge of one's own learning." - Holec (1981).

5. Student centered learning promotes deeper understanding of concepts: Deeper understanding in education goes beyond simply memorizing facts or procedures. It involves a more profound level of comprehension where students grasp the underlying concepts, connections, and

implications of what they are learning. Students grasp the "why" behind the information, not just "the "what." They understand the relationships between concepts and can explain them in their own words.: "Conceptual understanding is the comprehension of the underlying principles and relationships among concepts." - Lefevre (1986).

Challenges of Student centered learning.

1. Teacher training: Teacher training is a significant challenge in the successful implementation of student-centered learning (SCL). This approach requires teachers to shift their roles from traditional knowledge dispensers to facilitators of learning, which demands new skills and pedagogical approaches. SCL requires teachers to move away from teacher-centered instruction and embrace a more student-centered approach. This shift in mindset and role can be challenging for teachers who are accustomed to traditional teaching methods "Implementing student-centered learning requires a shift in teachers' roles from 'sage on the stage' to 'guide on the side.'" -Chickering (1987). Teachers need to develop new pedagogical skills to effectively facilitate SCL, such as: Designing engaging and interactive learning activities, facilitating discussions and group work, providing individualized support and feedback, assessing student learning in diverse ways "Teachers need professional development to effectively implement student-centered learning." -Hammond et al. (2017).

2. Curriculum Design: It's not just about changing teaching methods; the very structure of what and how students learn needs to be reconsidered. SCL often emphasizes flexibility and student choice, which can clash with standardized testing and curriculum frameworks that prioritize specific content coverage. Teachers may feel pressure to "teach to the test" rather than prioritize deeper understanding and student interests. SCL aims to develop critical thinking, problem-solving, and collaboration skills alongside content knowledge. Designing a curriculum that effectively integrates both can be complex. "Active learning strategies provide valuable opportunities for students to develop disciplinary skills and expertise, including serving as sources of knowledge, formulating questions and articulating ideas, as well as fostering interactions with peers." - Finkelstein (2009).

3. Classroom management: Classroom management in a student-centered learning (SCL) environment presents unique challenges. The shift from a teacher-directed classroom to one where students have more agency and are actively engaged in diverse activities requires different management strategies. SCL often involves students working in groups, moving around the classroom, and engaging in discussions. This increased movement and interaction can make it challenging for teachers to maintain order and focus. "Active learning classrooms can be noisy and chaotic if not managed well." - Barkley,(2014).

4. **Assessment:** Assessment in student-centered learning (SCL) presents a significant challenge. Traditional assessment methods, often focused on rote memorization and standardized tests, don't always align with the goals of SCL, which emphasizes deeper understanding, critical thinking, and application of knowledge. Traditional assessments often focus on measuring content recall, which doesn't reflect the deeper learning and skill development that SCL aims to foster. This mismatch can lead to inaccurate evaluations of student progress in an SCL environment. Traditional assessment methods may not be suitable for measuring student learning in a student-centered environment.

Level of Implementation of Student-Centered Learning in Universities

Student-centered learning (SCL) has emerged as a prominent paradigm in higher education, shifting the focus from traditional teacher-centered instruction to approaches that prioritize student engagement, active learning, and individual needs. While the benefits of SCL are widely recognized, the degree of its implementation in universities across the globe remains a complex and multifaceted issue. This paper aims to explore the current state of SCL implementation, examining the factors that influence its adoption, the challenges and barriers that hinder its progress, and the potential for future development.

The implementation of SCL in universities is a global trend, with institutions worldwide expressing a commitment to its principles in their policies and strategic plans. However, the

actual level of implementation varies significantly across different regions, institutions, and even individual disciplines. •

Factors Influencing SCL Implementation:

Several factors influence the degree to which SCL is implemented-in universities:

Institutional Policies and Support: Universities that have explicitly embraced SCL in their policies and provide resources for faculty development and curriculum redesign are more likely [to see successful implementation. (Chickering & Gamson, 1987)

Faculty Attitudes and Beliefs: The willingness of faculty members to adopt SCL approaches is crucial. Faculty who understand the benefits of SCL and are trained in its methods are more likely to implement it effectively. (Prosser & Trigwell, 1999)

Curriculum Design and Assessment: SCL requires a shift from traditional lecture-based teaching to more interactive and engaging methods. Curricula need to be redesigned to incorporate active ; learning strategies, collaborative projects, and authentic assessment methods. (Biggs & Tang, 12011)

Learning Environment: Physical and digital learning spaces should be conducive to SCL, fostering collaboration, interaction, and access to resources. (Brown el al., 2014)

UNESCO: UNESCO has also emphasized the importance of learner-centered approaches in education globally.

