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Exploring Students' and Teachers' Perceptions of Student-Centered Learning in a Community College, England – United Kingdom



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Exploring Students' and Teachers' Perceptions of Student-Centered Learning in a Community College, England – United Kingdom

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Abstract

Purpose: Student-centered learning technique is no longer a new pedagogical approach to classroom teaching. Its use as a teaching technique is now a universal move in teaching and learning practices. This study explores students' and teachers' perception on the effectiveness of student-centered teaching/learning approach on the learning practices of students in a selected community college in a metropolitan city of England. Several literatures were also explored in order to get indepth knowledge into the conceptual and empirical framework of the subject matter.

Methodology: This research was a case study, thereby the research method was a mixed method research. Questionnaire was used to collect the quantitative data, while interview was used to collect the qualitative data. The study found that a number of factors influence how positively student-centered learning approaches affect students' learning practices.

Findings: The findings revealed cooperative approach, which consists of various types of group tasks, motivating factors like independence and opinion exchange, and teaching/learning instruments like debates, discussions, presentations, etc.

Unique contribution to theory, policy and practice: This study demonstrates that the development of cooperation and collaboration is one of the key outcomes of a student-centered learning method. Students are more able to view one another as complements rather than rivals. Student achievement in the classroom is supported by student-centered learning, which is another essential aspect. Through various exercises, students may increase their scores, which makes it simple for them to reach their desired grade.

Keywords: *Exploring Students' and Teachers' Perception, Student-Centered Learning, Community, College, England*



Introduction

The use of an efficient and effective teaching approach is greatly important to ensure a productive students' learning practices. Every teacher needs to discover the teaching technique that works best for his/her students. This will enable them to achieve their expected outcomes in the class teaching /learning practices (Michelle, 2022). Teaching and learning are two different terms in education which are inseparable. According to Ann (2023) teaching is the process of assisting students in acquiring the knowledge and skills necessary for a specific purpose, such as obtaining a qualification or carrying out a specific professional function. On the other hand, learning is the process of acquiring new knowledge and applying it to demonstrate change. This shift may be related to the application of a skill, the demonstration of knowledge, or a modification of behaviour and views. The teacher is then able to evaluate the learners' accomplishments and progress. The entire process of teaching/learning is not about the teacher alone, but about their learners, and the learning which is taking place. No matter the content of a curriculum, teaching/learning process is a waste when the students are unable to learn what is expected of them (Ann, 2023).

Student-centered teaching / learning technique and its effectiveness on students' learning practices. Matthew, (2022) defines student-centered learning as a style of instruction that places a strong emphasis on connecting what students learn in school with their interests. It is an educational strategy that concentrates on the requirements of every learner. According to Irfan, Farooq, Amwar, & Khan, (2020), student-centered learning consists of numerous teaching strategies that centre learning on students rather than the teacher. The 'big question' now is. "What is the best method of teaching and learning?" Leon, (2023) answered the 'big question' by saying that there is no best teaching method. However, he clarifies that when classroom teaching centers around the learners, the teaching process tend to have more and faster positive outcomes. Researchers of today generally accept that the implementation of more student-centered learning strategies in the classroom can enhance learning. When instruction is solely teacher-centered, learning and development of skills is mostly lost by students.

It is believed that the joy of every teacher is that their students learn effectively and efficiently. It is observed that in the contemporary classroom, teaching/learning practices are taking new shape, especially at college level. The use of traditional teaching approach in colleges make the tutors spend most time of their lessons standing before the students lecturing and the students just sit watching and listening (Leslie, 2018). In this kind of teaching approach, the teacher is the custodian of knowledge, who then finds means of transferring the knowledge into the students. More so, students in this kind of setting see learning as being competitive.

