

MOVING FROM TEACHER-CENTRED TO STUDENT-CENTRED MODE OF LEARNING: PRACTICAL GUIDE FOR EFFECTIVE MIGRATION

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Abstract

The teacher-centred learning approach (TCLA) is unarguably a convenient method of teaching, especially in learning environments with resource challenges. This is probably why it has proved tenacious over the years, albeit its connection to rote memorisation, passivity on the part of students and poor retention. Its direct link to poor academic achievement in different educational settings has led to the massive call for a paradigm shift towards more student-centred learning approaches. Student-centred learning approach (SCLA) requires massive investment of resources, effort and time but its advantages, according to empirical studies, make it worth the effort. This study compares both approaches, affirms the discrepancies between policy and practice and makes a case for the importance of transitioning from TCLA to SCLA. It also x-rays the drawbacks to the transition process with commensurate suggestions for tackling them. This study provides a comprehensive blueprint for assessing the readiness index of all educational stakeholders, suggests a step-by-step guide for effective migration and recommends the best approach to the transition process. Recommendations were made for the government to move beyond mere lip service and expedite actions towards achieving student student-centred learning environment. All educational stakeholders were also advised to utilise the blueprint and suggestions recommended by this study for easy and effective transition process.

KEYWORD: Teacher-centred learning approach, Student-centred learning approach, Grassroot, blended, Migration rubric

Introduction

Research into how students learn has increased exponentially as the field of psychology continues to understand how to make the learning process more efficient and individual-based. Different instructional strategies have been developed and adapted for varied learner needs while efforts have been made towards transforming these theories into practice in classrooms and across different regions. Tholibon, Nujid, Mokhtar, Rahim, Rashid, Saadon and Salam, (2022) affirm that there's a link between the instructional method used for classroom instructions and degrees of success attained by students. Hence, the recent affiliation to the usage of strategies that increase learner autonomy, as they have been known to create more critically thinking individuals (Donkoh, Amoakwah, 2024).

Albeit the international trend against its usage and its challenges, the conventional teacher-centred learning approach (TCLA) has proved tenacious over the years. The TCLA, according to Anyanwu, Iwuamadi, (2015) is the transfer of knowledge from a teacher to passive students who regurgitate this knowledge when necessary. Admittedly, it has several advantages, these advantages include suitability for large classrooms, ability to cover a large curriculum in less time and its usefulness in presenting new ideas to students (Nkebi, 2017). This approach is mostly popular in teaching and learning environments plagued by uncondusive learning environments, paucity of infrastructures and lack of resources in general. TCLA has contributed its fair share to the decadence experienced in the educational sector because it encourages students' passivity and enthrone the teacher as an infallible owner of knowledge (Gumartifa, Syahri, Siroj, Nurrahmi, & Yusof, 2023). This absence of autonomy for students has been linked to decreased academic achievements (Nnorom & Uchegbu, 2017), retention and has contributed nothing to enhancing student's critical thinking abilities. Consequently, in recent years, the educational environment is seeing a growing advocacy for student-centred learning approach (SCLA) as a more effective approach to the teaching and learning process in comparison to TCLA. With the explosion of knowledge brought

about by the influx of technology into classrooms, TCLA is loosening its hold and more attention is being given to the use of SCLA in a bid to develop deeper comprehension and increase knowledge retention (Yap, 2016).

Educational learning theories continually provide solid blueprints for the types of pedagogy utilized in classrooms, each with their corresponding advantages and drawbacks but the proponents of constructivism have repeatedly provided evidence to the efficacy of the theories that inculcate student centered learning strategies. SCLA has been touted to be transformative and through researches has been proved to enhance student engagement, foster deeper understanding, increase retention, improve critical thinking capabilities and attend to diverse learning needs (Eraikhuemen, David-Egbenusi & Onuigbo, 2024). A student-centered approach gives students considerable power over their learning. It not only improves academic outcomes but also prepares students for a world where adaptability, collaboration, and problem-solving are game changers (Tholibon, et al.2022). In an increasingly complex global landscape, student-centred learning offers the flexibility, creativity, and critical thinking skills necessary for an efficient workforce and life beyond school.