Active Learning Classrooms: Universities worldwide are increasingly adopting active learning classrooms designed to facilitate group work, discussions, and hands-on activities.

Problem-Based Learning (PBL): PBL is a popular SCL approach being implemented in various universities across disciplines.

Level of Implementation of Student-Centered Learning by Junior and Senior Lecturers in Universities

The level of SCL implementation can differ between junior and senior lecturers due to a variety of factors related to experience, training, research focus, and individual beliefs about teaching and learning.

Experience and Training:

Senior lecturers, with their extensive experience in academia, may have developed established teaching methods and beliefs about effective instruction. These practices might be rooted in more traditional, teacher-centered approaches. Junior lecturers, often newer to teaching and more recently exposed to contemporary pedagogical approaches during their graduate studies or through professional development programs, might be more receptive to SCL principles. They

may be more willing to experiment with innovative teaching strategies and adapt their instruction to meet the needs of diverse learners. (Prosser & Trigwell, 1999)

Research Focus:

Senior lecturers are often heavily involved in research activities, which can significantly influence their priorities. The demands of research, publication, and grant writing may take precedence over extensive teaching innovations. Junior lecturers, on the other hand, are often more focused on building their teaching portfolio and establishing their pedagogical expertise. This focus can lead them to dedicate more time and effort to implementing SCL strategies and seeking out opportunities for professional development in teaching. (Brew, 2006)

Disciplinary Differences:

The nature of different academic disciplines can also influence the implementation of SCL. Some disciplines, such as humanities and social sciences, may lend themselves more readily to discussion-based, student-led activities, while others, particularly in STEM fields, may rely more heavily on structured problem-solving sessions and direct instruction. This disciplinary context can shape the teaching practices of both junior and senior lecturers, regardless of their individual preferences or beliefs. (Biggs & Tang, 2011)

Institutional Support:

Universities play a crucial role in supporting the implementation of SCL. Institutions that provide comprehensive professional development programs, mentoring opportunities, and resources for curriculum redesign can significantly influence faculty adoption of SCL. Junior lecturers, who are often in the early stages of their careers, may be more likely to take advantage of these support structures and integrate SCL strategies into their teaching. Senior lecturers, with their established teaching practices, may be less inclined to participate in such programs unless they are specifically tailored to their needs and experience levels. (Chickering & Gamson, 1987)

Individual Beliefs:

Ultimately, the individual beliefs and attitudes of lecturers towards teaching and learning play a significant role in determining their level of SCL implementation. Some senior lecturers may be passionate about SCL and have years of experience implementing it effectively, while some junior lecturers may prefer more traditional, teacher-centered approaches. These individual variations highlight the importance of understanding the diverse perspectives and motivations of faculty members when promoting SCL within universities. (Entwistle, 2005)

Implications and Future Directions:

Understanding the potential differences in SCL implementation between junior and senior lecturers is crucial for developing effective strategies to enhance teaching practices in higher education. Universities should consider providing targeted professional development opportunities that address the specific needs and experiences of both groups. Mentoring programs that pair senior lecturers with junior colleagues can facilitate the sharing of best practices and foster a culture of pedagogical innovation. Furthermore, recognizing and rewarding faculty efforts in implementing SCL can incentivize the adoption of these approaches and promote a more student-centered learning environment for all.

Level of Implementation of Student-Centered Learning by Science and Humanities Lecturers in Universities

The implementation of student-centered learning (SCL) in universities is not uniform across disciplines. Science and humanities, while both contributing significantly to higher education, often present distinct contexts that influence how SCL principles are interpreted and applied. This section explores the potential variations in SCL implementation between science and humanities lecturers, considering the disciplinary characteristics, pedagogical traditions, and assessment practices that shape their approaches to teaching.