Unlike the traditional teaching approach, learner-centered teaching approach has the teacher as the facilitator who guides the learners to create knowledge themselves. According to Felder & Brent (2020), learner-centered approach shifts the focus of teaching and learning activities from the teachers to the learners. They claim further that this approach is not turning the learners to the teacher, as it sounds, rather, it is intended to make the learners become active

participants in the teaching/learning process. Villela (2017) asserts that learners-centered education enables the students to take ownership of the knowledge they learn, through problem solving; thereby adds some value in them. She says further that learner-centered education makes leaders that can work in multicultural and diverse environments. Junghee, Ju-Ho & Booyuel (2019), identifies project-based learning as one of the effective teaching practices of learner-centered education, which has positive effect on teachers' self-efficacy.

Teachers in a student-centered classroom play the roles of resources, mentors and guides, unlike the role of an instructor in the traditional teaching approach where the teacher is the custodian of knowledge, and the students are the passive receivers (Suddeth, 2022). Teacher-centered learning as a teaching strategy which places the teacher at the centre of the learning process, with the students only serving as passive recipients of knowledge (Alina, 2022; Joseph, 2023). In a teacher-centered classroom, the emphasis on learning is determined by the knowledge and information a teacher can convey to others. A teacher-centered approach in the classroom, when almost all of the talking is done by the instructor, encourages students to pay close attention to the teacher. In a classroom where the teacher is at the centre of learning, students are taught through lectures, textbooks, and other didactic techniques of education (Ive, 2017). In contrast, the teaching and learning processes are centred on the students in a classroom that is student centered (Dano-Hinosolango & Vedula-Dinagsao, 2014).

Student-centered learning has not just been found to effective on students learning practices alone, but on their academic performances as well. According to Meta-analysis conducted by Li, Ding & Zhang (2021), the overall impact of learner-centered education on students' achievement was moderate, indicating that it has the potential to raise student achievement. In the Humanities and Social Sciences more than the Natural Sciences, learner-centered teaching had a favourable impact on students' academic progress (Kulkarni, 2020; Ikumelu & Oyibe, 2014; Irfan, et al, 2020). This indicates that the implementation of learner-centered education would be more beneficial in enhancing students' academic performance, particularly in liberal arts courses. Middle school pupils' academic performance improved most noticeably under learner-centered instruction.

Statement of the Problem

Considering the opinions and assertions of various scholars on student-centered learning approach, the need to explore if students and teachers perceive this teaching and learning approach to be effective on students' learning practices and their attainments, especially at Key stage 5 (Colleges) cannot be overemphasised. Researchers have shown that student-centered learning is mostly applied in higher institutions of learning, where lecturers find it easy to make students get actively involved in their own learning process, due to the ages of students in higher institution. This research therefore intends to analyse the perception of teachers and students of a selected community college in a metropolitan city of England, on the use of student-centered teaching approach on students' learning practices. Moreover, it is discovered that most researches focus on the academic achievement of students who are taught with student-centered approach,

but this research intends to go further by looking into some other positive effect, such as students' classroom participation, collaboration, and team building, among students.

Research Questions

The following research questions have been raised:

1. Does student-centered instructional practice facilitate effective learning practices in a community college?
2. Does student-centered teaching approach have any positive effect on students learning in a community college?
3. Does student-centered instructional practice enhance students' participation in classroom teaching/learning activities?

Review

Concept of Student-Centered Learning

Student-centered learning is a style of instruction that places a strong emphasis on connecting what pupils learn in school with their interests (Lynch, 2022). It is an educational strategy that concentrates on the requirements of every learner. The basic thing about this teaching approach is that it puts the learner at the center of the learning process and enables them to have a voice in what they learn. With this method of instruction, the student takes the lead in the learning process and has a say in what they are learning. Sudderth, (2022) asserts that student-centered learning enables students to have choice of what to learn and how to learn it. Unlike the teacher-centered approaches, student-centered learning encourages students to take charge of their own education and make decisions. By giving students some control over their own learning path, student-centered learning actually aims to promote learner autonomy and independence. With this kind of instruction, students are given the knowledge and abilities necessary to meet the demands of a particular performance standard as well as the foundation for learning that subject (Irfan, et al, 2020).

