

Effect of Teacher-Centred Method of Teaching on Students Learning Orientation in Sokoto State University, Sokoto, Nigeria

^{1*}Saifullahi Muhammad and ²Muhammad Musa Usman

^{1&2}Department of Educational Foundations, Faculty of Education, Sokoto State University, Sokoto Nigeria. Email: saifullahi.muhammad@ssu.edu.ng, muhammad.musa@ssu.edu.ng

Abstract

This study examined the Effect of Teacher-Centered Method of Teaching on Students Learning Orientation in Sokoto State University, Sokoto, Nigeria. A quantitative descriptive survey design with a correlational component was adopted. Data were collected from 102 students using a structured questionnaire administered through Google Forms. The instrument assessed students' perceptions of lecturers' knowledge of teaching methods, teacher-centred teaching practices, perceived effects of teaching methods on learning, and students' learning orientation. Data were analysed using frequencies, percentages, means, standard deviations, Cronbach's alpha, Pearson Product-Moment Correlation, and simple linear regression. The findings showed that respondents perceived lecturers as having a high level of knowledge of teaching methods ($M = 4.09$). Teacher-centred teaching practices were also frequently experienced ($M = 3.93$), while the perceived effect of teaching methods on learning was high ($M = 3.98$). Students demonstrated a high level of learning orientation ($M = 4.18$). Pearson correlation revealed a moderate positive and statistically significant relationship between teacher-centred teaching and students' learning orientation ($r = .443$, $p < .001$). Simple linear regression further showed that teacher-centred teaching was a statistically significant predictor of students' learning orientation, explaining 19.6% of the variance, $F(1, 99) = 24.187$, $p < .001$. The study concludes that teacher-centred teaching is not necessarily incompatible with positive learning orientation. Rather, lecturers should combine structured direct instruction with opportunities for active participation, independent learning, and critical engagement.

Keywords: Teacher-Centred Teaching, Learning Orientation, Teaching Methods, Higher Education, University Students, Nigeria

Cite this as: Muhammad, S., & Usman, M. M. (2026). Effect of Teacher-Centred Method of Teaching on Students Learning Orientation in Sokoto State University, Sokoto, Nigeria. *Rima International Journal of Education*, 5(6), 57—72. DOI: <https://doi.org/10.65760/rijessu.v5.6.4>

Introduction

Higher education is fundamentally concerned with teaching and learning, and the quality of instructional practices can influence students' learning experiences, motivation, engagement, and academic development. Lecturers employ different teaching strategies to communicate knowledge, facilitate understanding, encourage participation, and support intended learning outcomes. The choice and implementation of appropriate teaching strategies are therefore important aspects of effective teaching and learning in higher education (Hoidn & Klemenčič, 2021; Haber-Curran & Dean-Scott, 2022).

One of the major approaches used in higher education is teacher-centred teaching. In this approach, the lecturer assumes a central role in determining course content, the method of delivery, the pace of instruction, classroom activities, and the overall direction of learning. Teacher-centred approaches are generally characterized by an emphasis on transmitting structured knowledge and directing students' learning activities, with the lecturer playing a central role in organizing and delivering instructional content (Mladenovici et al., 2022; Heinonen et al., 2023). Students consequently tend to assume a relatively receptive role, spending substantial time listening to explanations, processing information, and taking notes during lectures. In traditional lecture settings, students may have limited opportunities for active interaction with the lecturer and their peers, particularly when instruction is primarily focused on the transmission of information (Opdal, 2022; Feudel & Panse, 2022).

Teacher-centred instruction is particularly common where lecturers need to communicate large amounts of information within limited teaching periods or provide structured explanations of complex concepts (University of California, Berkeley, Center for Teaching and Learning, 2026; University of New South Wales, 2026).