The depth and robustness of learning is unarguably dependent on the quality of instruction provided (Amir, 2023). Nevertheless, a pedagogical shift from TCLA to student-centred learning is simply not a matter of teacher readiness; political dynamics and power structures within the educational system also play crucial roles in either facilitating or hindering the process. Policymakers and educational leaders are large and vocal about their dreams towards a sustainable and efficient learning environment. Schools and their administrators too claim to be abreast with the approach but in practice are hesitant to take bold steps toward comprehensive change (Anyanwu , Iwuamadi ,2015).Concerns about possible pushbacks, fear of change from conventional models, lack of resources and trained manpower and the lack of political will to drive such reforms at scale are plausible reasons for this discrepancy between theory and practice. It goes without saying that unless a strong leadership and a united commitment to prioritizing student-centred learning is in place, even the most well-meaning policies will remain fictions of imaginations, resulting in missed opportunities for students and educators alike. The type of leadership available will determine the success and the pace of the transition otherwise, power dynamics within the educational system will continue to favour the traditional, teacher-centred models.

This research aims to look into the factors that contribute to the discrepancy between policy advocacy and practical implementation. This study will provide insights into how educational stakeholders can move beyond rhetorical support to create sustainable, student-centred environments in schools. It will identify the drawbacks and provide actionable strategies that can bridge the gap between policy and practice, ultimately ensuring that the benefits of student-centred learning are realised in classrooms nationwide.

Teacher-centred approach vs. student-centred approach

The 2 major types of approaches are differentiated based on 3 distinct pillars; the nature of the intended objectives, the power balance between teacher and learner and the purpose of evaluation. Schreurs, Dumbraveanu, (2014) defines teacher teacher-centred learning approach as an approach where teachers thoughts alone dictates scope of learning and students are evaluated based on ability to reproduce learnt material verbatim. In TCLA, the teacher is the primary source of knowledge and directs learning, delivers content, and controls the pace and direction of the lesson. The learner receives information passively, follows instructions, and usually have limited input in the learning process. This teacher dominance gives little room for students to think; they only listen and take down notes because lectures usually occur at a fast pace. They are spoon fed lots of information within limited time frame and given no time to process knowledge according to their individual capacities. This hinders their thought process and makes them lose sight of the intended lesson objectives (Otukile-Mongwaketse, 2018).This rote memorization leading to poor achievement in classrooms (Atma, Azahra, Mustadi, & Adina,2021) has promptly shifted international focus away from this approach towards the SCLA (Schreurs, Dumbraveanu, 2014). Standardized assessments are used to evaluate learners and is mostly centered on provision of correct answers unlike in SCLA where the emphasis is on fashioning and asking the right questions in order to elicit the right answers. Duratul, Masyitah, Hamizah ,Jamilah, Siti, Azlinda ,Dulina, Rudi, (2022) suggests that the reason for the unrelenting use of this approach by educators is usually because of uncondusive environments which suggest that this approach is predominantly used in environments where finance and resources are major concerns. In consonance, Eraikhuemen et al. (2024) who carried out their research in Nigeria and posited that in certain educational climates, especially in developing countries, this approach may not be eradicable in the foreseeable future. Attributing the tenacity of this approach to cultural influence, Matsuyama , Nakaya , Okazaki , Lebowitz , Leppink and van der Vleuten, (2019) also affirmed their sentiments by also reporting rampant use of this approach even in developed regions of East Asia, including China and Korea.

Arseven, Şahin and Kılıç, (2016), define SCLA as a learning model that gives the students the responsibility for identifying their learning needs and empowers them to scout for appropriate resources to solve their peculiar needs. In SCLA the teacher facilitates and guides learning, often acting as a mentor while the learner actively engages in the learning process, takes responsibility for their own learning, and participates in setting learning goals and evaluating their progress. Backed by the constructivist principles which was proposed by Piaget and Vygotsky, this approach encourages the construction of knowledge by the learners themselves. The needs and interests of the students are central and this has been known to develop critical thinking, problem-solving skills, and enables deeper understanding of the material, while attending to diverse individual learning needs (Rajnish, 2016). The educators are not left out of the benefits too, Woods and Copur-Gencturk (2024) after examining the role of student-centred versus teacher-centred pedagogical approaches towards self-directed learning through teaching found that teachers who practiced SCLA in their classrooms had a deeper understanding of instructional materials and learnt along with the students. They asserted that by providing a learning environment that encourages divergent thinking and giving assessments that had varied pathways to the right answers, the teachers themselves developed critical thinking abilities in the process.