Disciplinary Characteristics and Pedagogical Traditions:

Science disciplines, particularly those involving laboratory work and quantitative analysis, often emphasize a structured approach to learning, focusing on the acquisition of factual knowledge and the development of technical skills. Traditional pedagogy in these fields, may involve lectures, demonstrations, and problem-solving sessions, where the lecturer plays a central role in transmitting information. While SCL can be integrated into science teaching, it may take forms such as inquiry-based labs, collaborative projects involving data analysis, or simulations that allow students to explore scientific concepts actively. (Prince, 2004)

Humanities disciplines, on the other hand, often prioritize critical thinking, interpretation, and communication skills. Pedagogical traditions in these fields frequently involve discussions, debates, and close reading of texts, where student engagement and active participation are highly valued. SCL approaches in humanities may include student-led seminars, debates on controversial topics, collaborative research projects, or creative assignments that allow students to express their understanding of complex ideas. (Gamson, 1987)

Assessment Practices:

Assessment practices also differ significantly between science and humanities. Science assessments often rely on objective measures such as exams, problem sets, and lab reports, focusing on the accuracy and application of scientific knowledge. Humanities assessments,

however, may involve subjective evaluations of essays, presentations, and class participation, emphasizing critical analysis, argumentation, and creativity. These differences in assessment approaches can influence how SCL is implemented. In science, SCL may be incorporated to improve students' understanding of core concepts and their ability to apply them in practical contexts. In humanities, SCL may be used to develop students' critical thinking, communication, and analytical skills. (Biggs 2011)

Examples of SCL Implementation in Science and Humanities:

Science: In a physics course, SCL might involve students working in groups to design and conduct experiments, analyze data, and present their findings to the class. This approach allows students to learn through active inquiry and develop their scientific reasoning skills.

Humanities: In a literature course, SCL might involve students leading class discussions on assigned readings, sharing their interpretations, and engaging in critical analysis of literary texts. This approach fosters student engagement, promotes critical thinking, and enhances communication skills.

Level of Implementation of Student-Centered Learning by Male and Female. Lecturers in Universities

The question of whether and how gender influences the implementation of student-centered learning (SCL) in universities is complex and nuanced. While research on gender and teaching styles is ongoing and often yields mixed results, it's important to explore potential differences in SCL implementation between male and female lecturers, considering the potential interplay of gender with other factors like experience, discipline, and institutional context. It's crucial to avoid generalizations and recognize that individual variation within each gender is significant.

Potential Influences and Considerations:

Socialization and Gender Roles: Traditional gender roles and societal expectations can influence teaching styles. Some research suggests that female instructors may be perceived as more nurturing and supportive, potentially leading them to adopt more student-centered approaches. Male instructors, on the other hand, might be perceived as more authoritative and focused on content delivery, potentially leading them to adhere to more traditional lecture-based methods. (Basow & Montgomery, 2005) However, these are broad generalizations and don't reflect the diversity of individual teaching styles.

Student Perceptions and Expectations: Students' perceptions and expectations of instructors can also be influenced by gender. Students might expect female instructors to be more approachable

and supportive, while they might anticipate male instructors to be more knowledgeable and authoritative. These expectations can, in turn, influence how instructors choose to teach and how their teaching is perceived. (MacNell, Driscoll, & Hunt, 2015)

Disciplinary Culture: As discussed previously, disciplinary cultures can significantly impact the adoption of SCL. If certain disciplines are predominantly male or female, this could indirectly influence the apparent relationship between gender and SCL implementation. For example, if humanities, a field often with a higher proportion of female faculty, tends to favor SCL, this might be misinterpreted as women being more inclined towards SCL when it's more a feature of the discipline itself.

Institutional Context and Support: The level of institutional support for SCL, including professional development opportunities and resources, can influence both male and female lecturers. Access to and utilization of these resources may differ between genders due to various factors, including time constraints, family responsibilities, and perceived relevance to their career goals.