Teacher-centred instruction can therefore provide structure and organization in the learning process. Lectures can help lecturers introduce new topics, explain difficult concepts, address misconceptions, and provide students with an organized conceptual framework (University of California, Berkeley, Center for Teaching and Learning, 2026; Yale University, Poorvu Center for Teaching and Learning, 2026). However, excessive reliance on traditional lectures may reduce opportunities for students to discuss, apply, analyse, and construct knowledge actively. Evidence from active-learning research has

similarly emphasized the value of incorporating active participation into university instruction rather than relying exclusively on traditional lectures (Freeman et al., 2014; Haber-Curran & Dean-Scott, 2022).

The issue is particularly relevant in the Nigerian higher education context, where teacher-centred methods continue to be used while increasing attention is being given to learner-centred teaching. Recent research indicates that Nigerian higher education institutions are experiencing a gradual transition from teacher-centred to student-centred approaches, although challenges such as large class sizes, curriculum demands, limited infrastructure, and pedagogical constraints continue to influence this transition (Anyanwu & Iwuamadi, 2022). Similarly, Onwe and Uwaleke (2018) emphasized the need for a shift from predominantly teacher-centred methods towards approaches that place greater emphasis on students' active involvement in learning. Evidence from Sokoto State University has also drawn attention to the preparation of teachers for learner-centred instruction (Usman et al., 2017).

Students' learning orientation is an important dimension of university education. It reflects students' motivation, engagement, goal-directed behaviour, and willingness to take active responsibility for their learning, including developing effective learning strategies, seeking additional information, monitoring their progress, and persisting with challenging academic tasks (Kong & Lin, 2023; Hey et al., 2024). Recent research indicates that self-regulated and goal-oriented learning behaviours are important for students' academic engagement and development in higher education (Oladele, 2024; Lu et al., 2022). Students with a positive learning orientation are more likely to engage in self-regulated learning behaviours, including setting learning goals, monitoring their understanding, selecting appropriate learning strategies, and evaluating their academic progress (Pintrich, 2000; Zimmerman, 2002).

The relationship between teacher-centred teaching and students' learning orientation is therefore important. Teacher-centred teaching may provide students with structure, guidance, and clear explanations, which may support learning. At the same time, excessive lecturer control may reduce students' opportunities to participate, ask questions, explore ideas independently, and develop self-directed learning behaviours (Hoidn & Klemenčič, 2021; Haber-Curran & Dean-Scott, 2022). Active-learning research further suggests that opportunities for students to participate actively in learning can contribute to

improved academic performance compared with exclusive reliance on traditional lectures (Freeman et al., 2014).

The literature also suggests that teacher-centred and student-centred approaches should not necessarily be treated as mutually exclusive alternatives. Lectures and direct instruction may be useful for introducing concepts and providing foundational knowledge, while student-centred activities can provide opportunities for discussion, collaboration, problem-solving, and independent learning (Hoidn & Klemenčič, 2021; Haber-Curran & Dean-Scott, 2022). The effectiveness of teaching may therefore depend on the manner in which different approaches are implemented and combined.

Despite the existing literature on teaching methods and student-centred learning, there is limited institution-specific empirical evidence concerning the relationship between teacher-centred teaching and students' learning orientation at Sokoto State University. The present study therefore examines students' experiences of teacher-centred teaching practices and determines whether a significant relationship exists between these practices and students' learning orientation.

Objectives of the Study

The study sought to:

- I. examine students' perceptions of lecturers' knowledge of different teaching methods;
- II. identify the teacher-centred teaching practices commonly experienced by students;
- III. examine the perceived effect of teaching methods on students' learning; and
- IV. determine the relationship between teacher-centred teaching practices and students' learning orientation.

Research Questions

The following research questions guided the study:

- I. What are students' perceptions of lecturers' knowledge of different teaching methods at Sokoto State University?
- II. What teacher-centred teaching practices are commonly experienced by students?
- III. What is the perceived effect of teaching methods on students' learning?
- IV. Is there a significant relationship between teacher-centred teaching practices and students' learning orientation at Sokoto State University?