In contrast to traditional education, which is also referred to as teacher-centered learning, student-centered learning is a practice. Based on the conventional teaching methodology, students play a more passive role while the teacher assumes a more active position (Sudderth, 2022). In the traditional teaching approach, teachers determine what students will learn, how they will learn it, and how they will be evaluated on their learning in a teacher-centered classroom. One of the shortcomings of this approach is that it does not create room for students to personalise their learning experiences, as students are forced to follow a set pattern of learning without considering their individual differences and interest (Jin, et al., 2021; Hoidn, 2017). More so, because traditional teaching approach is examination focused, it puts students' target mainly on grades rather than the actual learning. (Tularam, 2018). Student-centered learning, on the other hand, calls for students to be engaged, responsible, and in control of their own learning process, which make them plan adequately for their assessments.

Principles/Elements of Student-Centered Learning

There are principles and elements that have been identified by several scholars and researchers, that the practice of student-centered teaching approach in the classroom (Griffin & Hanson, 2023; Lee, 2023; Rigacci, 2022; Green & Harrington, 2020; Jaramillo, 2020). Studying various studies, four key principles were identified to be common among them all. The four common principles are as follow: 1. Learning is personalised; 2. Learning is competency based; 3. Learning happens anytime and anywhere; 4. Students take ownership; 5. Collaboration among students.

1. Personalised Learning: Personalised learning implies that understanding students' developmental stages and getting to know them is crucial for teachers. Students are therefore more likely to be successful learners when teachers build good relationships with them. Students participate in different activities in various settings, which is acknowledged by personalised learning (Griffin & Hanson, 2023; Lee, 2023; Rigacci, 2022; Green & Harrington, 2020; Jaramillo, 2020). Personalised learning, among other factors, contributes to the positive effect of student-centered learning approach on students' creative thinking skills (Aytac & Kula, 2020). Personalised learning is also one of the elements identified to contribute to the impact of student-centered learning approach on the academic achievement of students (Li, Ding, & Zhang, 2021; Asoodeh, Asoodeh, & Zarepour, 2012). However, some challenges are identified with personalised learning, as a key element in implementing student-centered learning approach in the classroom. Personalised learning can be time consuming for the teacher because it takes time for the teacher to understand the requirements of each student before applying those needs to their learning (Lau, 2020; CPD News Team, 2023). Moreover, due its need for many educational resources to meet the needs of every student, personalised learning as a key element in the implementation of student-centered learning approach, it can be expensive.

2. Learning is Competency Based: Learning being competency based implies that students' progress when they prove that they understand the material, not when they turn a certain age or have worked the required number of hours in a classroom (Griffin & Hanson, 2023; Lee, 2023; Rigacci, 2022; Green & Harrington, 2020; Jaramillo, 2020). Teachers are also aware of the skills that their students are learning, not only how they go through the curriculum. For instance, at the beginning of every academic period, students do have grade target, which they expect to achieve at the end of the period; these targets are based on individual abilities. The principle of learning being competency based ensures that students understand an aspect of their lesson, before moving to the next one (Koehler, & Meech, 2022; Trinidad, 2020; Klipfel, & Cook, 2017). One major challenge of this element of competence based learning is that teacher may be unable to cover every content of the curriculum when dealing with students with special education needs, especially students with learning disability (Lau, 2020) .

3. Learning Happens Anytime and Anywhere: The principle of learning happening anytime and anywhere implies that the school year is not the only time that learning occurs. Since learning is not confined to the classroom, indicates that the school's walls are permeable (Griffin & Hanson, 2023; Lee, 2023; Rigacci, 2022; Green & Harrington, 2020; Jaramillo, 2020). Teachers need to

acknowledge the fact that students are learning continuously. Learning takes place as well outside of the classroom. New discoveries are always being made by students; teachers must therefore build new knowledge using what their students currently know. This explains why student-centered approach includes activities outside of the classroom, such as field trip, research etc. (Li, Ding, & Zhang, 2021; Aytac & Kula, 2020; Trinidad, 2020; Asoodeh, Asoodeh, & Zarepour, 2012). In situation where teaching and learning approach involves enabling students to learn anywhere and anytime, requires adequate management and control of the teachers because when learning is not well guided, students may learn something inappropriate or out context of the main subject or topic under study (Aytac & Kula, 2020; Lau, 2020).