Intersectionality: It's important to acknowledge that gender does not exist in isolation. Factors such as race, ethnicity, socioeconomic status, and experience level can intersect with gender to influence teaching practices. Research that examines these intersectional factors is crucial for understanding the complexities of gender and SCL implementation.

Challenges:

Confounding Variables: Isolating the impact of gender on SCL implementation can be challenging due to the influence of other variables.

Bias: Researcher bias and social desirability bias can influence data collection and interpretation.

Generalizability: Findings from one institution or discipline may not be generalizable to other contexts.

Summary of Reviewed Literature

The implementation of student-centered learning (SCL) in universities is a complex and evolving process. While there's a widespread recognition of its benefits, the actual level of implementation varies significantly across institutions and disciplines. As discussed in this chapter the key principles of Key Principles of Student-Centered Learning includes Active Learning, Shifting from passive lectures to active engagement through discussions, projects, and problem-solving. It promotes Learner Autonomy, Empowering students to take ownership of their learning, make choices, and set goals. It promotes Facilitative Teaching, Teachers acting as facilitators and guides rather than sole knowledge providers. It promotes Personalized Learning, Adapting teaching methods and curriculum to meet individual student needs. It promotes Emphasis on Critical Thinking, Developing students' ability to analyze, evaluate, and synthesize information.

In terms of Implementation levels, SCL is gaining traction, but its implementation is uneven. Some universities have fully embraced it, while others are still in the early stages. Certain disciplines, like those involving project-based learning (e.g., engineering, design), tend to have higher adoption rates. The degree of SCL implementation in universities is evolving, with a growing movement towards student-centered approaches. While challenges remain, the potential benefits of SCL for student learning and engagement are driving its continued adoption. By addressing the challenges and leveraging the opportunities, universities can move towards a more student-centered future, empowering learners to become active participants in their own education.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter presents the methodology to be used in carrying out the study under, the following sub-headings:

- * Research Design
- * Population of the study
- * Sample and Sampling Techniques
- * Research Instrument
- * Validity of Instrument
- * Reliability of Instrument
- * Method of Data Collection
- * Method of Data Analysis

Research Design

This study adopts a descriptive survey research design to investigate the level of student-centered learning in the University of Benin. The descriptive survey method was chosen because it allows for the collection of data that accurately represents the current state of student-centered learning within the university. This design enables the researcher to obtain opinions, attitudes,

and perceptions from lecturers regarding the extent to which student-centered learning is implemented.

Population of the Study

The population of this study comprises all lecturers from the science faculties and humanities faculties in the University of Benin. The study targets lecturers from these two faculties, The justification for selecting this population is that they are directly involved in academic activities and can provide firsthand information on the level of implementation of student-centered learning in the university.

Sample and Sampling Techniques

Out of the total population, a sample of hundred lecturers (100) from 2 faculties (both sciences and humanities)was taken through a sample random method.

Research Instrument

The research instrument for this study was a structured questionnaire designed to assess the level of student-centered learning in the University of Benin.

The Instrument used for the data collection was a structured questionnaire titled: Student Centered Learning Implementation Questionnaire". The questionnaire was developed by the

archer which consisted of 10 items in all, The questionnaire was structured in the following don A of the questionnaire provided information on demographic data of the respondents le,

ion B centred on the request for the respondents to complete the questionnaire meant to
ver the research question posed for the study. The items were weighted on a four-point rating
e of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

Validity of Instrument

The project supervisor reviewed the instrument to check for ambiguity, appropriateness
of ;tions and alignment with the research objectives. Necessary modifications was made
based is recommendations to improve the validity of the instrument.

Reliability of Instrument

The re-test method was used to determine the reliability of the instrument. The
questionnaire was distributed to a group of 20 respondents which did not constitute part of the
y. The instruments were given to other lecturers to fill and the data coefficient of 0.81 was
ined, indicating that the instrument is reliable for the study.

Method of Data Collection

The researcher personally administered the instrument to the respondents and also waited on the spot to collect the instrument to ensure a high rate of return.