Research Hypothesis

The following null hypothesis was tested at the 0.05 level of significance:

H₀: There is no significant relationship between teacher-centred teaching practices and students' learning orientation at Sokoto State University, Sokoto.

Methodology

The study adopted a quantitative descriptive survey design with a correlational component. The descriptive survey design was appropriate because the study sought to obtain information directly from students concerning the teaching methods they experienced and their perceptions of their own learning orientation.

The correlational component was adopted because the study sought to determine the statistical relationship between teacher-centred teaching practices and students' learning orientation. No teaching method was experimentally manipulated, and respondents were not assigned to experimental or control groups. Rather, the study examined students' existing experiences and perceptions.

The study was conducted at Sokoto State University, Sokoto, Nigeria. The target population comprised approximately 2,000 students from different academic programmes and levels of study. No restriction was placed on students' level of study.

A convenience sampling technique was used because the questionnaire was distributed electronically through Google Forms to students who were

accessible and willing to participate. A total of 102 valid responses were obtained and used for the analysis.

Participants were students currently enrolled at Sokoto State University who had experience with university teaching and learning activities and voluntarily completed the questionnaire. There was no restriction based on level or programme of study.

The study employed a non-probability voluntary response sampling approach. Data were collected electronically from students of Sokoto State University using a structured questionnaire administered through Google Forms. The online format enabled the questionnaire to be distributed to students from different academic levels and faculties and ensured that responses were collected in a standardized format. A total of 102 completed responses were obtained and used for the analysis.

Participation in the study was voluntary. Respondents were informed that the questionnaire was intended solely for academic research and that their responses would be treated confidentially. No personally identifying information was required for the analysis. The data obtained were analysed in aggregate form and used strictly for the purposes of the study.

Cronbach's alpha was used to assess the internal consistency of the questionnaire constructs. The reliability coefficients across the major subscales ranged from .785 to .872, indicating satisfactory internal consistency. The teacher-centred teaching scale yielded a reliability coefficient of $\alpha = .785$, while the learning-orientation scale demonstrated high internal consistency at $\alpha = .843$.

The collected data were analysed using descriptive and inferential statistical techniques. Frequencies and percentages were used to summarize categorical variables, while means and standard deviations were used to summarize Likert-scale responses. Pearson Product-Moment Correlation was used to determine the direction and strength of the relationship between teacher-centred teaching practices and students' learning orientation.

Simple linear regression was used to determine whether teacher-centred teaching was a statistically significant predictor of students' learning orientation and to determine the proportion of variation in learning orientation

explained by teacher-centred teaching. The hypothesis was tested at the 0.05 level of significance. The null hypothesis was rejected where $p < .05$.

Results

Respondents' Demographic Characteristics

A total of 102 valid questionnaire responses were available for analysis.

Table 1: Distribution of Respondents by Gender

Gender	Frequency	Percentage
Male	52	51.0
Female	50	49.0
Total	102	100.0

The results show that 52 respondents (51.0%) were male, while 50 (49.0%) were female. The distribution therefore indicates relatively balanced representation of male and female respondents.

Lecturers' Knowledge of Teaching Methods

Students generally perceived their lecturers as having a high level of knowledge of teaching methods. The findings are presented in Table 5.2.

Table 2: Students' Perceptions of Lecturers' Knowledge of Teaching Methods

S/N	Statement	Mean
1	My lecturers demonstrate knowledge of different teaching methods.	4.20
2	My lecturers are familiar with both teacher-centred and student-centred teaching approaches.	4.13
3	My lecturers select teaching methods according to the nature of the course being taught.	4.07
4	My lecturers understand the importance of active student participation in learning.	4.09
5	My lecturers understand the importance of considering students' learning needs when teaching.	3.98
Overall Mean		4.09

Source: Field Survey, 2026.

The mean score of 4.09 indicates that students perceived their lecturers as having a high level of knowledge of teaching methods. This indicates a high level of agreement among respondents concerning lecturers' knowledge of different teaching methods. The finding suggests that students generally regarded their lecturers as knowledgeable about alternative instructional approaches.