Activities which prioritise the students' input in the classroom are mostly constructivist-based and are known as student-centred strategies. They are usually characterised by student's presentations and pairing of students into groups (Eduljee, Murphy, Laurie, Nina, and Karen Croteau, 2021). Examples of these are Collaborative activities, problem-solving, project-based learning, and inquiry-based methods like brainstorming, case study, demonstration, group assignment, group discussion, guided study, flipped class, field visit, interactive learning, individual assignment, learning by doing, peer-led team learning, peer learning, pair learning, pair discussion, project, panel discussion, oral presentation, poster presentation, role play, site visit, study tour, simulation game, question-answer method, and student teams-achievement division.

Understandably, with all the advantages attributed this model, there has been an onslaught of push for this technique. It has been given a larger than life image but according to (Komatsu, Rappleye, & Silova, 2021), it is not a magic bullet that will solve all challenges facing the educational sector and despite the massive popularity ascribed to it by international forums, it has its disadvantages and drawbacks and should not be ubiquitously applied especially in developing countries. In furtherance, according to their research, countries with greater individualism index were positively correlated with higher degrees of income gap and social imbalances which they argued was encouraged by the aura of individualism which may be the reason why collective efforts towards solving problems seems to be harder to come by as citizens. Natcha , Zheng and Nianci, (2023) also supported this assertion by saying that implementation of SCLA is at best "fallible and unstable" without a commensurate update of objectives and assessment methods. Some factors pose considerable barriers to the inculcation of this strategy in classrooms, they include inadequate financial and human resources, nonexistent supporting policies, over the top class sizes, deficient infrastructures (Donkoh, Amoakwah, 2024), poor teacher to student ratio and staff resentment (Awacorach, Jensen, Lassen, Ross, Zakaria and Olok, 2021). Additionally, albeit the lips stuck call for inculcation of SCLA, the purpose and process of assessment still largely favors the teacher centered learning in some places. In Nigerian tertiary institutions as an example, formative assessment is awarded only 30 percent of the available scores obtainable for a course and most often than not, these assessment are not given due considerations and only occur once every semester. More emphasis is rather given to the examination scores. In secondary schools, although 40 percent is awarded to formative assessments and are usually rigorous, much more emphasis is given to standardized scores from exam scores and feedbacks are solely geared towards cumulative standardized totals and not towards improving the final score.

Can a blend of both be feasible?

Due to individual peculiarities and differences in instructional contents, either of the approaches when used separately may or may not be entirely effective. Therefore, the onus lies on the teachers to decide what approach to use depending on the content and circumstances at play. A mix and match of both usually attends to the needs of the individuals usually found in a classroom environment. Eraikhuemen et al. (2024) argues that albeit the bad reputation ascribed to TCLA in recent times, it may never be eclipsed completely out of the educational horizon. The only plausible step may be a synergy or blend between both approaches. Komatsu, et al. (2021), while criticizing the larger than life aplomb given to SCLA argued that the TCLA was not the answer either and suggested that there may be a grey portion in between that can be exploited for use especially in non-western learning environments. According to Murphy, et al. (2021); their foray into Preferences and Differences across Academic Majors; Teacher-Centered Versus Student-Centered Teaching, found out that students actually preferred a blend of both approaches. Where teachers transfer knowledge through direct instructions but also allow them to increase their involvement by collaborating with peers and voicing their opinions.

Drawbacks of the transitioning process and possible suggestions for redress

1. **Lack of policy and implementation:** In Regions where policies and rules that will guide the process is nonexistent or inefficient, this affects the drive for migration. Even in regions where policies exist, non-implementation of these policies and lack of quality assurance measures thwart the transition process (Ogunode, Ahaotu, 2020). In Nigeria, uncoordinated attempts at planning where implementation steps are not stipulated during the planning phase but are fashioned at a whim during the process mar the process before it even begins (Education Sector Analysis, 2021). Overpopulated classrooms which surpasses the stipulated class sizes are also direct impairment to the tenets of SCLA.

To combat this, governmental proposals of intent must be aligned to dedicated efforts towards the success of the transition. Policies to guide the process must be in place and should explicitly stipulate planning, implementation and evaluation measures before the on start of the process.