Method of Data Analysis

In analyzing the data the researcher will make use of mean score of 2.5 to compute the findings of the research. The four research question for the study will be analyzed using mean score and standard deviation.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter contains the presentation of the results obtained and discussion of findings.

Four research questions were raised and answered in the study.

Research question 1: What is the level of implementation of student centered learning in! the university of Benin?

Table 1: Mean Analysis on the level of implementation of student centered learning in the university of Benin.

S/N	ITEMS	N	X	X'	REMARK
1	I consistently incorporate active learning strategies (e.g, group discussions, problem solving activities) into my lectures.	100	400	4	HIGH
2	I frequently use student feedback to adjust my teaching methods.		350	3.5	HIGH
3	My course design emphasizes student autonomy.	100	300	3	HIGH
4	I regularly provide opportunities for students to collaborate with one another.	100	350	3.5	HIGH
5	I effectively facilitate student-led presentations.	100	375	3.75	HIGH

6	My assessments focus on evaluating students critical thinking.	100	400	4	HIGH
7	I provide students with clear learning expectations.	100	350	3.5	HIGH
8	I actively encourage students to participate in class discussions.	100	375	3.75	HIGH
9	I frequently utilize technology to enhance student engagement.	100	375	3.75	HIGH
10	I believe that my teaching practices align with the principles of student centered learning.	100	375	3.75	HIGH
	GRAND MEAN			3.7	HIGH

The Analysis of the data in Table 1 revealed the responses of the respondents on all items at a grand mean of 3.7, which is above the criterion mean of 2.50, the data analysis of table 1 therefore shows that active learning strategies are incorporated into lectures by all lecturers in the university of Benin.

Research question 2: What is the level of implementation of student centered learning by Junior and senior lecturers in the university of Benin?

Table 2: Mean Analysis on the level of implementation of student centered learning by Junior and senior lecturers in the university of Benin.

Junior lecturers.

Senior lecturers.

S/N	ITEMS	N	X	X [^]	REMARK	N	X	X [^]	REMARK
1	I consistently incorporate active learning strategies (e.g., group discussions, problem solving activities) into my lectures.	75	300	4	HIGH	25	100	4	HIGH
2	I frequently use student feedback to adjust my teaching methods.	75	275	3.7	HIGH	25	100	4	HIGH
3	My course design emphasizes student autonomy.	75	200	2.7	HIGH	25	100	4	HIGH
4	I regularly provide opportunities for students to collaborate with one another.	75	250	3.3	HIGH-	25	100	4,	HIGH
5	I effectively facilitate student-led presentations.	75	300	4	HIGH	25	100	4	HIGH
6	My assessments focus on evaluating students critical thinking.	75	300	4	HIGH	.25	100	4	HIGH
7	I provide students with clear	75	275	3.7	HIGH	25	100	4	HIGH

	learning expectations.								
8	I actively encourage students to participate in class discussions.	75	300	4	HIGH	25	100	4	HIGH
9	I frequently utilize technology to enhance student engagement.	75	300	4	HIGH	25	100	4	HIGH.
10	I believe that my teaching practices align with the principles of student centered learning.	75	300	4	HIGH	25	100	4	HIGH
	GRAND MEAN			3.74	HIGH			4	HIGH

Table 2 above shows the average analysis on the level of implementation of student centered learning by Junior and senior lecturers in the university of Benin, it reveals the responses of all respondents on all items, for the junior lecturers a grand mean of 3.74 was obtained, for senior lecturers a grand mean of 4 was obtained which is far above the mean criterion of 2.50, However judging from the grand mean of both results, senior lecturers implement student centered learning more than Junior lecturers. This results validates the that there is a high level of implementation of student centered learning by Junior and senior lecturers in the university of Benin.

Research question 3: What is the level of implementation of student centered learning by lecturers in Sciences and Humanities?

Table 3: Mean Analysis on the level of implementation of student centered learning by lecturers in Sciences and Humanities.