Teacher-Centred Teaching Practices

The findings on teacher-centred teaching practices experienced by students are presented in Table 3.

Table 3: Frequency of Teacher-Centred Teaching Practices

S/N	Teaching Practice	Mean
1	Lecturer spends most of the lecture explaining course content while students listen.	3.77
2	Lecturer mainly uses lectures and verbal explanations to teach.	3.90
3	Lecturer writes notes or key points on the board for students to copy.	3.99
4	Students are expected to listen attentively and take notes during lectures.	4.06
Overall Mean		3.93

The highest mean score was recorded for the practice whereby students are expected to listen attentively and take notes during lectures ($M = 4.06$).

Perceived Effect of Teaching Methods on Students' Learning

Table 4: Students' Perceptions of the Effect of Teaching Methods on Learning

S/N	Statement	Mean
1	Teaching methods influence my understanding of course content.	3.99
2	Teacher-centred teaching helps me understand difficult topics.	4.08
3	Listening to lecturers for most of the lecture helps me acquire knowledge.	4.19
4	Excessive reliance on lectures makes me less active during learning.	3.69
5	Teacher-centred teaching encourages me to concentrate during learning.	3.95
Overall Mean		3.98

The findings show that teaching methods had a generally positive perceived effect on students' learning ($M = 3.98$), although excessive lectures could reduce active participation.

Students' Learning Orientation

Table 5: Students' Learning Orientation

S/N	Statement	Mean
1	I am interested in acquiring new knowledge beyond what is taught during lectures.	4.15
2	I look for additional information when I do not understand a topic.	4.21
3	I enjoy learning challenging topics.	4.01
4	I am motivated to improve my knowledge and academic skills.	4.35
5	I try to understand the reasons behind concepts rather than simply memorising them.	4.22
Overall Mean		4.18

Students also demonstrated a high learning orientation ($M = 4.18$), particularly through motivation to improve their knowledge and academic skills ($M = 4.35$).

Pearson Correlation Analysis

Pearson Product-Moment Correlation was conducted to examine the relationship between teacher-centred teaching and students' learning orientation.

Table 6: Pearson Correlation Between Teacher-Centred Teaching and Students' Learning Orientation

Variables	Teacher-Centred Teaching	Learning Orientation
Teacher-Centred Teaching	1.000	.443**
Learning Orientation	.443**	1.000
Sig. (2-tailed)	—	< .001
N	101	101

Note: Correlation is significant at the 0.01 level (2-tailed).

The Pearson correlation coefficient was $r = .443$, $p < .001$. This indicates a moderate positive and statistically significant relationship between teacher-centred teaching practices and students' learning orientation. Therefore, students who reported greater exposure to the measured teacher-centred teaching practices also tended to report higher learning-orientation scores.

Decision on the Research Hypothesis

The null hypothesis stated: There is no significant relationship between teacher-centred teaching practices and students' learning orientation at Sokoto State University, Sokoto

The Pearson correlation analysis produced $r = .443$, $p < .001$. Since the p-value is less than the 0.05 level of significance, the null hypothesis is rejected. Therefore, there is a statistically significant positive relationship between teacher-centred teaching practices and students' learning orientation among the respondents.

Simple Linear Regression Analysis

Simple linear regression was conducted with teacher-centred teaching as the predictor variable and students' learning orientation as the dependent variable.

Table 7: Regression Model Summary

Statistic	Value
R	.443
R ²	.196
Adjusted R ²	.188
Standard Error	.608

The regression model produced an R value of .443 and an R² value of .196. This indicates that teacher-centred teaching accounted for approximately 19.6% of the variation in students' learning orientation in the sample. The remaining 80.4% may be associated with other factors not included in the model.