4. Students Take Ownership: When teachers involve students in their own achievement and integrate their passions and abilities into the learning process, students take ownership of their own learning. Students encourage one another and celebrate achievements together (Griffin & Hanson, 2023; Lee, 2023; Rigacci, 2022; Green & Harrington, 2020; Jaramillo, 2020). Students learn more effectively and with greater significance when they are actively participating in the learning process. To motivate students to learn effectively, teachers can involve students in their own learning process and academic achievements (Koehler, & Meech, 2022; Aytac & Kula, 2020). However, as important as it may look to involve students in their own learning process, some students could be more cosy and used to listening to their teacher's input than they are, or they might have had problems in the past with teachers who took on a student-centered approach. Some students may additionally experience anxiety or tension as they take on additional tasks or obligations (Sudderth, 2022).

Benefits of Student-Centered Learning

It is commonly said that students succeed when they are learning what matters to them. This statement is proven in the benefits attributed to student-centered learning on students learning practices and academic performances. In student-centered learning, students' interest drives learning (Parina, 2022). In a student-centered classroom, education becomes more of a collaborative endeavour between the teacher and students as well as among the students themselves (Beirnes, 2022; Bremner, 2022). The studies of Morel (2022), Lee & Hannafin (2016), Koehler & Liu (2022), and Gulie (2023) also affirm that when students can connect with one another, they are more likely to be interested in learning, which is made possible through student-based learning approaches. Students can also develop their communication and teamwork skills.

Moreover, students' participation is more active when in a student-centered classroom (Wong, 2021). As part of learning, they develop their ability to work independently and have good interaction with other students learning. Haritonov, (2020) also asserts that student-centered learning encourages students to feel independent and self-reliant. Given the freedom and responsibility to direct their own education, they can better hone crucial abilities like time management and self-control. In addition, It is more likely that students will be engaged and motivated when they can actively participate in their own learning experiences. As a result, their

interest in the subject may grow as they are able to relate the information to their own objectives and aspirations. (Gulie, 2023; Gu, 2021, Rochmat, Mlulaya & Avilya, 2022; Hoidn, 2017; and Jackson, 2015). Moreover, student-centered learning approaches improves critical thinking and problem-solving skills in students. Students are encouraged to think independently and to approach challenges in a more independent and creative manner through student-centered learning. As a result of being able to apply what they have learned to actual circumstances, students may develop their critical thinking and problem-solving abilities (Trinidad, 2020; Sabah & Du, 2018; Kandi & Basireddy, 2018).

Criticisms of Student-Centered Learning

It is generally said that there is nothing that has advantages without having some shortcomings. This also applies to the case of student-centered learning approaches. As numerous as the benefits of student-centered learning are, it has some shortcomings which have led to its criticism. Its emphasis on the individual learner is the principal criticism levelled towards student-centered learning. Though some studies contend that this makes learning a time-consuming process and makes it challenging to complete curriculum objectives over time, but it does not affect its positive impact on students' learning when adequately implemented (CPD News Team, 2023; Rigacci, 2022; Green & Harrington, 2020; Jaramilo, 2020; Aytac & Kula, 2020; Lau, 2020). To implement student-centered learning effectively and meet the requirements of the children, specific skilled teachers are needed. The classroom environment can sometimes be negatively impacted by a student's independence, which makes it challenging to quickly accomplish student's achievement level (Ameliana, 2017; Tsai, Shen & Lin, 2015; and Klipfel & Cook, 2017)

Another criticism of student-centered learning is that it has resulted in curriculum that has been dumbed down and constant pressure on teachers to motivate, instead of encouraging students to take responsibility for their own success and failure (Dong, et al, 2019; Manchester & Manchester, 2013). This is because it seems to have been largely adopted without a rational examination of the purpose of education. As a result, student-centered education keeps students constantly engaged while simultaneously making them think about the importance of these low-stakes activities. Worksheets, projects, quizzes, and other easy-to-complete assignments are completed by students without giving them a chance to stop and consider what they are doing or learning. The idea that each student should receive individualised attention and accommodations would not encourage students to adopt a more positive mindset that relates oneself to their environment (Wanic & Powell, 2022). If a goal of education is to prepare pupils for life after school, they must start to understand that their individuality is situated in a common context that necessitates adapting the self to the circumstance rather than the other way around.