2. **Resistance to Change:** Considering the massive upheaval this pedagogical shift may cause, the phobia for change is expected from state administrators, Students, parents, and even teachers themselves as they may resist the shift from traditional methods to a student-centered approach due to unfamiliarity or the fear of the unknown. States may be hesitant due to the financial implication that is usually connected to changes of this magnitude. According to Duratul, et.al (2022), students are hesitant to this approach especially at the early usage because they find it hard to organize themselves in group activities without the aid of teachers or are too busy to invest time towards thinking while Onuigbo, (2025) opines that they may be too accustomed to the conventional method to care enough to figure out problems and construct their own knowledge.

This pushback can be ameliorated if effective channels of communications are provided. Communicating the benefits of the student-centered approach clearly, providing examples of successful implementations and prioritizing inclusiveness across all stakeholders in the transition process will help increase trust and support.

3. **Resource issues:** Designing and transitioning to student-centered learning requires massive investment into the planning and the implementation process. It is resource intense in respect to infrastructure and human resource, and puts a strain on states, teachers and schools. This strain is debilitating especially for those with limited budgets.

To ameliorate this, careful considerations about prospective impact and a mindful slow paced approach might yield more fruit than a full on charge. Implementing student-centered approaches in key subjects first, and expanding from there will likely prove to be forgiving yet more successful.

4. **Time Constraints:** Time allotted for instructions usually differ for students and teacher centered environments. Given the same amount of time, TCLA cover more content grounds than SCLA although content retention will be higher for SCLA. Adjustments in objectives and time management must be carried out to accommodate for activities in SCL environment.

To improve class time Tholibon, (2022) suggests implicit instructions/implementation and use of follow up with assessments to motivate them to be on task and on their toes. Lesson preparations which are always time intensive can also be improved if teachers are encouraged to collaborate and share lesson plans, materials, and ideas in order to reduce individual workloads. Inculcating digital tools and platforms can also help in creating resources.

5. **Difficulty in aligning with existing curriculum standards:** Student-centered approach are often large on exploratory, collaborative and experiential learning. These are inherently challenging to align with the rigid curriculum standards of TCLA. The standardized testing dependence of TCLA is also a challenge.

It may help to start with mild modifications on an already existing curriculum and objectives. Designing student-centered activities around an existing curriculum instead of an abrupt upheaval will make the transition a bit more seamless. Merging student-centered learning with some teacher-directed lessons will help ensure that key content and skills are covered at the initial stage.

6. **Assessment Challenges:** Traditional assessments usually do not effectively measure the outcomes of student-centered learning, which often focuses on critical thinking, collaboration, and problem-solving.

Carefully planned and designed rubrics that outline specific criteria for success in different tasks may be necessary. Introduction of alternative evaluation methods such as portfolios, presentations, peer reviews, and self-assessments are imperative to the success of the process. Much more emphasis should be placed on formative assessments and its ability to provide ongoing feedback, as this helps students to understand their progress and identify areas for needed improvements.

7. **Teacher Preparedness:** Teachers may lack the training or disposition to implement student-centered strategies effectively. Shifting from being the primary source of knowledge to a facilitator of learning can be daunting for

- teachers accustomed to a teacher-centered model. They may not possess the necessary wherewithal to design and implement lessons that encourage student autonomy while ensuring alignment with learning objectives. Arming them with adequate resources and templates will increase their confidence in their ability. Professional development trainings targeted on various student-centered teaching strategies and mentorship programs where experienced educators offer coaching to less experienced ones will motivate them to try.
8. Classroom Management Issues: Unlike TCLA were students sit quietly and are content with just note taking, student-centred classrooms tend to be more dynamic, with students working in groups, moving around, and engaging in discussions. Without clear guidelines, this can lead to disorder or off-task behaviors which will in turn lead to frustration and decrease in learning achievements. Teachers should have and communicate clear classroom expectations and procedures for group work, discussions, and transitions before on start of class activities as this will help with time and class management .While still allowing flexibility for creativity and student autonomy, structured activities with clear roles and responsibilities for each student albeit little will help to keep the learning on task. Utilizing positive reinforcements and conflict resolution techniques also ensures a respectful and productive environment (Duratul et al., 2022).
 9. Potential for unequal learning experiences: Students’ varying abilities, learning styles, and levels of motivation can result in unequal learning outcomes. Some students may excel in a student-centered environment, while others may feel overwhelmed by the increased responsibility or lack the motivation to engage actively. Some socially adept students may dominate discussions or group work, while others struggle to participate. Teachers can tailor activities to meet diverse learning needs by offering varying levels of difficulty or multiple ways of engaging with instructional content. They can provide supports, such as guiding questions, checklists, and templates, to help less confident students succeed. Assigning roles to students in a group and being vocal about the importance of collaboration and group dependence for success ensures that everyone contribute meaningfully.