Table 8: ANOVA for the Regression Model

Source	F	df	p
Regression	24.187	1, 99	< .001

The regression model was statistically significant, $F(1, 99) = 24.187$, $p < .001$. This indicates that teacher-centred teaching was a statistically significant predictor of students' learning orientation in the sample.

Table 9: Regression Coefficients

Predictor	B	SE	β	t	p
Constant	2.888	.304	—	9.50	< .001
Teacher-Centred Teaching	.330	.067	.443	4.918	< .001

The regression coefficient for teacher-centred teaching was positive and statistically significant ($B = .330$, $\beta = .443$, $p < .001$). This indicates that higher teacher-centred teaching scores were associated with higher learning-orientation scores.

Discussion

The study found that students perceived lecturers at Sokoto State University as having a high level of knowledge of different teaching methods, with an overall mean score of 4.09. This suggests that the continued use of teacher-centred practices may not necessarily result from lecturers' lack of awareness of alternative instructional approaches. Rather, factors such as large class sizes, course requirements, available instructional resources, time constraints, institutional practices, and lecturers' familiarity with established teaching approaches may influence their choice of teaching strategies (Gbenga et al., 2023; Ernest, 2023).

Teacher-centred teaching practices were frequently experienced by students, as indicated by an overall mean score of 3.93. Students particularly reported listening to lecturers, taking notes, and receiving direct explanations. This finding is consistent with the traditional lecture approach, where lecturers play a central role in presenting and organizing course content (Gibbs et al., 1987). However, 64.4% of respondents reported experiencing a combination of teacher-centred and student-centred approaches. This suggests that teaching practices at Sokoto State University may involve a mixture of direct instruction and participatory activities rather than complete dependence on traditional lectures. Such a combination is consistent with the view that teacher-centred and student-centred approaches can complement each other when appropriately implemented (Hoidn & Klemenčič, 2021; Haber-Curran & Dean-Scott, 2022).

Students perceived teaching methods as having an important influence on their learning, with an overall mean score of 3.98. Listening to lecturers was considered useful for acquiring knowledge ($M = 4.19$), while teacher-centred teaching was also perceived as helpful for understanding difficult topics ($M = 4.08$). These findings support the usefulness of lectures for presenting information systematically and explaining complex concepts (University of California, Berkeley,

The most significant finding was the positive relationship between teacher-centred teaching and students' learning orientation ($r = .443$, $p < .001$). The regression analysis also showed that teacher-centred teaching significantly predicted learning orientation, $R^2 = .196$, $F(1, 99) = 24.187$, $p < .001$. Thus, teacher-centred teaching accounted for approximately 19.6% of the variation in students' learning orientation in the model, while the remaining 80.4% may be associated with other factors. The positive coefficient ($\beta = .443$) suggests that structured instruction, clear explanations, and lecturer guidance may coexist with positive learning attitudes among students.

Conclusion

- I. The study found that students at Sokoto State University perceived their lecturers as knowledgeable in different teaching methods, while teacher-centred practices remained frequently used.

- II. Students recognized the usefulness of lectures and direct instruction for acquiring knowledge and understanding difficult concepts, although many also experienced a combination of teacher- and student-centred approaches.
- III. Students demonstrated a generally high level of learning orientation, indicating positive attitudes, motivation, and engagement towards learning.
- IV. The study concludes that teacher-centred teaching can support positive learning orientation when appropriately applied, but it should be complemented with participatory and student-centred activities to promote active and independent learning.

Recommendations

Based on the findings of the study, the following recommendations are made:

- I. Adopt a balanced teaching approach: Lecturers should combine teacher-centred instruction with student-centred strategies such as discussions, group work, presentations, and problem-solving activities.
- II. Promote active and independent learning: Students should be given more opportunities to ask questions, participate in discussions, conduct independent research, and apply knowledge beyond lecture notes.
- III. Provide professional development for lecturers: Sokoto State University should organize regular seminars, workshops, and training programmes to strengthen lecturers' practical skills in contemporary teaching methods.
- IV. Improve teaching resources and feedback mechanisms: The university should provide adequate instructional resources and establish effective systems for obtaining students' feedback to monitor and improve teaching effectiveness.