However, these criticisms do not indicate that student-centered learning is not acceptable in today's world educational system, because we all lose when educators can no longer assist students in developing an understanding of citizenship and respect of individual uniqueness (Wanic & Powell, 2022). Students must be taught how to debate controversial topics and engage

with those with whom they disagree, working through the discomfort of having their perspectives challenged appropriately and effectively. Engagement in society sometimes requires individual compromise to larger group goals and the recognition that one's unique position might not always be supported by others (Wanic & Powell, 2022). Although student-centered learning requires a shift in the traditional teacher-centered approach, it has the potential to greatly enhance the learning experience for students. Overall, student-centered learning is a valuable and effective approach to education that can help students to achieve their full potential and prepare them for success in the future (Bremmer, et al., 2020; Felder, & Brent, 2020).

Teacher's Involvement in Student-Centered Learner

The fact that the teaching approach is student-centered does not remove the teacher from playing an important role in the teaching and learning process. Sudderth, (2022) identified three perspectives on teachers' roles in student-centered learning. The roles are: resources, mentors, and guides. As the resource, teachers are useful sources for setting up collaborations for students outside of the classroom. By connecting students with extracurricular activities, including them in real-world situations, and establishing professional links, this form of connection is an effective approach to adopt student-centered learning (Lee, 2023; Rigacci, 202). Teachers play the role of mentor in a student-centered environment by respecting students' individual differences, accept them for who they are, and deal with them as they are to make them better versions of themselves in different areas of their development (Lathan, 2022; Lee, 2023).

As guides, teachers give students the structure and direction they need to overcome obstacles and understand how the material they are learning in class relates to their bigger interests and objectives (Sudderth, 2022; Rigacci, 2022). Teachers in student-centered classrooms have the option of producing visual content maps that can be accessed by both students and parents to provide a broad overview of the learning process for each given unit (Green & Harrington, 2020). This teaching/learning technique promotes more harmony between the tutor and the student, with both taking part in the process of learning. The teacher retains control, but acts more as a guide, mentoring and aiding students in their study (Lathan, 2022). Teachers are essential facilitators and mentors in student-centered learning. When students are completely left on their own without the teacher's control, there will not be effective learning. Therefore, being student-centered, does not remove the role of teacher as the facilitator and the class manager (Lee, 2023; Rigacci, 2022; Shull, 2014)

Role of Student-Centered Learning in Promoting Collaboration and Teambuilding in Classroom

Working together to solve a problem, finish a task, or complete a project is the process of collaboration in education. To attain mastery of the learning standard, this approach also involves peer-to-peer instruction or working in a group (Brenber, Sakata, & Cameron, 2022). Collaboration in groups is a common component of student-centered learning. This can support students in developing critical, social and communication skills while also allowing them to learn from one another (Lathan, 2022). By creating group projects or allocating roles within a group,

teachers can promote teamwork. The premise behind collaborative learning is that learning is most effective when done in groups (Sudderth, 2022).

With student-centered learning, students have opportunities to learn from one another, and answer their peer's questions. Student-centered education creates opportunities for students to teach each other, answer their peer's questions, and present the results of their works (Llego, 2022). This also prepares them ahead for the work world. Student-centered education develop all these skills from a young age, the students will be able to acquire all the important assets for their work lives. Moreover, in a student-centered classroom, students can interact with their team members by having group discussions and doing their group tasks. Collaboration in classroom learning enables students to learn to relate with others and understand their individual differences, which will help their teambuilding skills. Collaborative learning is important one's ability to work in a multicultural environment, especially when the classroom comprises of students from different countries (Dano-Hinosolango & Vedula-Dinagsao, 2014).