Rubric for assessing stakeholder readiness.

Pedagogical shifts of this magnitude is an encompassing process that requires that all arms of the educational sector be at tandem and all goals streamlined towards achieving the same objectives. It is pertinent that the readiness of stakeholders is gauged to ensure successful adoption. In order to set up an approach that is adaptable and appropriate for varied circumstances, extensive evaluations must be carried out before, during and post transition as this is crucial to the success of the process. From making policies to implementation and to quality assurance stage, stakeholders can be rated according to their level of readiness. A structured framework like one shown in Table 1 below can assess the readiness of teachers, students, states and the community. Stage 1 represents the lowest level of engagement where there is virtually no commitment towards the process albeit pockets of interest while level 4 is the highest level where all strata of the sector are in the advanced level of engagement.

Category	Stage 1	Stage 2	Stage 3	Stage 4
State Readiness				
Policy Support	No policies	Policies are discussed but not implemented.	Policies exist but no enforcement	Policies are robust and consistently enforced.
Funding Allocation	None existent	Limited funding with unclear priorities.	Sufficient funding with clear guidelines	Sustained investment of resources.
Infrastructure Development	None existent Infrastructure	Basic infrastructure with limited flexibility.	Adequate infrastructure.	Adequate and scalable infrastructure.
Statewide Training Programs	No state-level programs.	Limited or one-time training opportunities.	Regular statewide training programs	Comprehensive and ongoing, training for educators.
Stakeholder Involvement	None existent	Infrequent stakeholders consultation	Regular discussions with Stakeholders.	Stakeholders are integral partners in the process
Educator Readiness				
Understanding of Concepts	Non-awareness of student-centered learning.	Basic awareness but poor practical understanding.	Maximum understanding of key concepts and their applications.	Educators are experts and can mentor others.

Classroom Management Skills	Teachers struggle to manage independent or group learning.	Teachers are hesitant but willing to attempt new methods.	Teachers manage student-centered activities effectively.	Teachers excel in guiding independent and collaborative learning.
Curriculum Adaptability	Curriculum is rigid, allowing no flexibility.	Teachers attempt minor adaptations but face challenges.	Teachers regularly adapt the curriculum to student needs.	Teachers can fully flexible, personalized curricula.
Skill in facilitation	Relies solely on conventional instruction.	Occasionally encourages student participation but maintains control.	Regularly shifts control to students and guides effectively.	Fully empowers students to lead learning with intermittent meaningful support.
Willingness to adapt	Teacher is hesitant or opposed to adopting new practices.	Teacher is willing but needs support.	Teacher actively seeks opportunities to learn and implement best practices.	Teacher champions the approach and supports others in adoption.
Assessment Practices	Only traditional tests and grades are used.	Some use of formative assessments or student input.	Balanced use of formative and summative assessments.	Holistic assessments are driven by student reflection and peer feedback.
Student Readiness				
Motivation to Learn	Students are passive and disinterested in learning.	Students engage when prompted but show limited initiative.	Students actively participate and take ownership of learning.	Students are highly motivated, self-directed learners.
Collaboration Skills	Students lack collaboration skills and resist group work.	Students engage in group work but require frequent intervention.	Students collaborate effectively with minimal guidance.	Students lead group activities and resolve conflicts independently.
Critical Thinking and Problem-Solving	Students rely heavily on memorization and teacher guidance.	Students show emerging critical thinking in structured settings.	Students regularly demonstrate critical thinking and problem-solving.	Students independently seek and solve complex, real-world problems.
Self-Management	Students cannot manage tasks without constant supervision.	Students manage tasks with occasional reminders.	Students self-manage most tasks effectively.	Students independently plan, manage, and execute tasks.
School Readiness				
Supportive leadership	Schools are unwilling to offer support.	They are aware of their roles but ill-equipped to engage.	Offer necessary guidance and support to the process	Offer maximum leadership support and are proactive in providing solutions
Infrastructure and resources	Inadequate infrastructures for learning	Meaningful expansion of infrastructures to accommodate change	Adequate infrastructure and resources to support SCL	Infrastructure fully supports innovative learning practices.
Professional development opportunities	No development opportunities are provided for teachers.	Sporadic PD opportunities or insufficiently tailored for SCL.	Adequate & relevant skills P.D.	Ongoing, personalized Trainings is embedded into school culture.
Community/Parent Readiness				
Awareness of Changes	Parents and community members are unaware of the shift.	Limited understanding of the approach and its benefits.	Parents understand and support the shift to student-centered learning.	Parents actively advocate for and participate in student-centered initiatives.
Engagement with Schools	Minimal interaction with schools or teachers.	Engagement occurs sporadically or for specific events.	Parents regularly engage in their child's learning process.	Parents and community members are partners in designing and implementing learning.