Limitations of the Study

The study had some limitations. First, it relied on students' self-reported responses, which may not fully reflect actual classroom practices. Second, the cross-sectional design limits the ability to establish causal relationships. Third,

the sample size of 102 respondents may limit the generalizability of the findings. Finally, the study focused mainly on teacher-centred teaching as a predictor of learning orientation, while other possible influencing factors were not included.

Contribution to Knowledge

The study contributes empirical evidence on the relationship between teacher-centred teaching and students' learning orientation at Sokoto State University. The finding of a significant positive relationship indicates that teacher-centred instruction can coexist with positive learning orientation. The study therefore highlights the importance of combining structured lecturer guidance with opportunities for active student participation.

Suggestions for Further Studies

- I. Similar studies should be conducted using larger samples across different universities in Nigeria to improve the generalizability of findings.
- II. Future researchers should consider longitudinal studies to examine changes in students' learning orientation over time.
- III. Comparative studies should examine teacher-centred, student-centred, and blended teaching approaches across different courses.
- IV. Other factors such as students' motivation, academic performance, digital learning, classroom environment, and instructional resources should be included in future research.

Reference

- Bakare, T. V. (2011). The use of teaching methods and styles in the Nigerian university system: The curriculum and policy implications for change. *Journal of International Education Research*, 7(1). <https://doi.org/10.19030/jier.v7i1.3539>
- Gibbs, G., Habeshaw, S., & Habeshaw, T. (1987). Improving student learning during lectures. *Medical Teacher*, 9(1), 11–20. <https://doi.org/10.3109/01421598709028976>

- Trigwell, K., Prosser, M., & Ginns, P. (2005). Phenomenographic pedagogy and the initial experiences of university teachers. *Studies in Higher Education*, 30(4), 421–433.
<https://doi.org/10.1080/03075070500249132>
- Adu, E. O., et al. (2023). Understanding the “Z”-generation learner for contemporary teaching in Nigerian universities. *Journal of Applied Research in Higher Education*, 15(3), 840–851.
<https://doi.org/10.1108/JARHE-05-2022-0148>
- Ames, C., & Archer, J. (1988). Achievement goals in the classroom: Students’ learning strategies and motivation processes. *Journal of Educational Psychology*, 80(3), 260–267.
<https://doi.org/10.1037/0022-0663.80.3.260>
- Anyanwu, S. U., & Iwuamadi, F. N. (2022). Student-centered teaching and learning in higher education: Transition from theory to practice in Nigeria. *International Journal of Science Arts and Commerce*, 7(6)
- Dweck, C. S., & Leggett, E. L. (1988). A social-cognitive approach to motivation and personality. *Psychological Review*, 95(2), 256–273. <https://doi.org/10.1037/0033-295X.95.2.256>
- Ernest, E. M. (2023). Instructional materials availability and lecturers’ task performance in Nigerian universities. *NURTURE: Journal of Management and Education*, 17(4).
- Feudel, F., & Panse, A. (2022). Can guided notes support students’ note-taking in mathematics lectures? *International Journal of Research in Undergraduate Mathematics Education*, 8, 8–35.
<https://doi.org/10.1007/s40753-021-00146-9>
- Freeman, S., Eddy, S. L., McDonough, M., Smith, M. K., Okoroafor, N., Jordt, H., & Wenderoth, M. P. (2014). Active learning increases student performance in science, engineering, and mathematics. *Proceedings of the National Academy of Sciences*, 111(23), 8410–8415. <https://doi.org/10.1073/pnas.1319030111>
- Gbenga, O. M., Surajo, A., & Ibrahim, Y. (2023). Large class size: Its implications on students and teachers of higher institutions in Nigeria. *European Journal of Educational and Development*

Psychology, 11(1), 37–52.
<https://doi.org/10.37745/ejedp.2013/vol11n13752>

Haber-Curran, P., & Dean-Scott, S. (2022). Learner-centered pedagogical practices that facilitate engagement and learning. *Journal on Excellence in College Teaching*, 33(3), 95–122.