Science lecturers.						Humanities lecturers.			
S/N	ITEMS	N	X	X'	REMARK	N	X	X	REMARK
1	I consistently incorporate active learning strategies (e.g., group discussions, problem solving activities) into my lectures.	80	300	3.75	HIGH	20	75	3.75	HIGH
2	I frequently use student feedback to adjust my teaching methods.	80	275	3.4	HIGH	20	50	2.5	HIGH
3	My course design emphasizes student autonomy.	80	200	2.5	HIGH	20	50	2.5	HIGH
4	I regularly provide opportunities for students to collaborate with one another.	80	250	3.1	HIGH	20	75	3.75	HIGH

5	I effectively facilitate student-led presentations.	80	300	3.75	HIGH	20	100	5	HIGH
6	My assessments focus on evaluating students critical thinking.	80	300	3.75	HIGH	20	75	3.75	HIGH
7	I provide students with clear learning expectations.	80	275	3.4	HIGH	20	75	3.75	HIGH
8	I actively encourage students to participate in class discussions.	80	300	3.75	HIGH	20	50	2.5	HIGH .
9	I frequently utilize technology to enhance student engagement.	80	300	3.75	HIGH	20	50	2.5	HIGH
10	I believe that my teaching practices align with the principles of student centered learning.	80	300	3.75	HIGH	20	75	3.75	HIGH
	GRAND MEAN			3.49	HIGH			3.5	HIGH

Table 3 above reveals the responses of sciences and Humanities lecturers in the university of Benin, the grand mean obtained from science lecturers was at 3.49 while the grand mean obtained from Humanities lecturers was at 3.5, both grand mean surpasses the mean criterion of

2.5, this proves that both Science and humanities lecturers implement student centered learning strategies.

Research question 4: What is the level of implementation of student centered learning by Male and Female lecturers.

Table 4: Mean Analysis on the level of implementation of student centered learning by Male and Female lecturers.

S/N	ITEMS	Male lecturers				Female lecturers.			
		N	X	X	REMARK	N	Σ	X ^x	REMARK
1	I consistently incorporate active learning strategies (e.g., group discussions, problem solving activities) into my lectures.	90	300	3.33	HIGH	10	20	10	HIGH
2	I frequently use student feedback to adjust my teaching methods.	90	275	3.0	HIGH	10	24	2.4	LOW

3	My course design emphasizes student autonomy.	90	200	2.22	LOW	10	28	2.8	HIGH	
4	I regularly provide opportunities for students to collaborate with one another.	90	250	2.7	LOW	10	32	3.2	HIGH	
5	I effectively facilitate student-led presentations.	90	300	3.33	HIGH	10	16	1.6	LOW	•
6	My assessments focus on evaluating students critical thinking.	90	300	3.33	HIGH	10	12	1.2	LOW	
7	I provide students with clear learning expectations.	90	275	3	HIGH	10	18	1.8	LOW	
8	I actively encourage students to participate in class	90	300	3.33	HIGH	10	30	3	HIGH	

	discussions.						1			
9	I frequently utilize technology to enhance student engagement.	90	300	3.33	HIGH		10	25	2.5	HIGH
10	I believe that my teaching practices align with the principles of student centered learning.	90	300	3.33	HIGH		10	75	7.5-	HIGH
	GRAND MEAN			3.1	HIGH			3.6	HIGH	

From table 4 above, the responses of male and female lecturers in the university of Benin is revealed, the Grand mean obtained for female lecturers was 3.6 while the grand mean obtained for the male lecturers was 3.1 this shows that female lecturers implement student centered learning more than the male lecturers and according to the mean criterion of 2.5, this is a positive result to prove that both male and female lecturers implement student centered learning.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter presents a summary of the study, conclusion, and recommendations. The study assessed the level of implementation of student centered learning in the university of Benin with a focus on all science and Humanities faculties. To achieve this purpose, four research questions were formulated to guide the study.

The research questions raised and examined include the following:

1. What is the level of implementation of student centered learning in the University of Benin?
2. What is the level of implementation of Student centered learning by Junior and Senior lecturers in the University of Benin?
3. What is the level of implementation of Student centered learning by lecturers in Sciences and Humanities?
4. What is the level of implementation of Student centered learning by Male and female lecturers?