Support for Student Autonomy	Parents are uncomfortable with student independence.	Parents are hesitant but open to limited student autonomy.	Parents encourage their children’s autonomy and decision-making.	Parents fully embrace and support student-centered principles.
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Table 1: Rubric for assessing stages of readiness for transition from TCLA to SCLA across different educational stakeholder.

Keys Stage 1- Not Ready; Stage 2- Emerging Stage; Stage 3- Proficient; Stage 4- Advanced

Step by step actionable recommendations for effective migration.

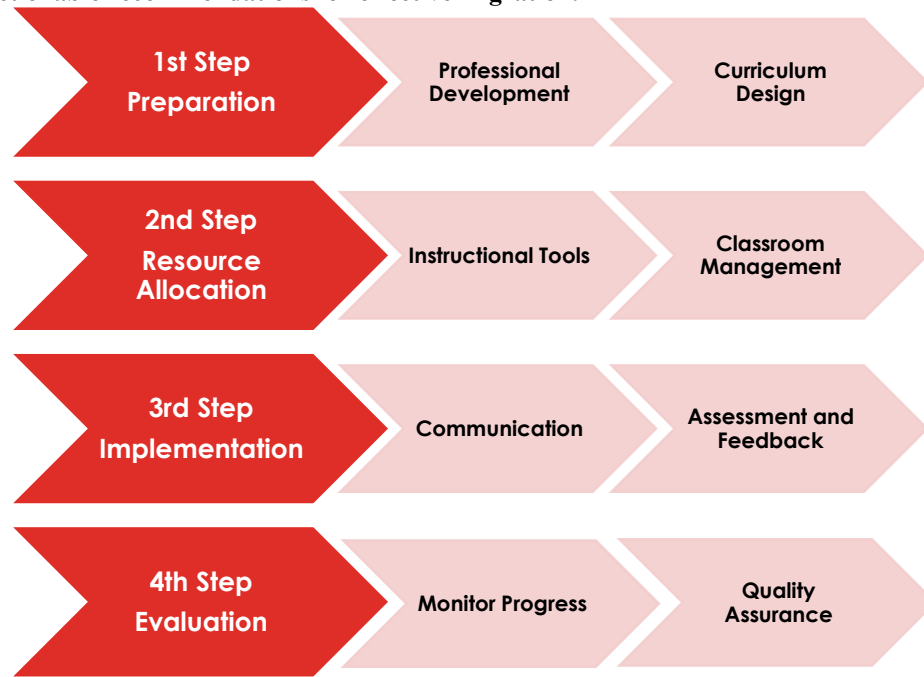


Fig 1: Steps towards student centered learning approach.