Impact of Student-Centered Learning on Students' Academic Achievement

Several empirical studies show that student-centered learning approach has positive impact of students academic achievement. One of the factors identified to enhance this is the provision of choice and freedom (Lathan, 2022). This can be achieved by giving students some degree of control over their learning experience. This boosts their involvement and motivation. Teachers can accomplish this by providing students with a variety of project or activity possibilities, or by letting them create their own learning objectives and a plan for accomplishing them. Student-centered learning is a useful technique for achieving excellent academic standards (Trendowski & Woods, 2015; Sudderth, 2022). This method of teaching and learning may, and frequently does, improve students' academic performance because it has a lot of potential for speeding students' achievement of high academic standards and the development of the skills required for flourishing in a multicultural environment (Lathan, 2022; Ikwumelu & Oyibe, 2014).

Moreover, in the research of Lau (2020), which contrasts the efficiency of student-centered learning and teacher-centered teaching, the study reveals that student-centered learning has been shown to be more successful in terms of students' learning, transferring skills and knowledge as well as attribute-internalization to students in comparison to the teacher-centered approach to learning. The study demonstrates that student-centered learning can be successfully incorporated into classroom instruction. In terms of students' learning, skill acquisition, and internalising traits, the T-test result reveals that the efficacy of student-centered learning versus teacher-centered learning were significantly different. The research also shows that all of the crucial success characteristics are highly important for putting student-centered learning into practice. Accessibility of educational materials comes out on top, followed by student learning preferences, the requirement for facilities, and all other factors that are given high marks.

On the contrary, the research of Bara & Xhomara, (2020) shows There is a considerable difference between the experimental and control groups of students' academic accomplishment

scores, but this difference is not accompanied by a strong association between the two. The control and experimental groups do, however, differ significantly from one another. The results of the study showed a somewhat good link between problem-based learning and academic accomplishment, even though there were considerable variations between the experimental and control groups. While this is going on, it becomes clear that a sizable portion of the total variation in academic success levels may be explained by problem-based learning and student-centered teaching strategies. However, this does not imply that student-centered learning has no positive effect on the students' academic performances.

Methodology

Research methods are the approaches, procedures, or techniques used in the gathering of data or evidence for analysis to discover new information or create better understanding of a topic (Clark, Foster, Sloan & Bryman, 2021). Research methods comprises of method of data collection and data analysis. Since the research methodology adopted in this research is case study, the data collection was done with both qualitative and quantitative methods. Quantitative data was collected from the students with the use questionnaire (Appendix 1), The questionnaire was as anonymised as possible as it shows only gender as personal detail gotten from the students; name or any other detail that can disclose the identity of the respondent were not included. The students' consent form was included on the questionnaire, which enable the students to make the choice of either to participate in the research or not. The structure of the questionnaire was as clear and concise as possible. Qualitative data was collected from the teachers with the use of a semi-structured interview. The interview was done in a calm and quiet setting. It was conducted by the researcher in a given office in the college. The teachers were interviewed one after the other, which implies that the responses of one teacher was not known to another.

The setting for this research was a selected community college in a metropolitan city, in England. This college was selected based on the researcher's experience in the college during work training placement in the college. The researcher was able to discover that the teachers in the college operate a student-centered classroom during my placement in the college by the University. The college is co-education, with the population of one hundred and ten (110) students and eight (8) teachers, across two centers. The education manager was the gate keeper through which consent was sought and received. The students age range is between 17years and 19 years. The age range of the students explains why the researcher needed to present a Disclosure and Barring Service(DBS) certificate to the education manager before the researcher was allowed to administer questionnaire among the students.

The population of the students in the selected college is 110 students, out of which sixty four consented to complete the questionnaire, but some of them did not answer all the questions on the questionnaire. Thereby, some of the questions have less than 64 respondents. Some of the questions had 64, 59, 56, 55, and 54 respondents. The interview was conducted, four teachers were interviewed out of eight teachers in the school. Questionnaire administration was done via

online. The questionnaire was sent to the students by email through the education manager, who sent the link to all the one hundred and ten (110) students in the school. The descriptive statistical analysis tools used for the analysis of the questionnaire were mean, variance, standard deviation, and bar chart was used to present the data.