Haber-Curran, P., & Dean-Scott, S. (2022). Learner-centered pedagogical practices that facilitate engagement and learning. *Journal on Excellence in College Teaching*, 33(3), 95–122

Heilporn, G., Lakhal, S., & Bélisle, M. (2021). An examination of teachers' strategies to foster student engagement in blended learning in higher education. *International Journal of Educational Technology in Higher Education*, 18, Article 25.
<https://doi.org/10.1186/s41239-021-00260-3>

Heinonen, N., Katajavuori, N., & Södervik, I. (2023). University teachers' professional vision with respect to their conceptions of teaching and learning: Findings from an eye-tracking study. *Frontiers in Education*, 8, 1232273. <https://doi.org/10.3389/feduc.2023.1232273>

Hoidn, S., & Klemenčič, M. (Eds.). (2021). *The Routledge international handbook of student centred learning and teaching in higher education*. Routledge.

Hoidn, S., & Klemenčič, M. (Eds.). (2021). *The Routledge international handbook of student centred learning and teaching in higher education*. Routledge.

Kong, S. C., & Lin, T. (2023). Developing self-regulated learning as a pedagogy in higher education: An institutional survey and case study in Hong Kong. *Heliyon*, 9(11), e22115.
<https://doi.org/10.1016/j.heliyon.2023.e22115>

Mladenovici, V., Ilie, M. D., Maricuțoiu, L. P., & Iancu, D. E. (2022). Approaches to teaching in higher education: The perspective of network analysis using the revised Approaches to Teaching Inventory. *Higher Education*, 84, 1329–1349.
<https://doi.org/10.1007/s10734-021-00766-9>

- Oladele, J. I. (2024). Path modeling of factors that predict self-regulated learning: Case study of a public university in Nigeria. *International Journal of New Education*, 13, 27–56.
<https://doi.org/10.24310/ijne.13.2024.19607>
- Onwe, J. O., & Uwaleke, C. C. (2018). Effective teaching and learning: A call for paradigm shift from teacher-centred method to student-centred method and the reality in Nigerian higher education. *Enhancing Students Learning Experience and Satisfaction in Higher Education*.
- Opdal, P. A. (2022). To do or to listen? Student active learning vs. the lecture. *Studies in Philosophy and Education*, 41, 71–89.
<https://doi.org/10.1007/s11217-021-09796-3>
- Pintrich, P. R. (2000). The role of goal orientation in self-regulated learning. In M. Boekaerts, P. R. Pintrich, & M. Zeidner (Eds.), *Handbook of self-regulation* (pp. 451–502). Academic Press.
<https://doi.org/10.1016/B978-012109890-2/50043-3>
- University of California, Berkeley, Center for Teaching and Learning. (2026). *Lecturing strategies*. <https://teaching.berkeley.edu/teaching-strategies/teaching-your-course/lecturing-strategies>
- University of New South Wales. (2026). *Lectures*. Teaching Gateway.
<https://www.teaching.unsw.edu.au/lectures>
- Usman, M. M., Tambuwal, N. I., Hussaina, U., & Tambuwal, M. M. (2017). Developing learner centred teachers: An assessment of students' pedagogical training in the Faculty of Education, Sokoto State University. *International Journal of Educational Research and Management Technology*.
- Yale University, Poorvu Center for Teaching and Learning. (2026). *Effective lecturing*. <https://poorvucenter.yale.edu/teaching/teaching-resource-library/effective-lecturing>
- Zimmerman, B. J. (2002). Becoming a self-regulated learner: An overview. *Theory Into Practice*, 41(2), 64–70.
https://doi.org/10.1207/S15430421TIP4102_2