The shift in mindset from theoretical support to actual classroom practice requires not only new policies but the political will to prioritize this shift at all levels of the educational system. Every arm of the sector has responsibilities towards the success or failure of the process. The teachers must be confident in their abilities and be ready to relinquish power to a large extent in the classroom. They should be eager to offer learners maximum guidance and support (Amir, 2023) and be willing to unlearn and relearn new strategies. Be that as it may, change is a concept that waits for no one and scares everyone but owing to the massive evidence in support of SCLA, it is pertinent that efforts towards a seamless transition is prioritized. Blueprints must begin with

Stage 1 Clear implementation Plans

At this stage, it is expected that states must move beyond broad and sweeping policy declarations and create detailed, implementation strategies. These plans should include massive influx of funds and resources into the education sector for infrastructural and human developments; step-by-step guidelines for teachers; clear expectations of student outcomes and sustainable support systems. To ensure that the content delivered meets required evaluation and objective benchmarks, efforts must be made to align the curriculum to existent educational standards and assessment requirements. Detailed and structured curriculum guides that outline key concepts, objectives, and step-by-step lesson plans is developed in order to

support teachers in delivering consistent and focused instruction. Professional development programs must be aligned with these strategies to ensure that educators are well-equipped to transition into student-centered classrooms.

Stage 2 Professional development for Teachers

Teacher training colleges should be at the forefront of the transition process. The curriculum in use for training prospective teachers should imbibe SCLA before they enter the workforce. At this level, policymakers prioritize funding for teacher training programs that focus on practical skills for student-centered methodologies. These programs involve demonstration lessons where experienced educators showcase student-centered methods with practical exercises and examples that teachers can apply in their classrooms. Continuous, job-embedded professional development that goes beyond one-time workshops, with opportunities for collaborative planning, mentoring, and access to expert resources are provided for teachers to give them more opportunities for growth.

Stage 3 Foster a Culture of Leadership and Accountability:

Education leaders at the state levels foster a culture of leadership that prioritizes student-centered approaches. This is not just about top-down directives but involves empowering school administrators and teachers to take ownership of the change process. Teachers are assured and given ongoing support from school administrators. This ranges from regular check-ins, offering encouragements, and prompt tackle of challenges faced during the implementing of the new approach.

Stage 4 Ensure Equitable Access to Resources and Technology:

To successfully implement student-centered learning, all teachers and students must have access to necessary resources such as presentation soft wares, textbooks, worksheets and technologies. At this stage, stakeholders make efforts to provide targeted investments and seek strategic partnerships that bridge the digital divide and provide consistent access to digital learning platforms for the teachers and students. These essential educational tools, technology, and materials should be easy to access and integrate into class activities particularly in underfunded or underserved regions.

Stage 5 Promote Political Will and Stakeholder Engagement:

The successful implementation of student-centered learning requires political will at all levels of government. Policymakers at this stage must commit to championing the reforms, even in the face of oppositions. They make topnotch efforts to engage key stakeholders, including parents, local communities, and students while providing advocacy programs targeted at ensuring that all parties are invested in the transformation. This helps to shore up solidarity and widespread support for the shift.

Stage 6 Align assessment systems with student-centered practices:

Traditional assessment methods are reexamined and adapted to reflect the goals of student-centered learning environment. Curriculum planner and designers are charged with designing evaluation systems that measure processes and skills that emphasize student-centered learning such as problem-solving, critical thinking, and collaboration. Formative assessments, student portfolios, and project-based evaluations which better capture individual student growth and learning outcomes are inculcated and encouraged on a large scale.

Stage 7 Facilitate Community and Parental Involvement:

Building partnerships with the wider community and involving parents in the learning process is critical for the success of student-centered approaches. Schools are encouraged to foster stronger connections with families, providing them with the tools to support their child's learning at home. Community engagement initiatives are also engineered to help align student-centered goals with local needs, ensuring that the entire community is on board and supportive of the transition.

Stage 8 Monitor and Adjust Strategies Based on Data:

States continuously monitor the impact of student-centered learning initiatives. Locally, informal assessments in the form of quizzes, polls to gauge immediate student understanding are done at regular intervals and feedbacks garnered used to adjust instruction as appropriate. On a higher level, data on student outcomes, teacher satisfaction, and overall classroom experiences are collected at specified intervals. This data is utilized by policymakers and educators to make re-adjustments to the strategies. Strong accountability measures are also implemented to track progress, this includes regular monitoring and feedback loops that ensure the consistent application of student-centered practices across schools. Teachers are encouraged to reflect on their experiences and air them constructively during scheduled reflective meetings. Their opinions on what is working and what needs improvement are used by curriculum planners to make timely adjustments to the curriculum, training, strategies and resources.

Top-down, Grass root or Blended approach to the migration process?