Research Question 1:

Does student-centered instructional practice facilitate effective learning practice in a community college?

Sub-theme – Students’ motivation to learn

Interviewees Mentioning Codes

Sub-Theme - Positive Effect of Student-Centered Learning

Team building	PA, PC
Resilience ability	PA
Problem-solving skills	PB
Communication skills development	PC
Collaboration among students	PA, PB, PD
Help one another to learn	PB

Findings from Quantitative Data: In order to adequately get answer to research question one from the quantitative data collected.

Research Question 2:

Does student-centered teaching approach have any positive effect on students learning in a community college?

Sub-Theme - Positive Effect of Student-Centered Learning

Team building	PA, PC
Resilience ability	PA
Problem-solving skills	PB
Communication skills development	PC
Collaboration among students	PA, PB, PD
Help one another to learn	PB

Findings from Quantitative Data: To get answer to research question three from the quantitative data collected.

Research Question 3:

Does student-centered instructional practice enhance students' participation in classroom teaching/learning activities?

Students Participation in Learning Activities

Participation level:

High participation PA, PB, PC

Group participation rating:

Positive participation PA

Equal participation PB

High participation PC, PD

Findings from Quantitative Data: To get answer to research question three from the quantitative data collected.

Discussion of Findings

The result from research question one clearly shows that student-centered teaching/learning approach facilitates effective learning practice in a community college. The responses of the students indicates that student-centered learning makes learning easy for students. Likewise, the responses of the teachers in the interview shows that student-centered learning makes learning easy for students. This implies that students prefer to see facilitator stand before them, rather than an instructor. The outcome of this findings supports the study of Wong (2021) and Haritonov (2020).

The result from research question two shows students and teachers' opinion in this study have proven that student-centered learning approach has positive effect on students learning. The impact of education in a child's life is not only meant to be seen in academic performances in assessment only, but also in different aspects of child's development (Lipoffs, 2022). The responses of the students have shown that student-centered learning approach is not just a teaching method, but it also has effect on life applications. This implies that student-centered learning helps their knowledge building and problem-solving skills. The outcome of this findings supports the assertion of Trinidad, (2020), Sabah & Du (2018) and Kandi & Basireddy, (2018) that student-centered learning approaches improves critical thinking and problem-solving skills in students.

The result from research question three revealed that students' participation in the teaching/learning activities goes a long way to ensure their mastery of the subject matter (Sudderth, 2022). The outcome of this findings shows that student-centered learning approach enhances students' participation in classroom teaching and learning activities. The responses of

the students shows that they participate well in activities such as class discussions, group presentation, group research task, class debates on various topics etc. This explains a very high level of students' participation in the classroom. The findings of the study back up the claim of Robinson (2017), that student-centered pedagogy fosters a learning environment that speaks to the core of learning. It motivates students to pay close attention to the subject matter, have a conversation, and evaluate their development.

Conclusion

It is therefore concluded that student-centered teaching / learning approach facilitates effective learning practice in a community college. The significance of student-centered learning is not only seen in academic performances in assessment only, but also in different aspects of child's development. Student-centered learning is not merely a teaching strategy; as seen by the responses of the students and teachers, it also has real-world implications. This suggests that problem-solving abilities and knowledge development are aided by student-centered learning.

Recommendations

Based on the findings, it therefore recommended that:

1. Create a supportive classroom, where the teacher identifies every student's uniqueness and is able to apply it to the classroom teaching.
2. Promote a student-led environment which enables students get more engaged in the classroom teaching/learning activities.
3. Encourage cooperation in the classroom because it enables the students to support one another to learn and succeed.
4. Prepare students for the real world by engaging them in problem solving and critical thinking tasks.
5. Promote students' engagement in classroom through discussions during lesson, class presentations, and group tasks.
6. Encourage their teachers to opterve a student-centered classroom
7. Encourage their to participate in continuing development programmes on student-centered pedagogy
8. Give their teachers enabling environment to implement student-centred approach

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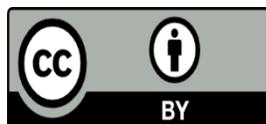
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