The study employed a descriptive survey research design. The population of the study comprised of all lecturers in Sciences and Humanities faculties. A simple random sampling technique was used to determine the sample size of the study, which consisted of 100 lecturers.

The research instrument used to elicit responses, facts, and opinions from the respondents (lecturers) was a self-structured questionnaire titled, Student Centered Learning Implementation Questionnaire (SCLIQ). The reliability index of the instrument was 0.81, using the split-half statistical formula from data obtained from the pilot study carried out on it. The data collected were analyzed using mean statistics with a mean point of 2.5.

FINDINGS:

The major findings of the study include the following;

1. It was revealed that there is a high level of implementation of student centered learning in the university of Benin at a grand mean of 3.7 this shows that all lecturers in the university of Benin actively implement student centered learning strategies in their daily lectures.
2. It was revealed that senior lecturers implement student centered learning more than Junior lecturers. This results validates the that there is a high level of implementation of student centered learning by Junior and senior lecturers in the university of Benin.
3. It was revealed that both sciences and Humanities lecturers in the university of Benin implement student centered Learning strategies, it was also revealed that Science lecturers implement student centered learning more than humanities lecturers.

4. It was revealed that female lecturers implement student centered learning more than the male lecturers.

CONCLUSION:

Based on the findings made from the data collected, the student centered learning strategies are actively implemented in the university of Benin, with a grand mean of 3.7 to prove it. However science lecturers implement it more than humanities lecturers, the grand mean obtained for the level of implementation of student centered learning by science lecturers was 3.49 while that of humanities lecturers was 3.5. Senior lecturers implement student centered learning at a higher degree compared to junior lecturers with lesser experience in the teaching field, Female lecturers implement student centered learning more than male lecturers.

RECOMMENDATIONS:

In light of the findings of this study, the following recommendations are put forward:

1. Universities should keep implementing student centered learning as it improves learning processes and the cognitive abilities of students.
2. Senior lecturers should educate junior lecturers on the importance and benefits of student centered learning, senior lecturers should also provide necessary support during the implementation process.

3. Science lecturers should relentlessly implement student centered learning and more lecturers should be informed about student centered learning processes.

4. The government and educational authorities should consider the findings of this study valuable to the point of informing other universities about student centered learning as well as providing necessary support for implementation.

SUGGESTIONS FOR FURTHER STUDY:

1. A further study can be carried out to check for the perspectives of students concerning student centered learning.

2. A further study can be carried out to check for the implementation of student centered learning across all faculties in the university of Benin.

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APPENDIX

DEPARTMENT OF EDUCATIONAL MANAGEMENT (DEM)

FACULTY OF EDUCATION

UNIVERSITY OF BENIN

BENIN CITY STUDENT CENTERED

LEARNING IMPLEMENTATION QUESTIONNAIRE (SCLIQ)

Dear Sir/Madam,

This questionnaire is designed to gather information about the level of student centered learning in the university of Benin. Be rest assured that your responses are kept confidential and will be
• used for research purposes only. Please tick the appropriate answer to each question. Thank you.

SECTION A: DEMOGRAPHIC DATA OF RESPONDENTS

GENDER: MALE { } FEMALE { }

COURSE BASE: SCIENCES { } HUMANITIES { }

**RANK: GRADUATE ASSISTANT - LECTURER 1 { } SENIOR
LECTURER-PROFESSOR{ }**

SECTION B: DATA ON QUESTIONNAIRE

Please Indicate the extent to which you agree or disagree with the following statements.

Key: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD).

S/N	ITEMS	SA	A	D	SD
1	I consistently incorporate active learning strategies (e.g., group discussions, problem-solving activities) into my lectures.				
2	I frequently use student feedback to adjust my teaching methods.				
3	My course design emphasizes student autonomy.				
4	I regularly provide opportunities for students to collaborate with one another.				
5	I effectively facilitate student-led presentations.				
6	My assessments focus on evaluating students' critical thinking				
7	I provide students with clear learning expectations.				
8	I actively encourage students to participate in class discussions.				
9	I frequently utilize technology to enhance student engagement				
10	I believe that my teaching practices align with the principles of student-centered learning.				