The migration approach employed will be dependent on factors like educational cultures already at play, time frame and available resources. Due to differences in policies that guide educational systems, some regions may already have existing top down policies in place while others may benefit from a grass root approach or a blend of both approaches. Rapid, system-wide changes employ top-down approach while gradual, sustainable shifts are characteristic of grassroots approaches. Policy making and implementation have popularly been a top down process; policymakers, administrators, and educational experts are mostly the vanguards of such changes (Osias Kit Narciso, Jamirose, Jermilyn, 2023). A top down approach ensures uniformity of change and purpose across all parts because policies and guidelines are aligned across schools. With the large extent of state resources available; human and infrastructural, allocation of resources are easily facilitated and monitored. Schools and educators are more likely to adopt changes and overcome their phobia for change if widespread participation is enforced by a higher authority. The disadvantage of this method is possible kickback from other stakeholders who happen to be the implementers and may feel left out of the process. This may lead to lack luster engagement and may sabotage the entire process. For a seamless transition, this can be successfully managed with mindful and deliberate inclusive steps.

The grassroots approach present a direct opposite of the top down approach as the changes emanate from the classrooms. This approach is usually a resultant effect of several trail and failure processes which makes this approach more enduring, with more chances of success. Teachers and students feel more involved in the process and are often motivated and more inclined to be committed to its success even in the face of dire challenges. Teachers are considered implementers of the curriculum because they are in situ and frontal in the classrooms where the teaching and learning process occurs. They are often in tune with the students' needs and challenges of the class settings and usually possess more insights into the most effective solutions. Their inputs are pertinent in giving life to educational policies. Osias et.al. , (2023) reiterates that teachers are experts in their field and have earned the right to be part of discussions that effects students. It is unarguable then that approaches emanating from them will be more organic and inclusive even if it presents its own set of challenges. Nevertheless, this approach lacks the uniformity offered by a top down approach and often struggle with funding and expertise needed for significant changes. The expertise of involved members is also a possible drawback as it may make or mar the process.

Combining the strengths of both approaches often prove to more successful, a blended approach works on removing or at least reducing to the barest minimum the weak points eminent in both approaches while concurrently improving on their individual strengths. The state resources which includes policies, funding, and access to professional support can be utilized to establish a clear vision for student-centered learning. To increase commitment, leaderships can increase motivation and commitment by empowering teachers and schools to experiment with student-centered methods and give them adequate room for flexibility. Involving the grassroots in the decision-making processes also enables them to feel included. By combining both approaches, a more sustainable shift toward student-centered learning that is embraced by educators and supported by systemic leadership can be created.

Conclusion and recommendations

In conclusion, the transition to student-centered learning is a necessary evolution of our educational system and should be a priority for all educational stake holders, if students are to meet the demands of a rapidly changing world. Its potential to enhance student engagement, foster critical thinking, and address the diverse needs of learners is clear. However, acknowledging these advantages is only the first step. Real change requires mindful and strategic action. It is critical that we move beyond policy rhetoric and embrace a concerted effort to overcome the barriers preventing full implementation.

The future of education depends on our ability to provide students with autonomy over their learning, empower educators with the right tools and support they need, and create a dynamic, responsive system that caters to the needs of diverse learners. The journey toward educational reform is not without its challenges, but the long-term benefits far outweigh the challenges. With strong leadership, clear plans, and a firm commitment to student empowerment, an educational system that gives students opportunity to learn in engaging, personalized, and transformative ways and prepares them for the rigors of our time and of the future becomes possible.

From providing a comprehensive rubric for accessing readiness of the state/systems to proffering step by step guidelines for successful migration which when followed religiously will drastically reduce the strain that comes with the transition process. The following recommendations which have great implications for policy makers, educators, students and other educational bigwigs are that:

1. Government and other educational parastatals should invest in the future by reducing lip service and expediting action towards the inculcation of learning methodologies which prioritizes the needs of the learners.
2. Adequate resources; financial and human should be channeled towards the achievement of this monumental but necessary shift.
3. Stakeholders should utilize the blueprints and suggestions provided by this study for a stress less and efficient transition process and possibly adapt them to their peculiar circumstances.
4. All parties involved in the migration process should be aware of the variabilities in learning environments and be equally responsive in their adaptation process.

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