

Teacher versus student-centered learning in higher education: Which model best promotes equity and inclusion in Ghana?

H. Akoto-Baako

Department of Psychology of Education,
UNISA
Pretoria, South Africa
<https://orcid.org/0009-0009-1430-9344>

H. Jotham-Prem

Department of Psychology of Education,
UNISA
Pretoria, South Africa
<https://orcid.org/0000-0002-5262-348X>

N. D. Ndwandwe

Department of Educational Foundations
UNISA
Pretoria, South Africa
<https://orcid.org/0000-0001-7149-2397>

ABSTRACT

This conceptual article explores the discourse of teacher-centred (TC) versus student-centred (SC) through the lenses of Freire's critical pedagogy, Sen's capability approach, and Vygotsky's social constructivism to establish which model best promotes equity and inclusion in Ghanaian higher education. The narrative analysis shows that TC models offer structured delivery but perpetuate hierarchies, while SC approaches may encourage engagement but also require significant institutional support. As such, neither paradigm adequately addresses the challenges of equity and inclusion. Instead, this study proposes a hybrid pedagogical framework that combines (1) scaffolded content delivery, (2) culturally responsive SC adaptations, and (3) strategic digital integration. For effective implementation, the model requires systemic reforms, including teacher development programs and infrastructure investments. The proposed blended approach transcends the TC/SC binary to create an inclusive academic environment in which diverse learners can thrive. This research contributes to the pedagogical discourse in the Global South by offering a context-sensitive model for equitable higher education in resource-constrained settings.

Keywords: Teacher-centred pedagogy, student-centred instruction, educational equity in Ghana, inclusive higher education, hybrid learning framework

INTRODUCTION

Around the world, policy makers are using education as a means to reduce socio-economic inequalities (Ilie and Rose 2016, 647–668; Nwafor 2014; UNESCO 2020). Although primary and secondary education has been considered the main focus of development policy, more recently, higher education (HE) has received more attention (Chankseliani, Qoraboyev, and Gimranova 2021, 109–127; Mbithi, et al 2021). Undeniably, higher education (HE) improves the development activities of any nation and the well-being of individuals. As Reinders, Lakhali, and Couturier (2021:56–72) indicated, HE is seen as a key tool to improve socio-economic mobility and reduce inequalities. Nevertheless, growing inequalities in educational access and outcomes remain a pressing concern in the higher education landscape of developing countries (Marmolejo and Groccia 2022, 34–50). However, in Ghana, while significant progress has been made in expanding tertiary education, inequalities persist, particularly along infrastructures and academic performances (Agyei et al. 2024), socio-economic and geographical lines (Buabeng and Amo Darko 2024, 78–950). But as Ghana seeks to bridge these gaps, a significant gap still persists with regards to the pedagogical approaches in terms of teacher-centred (TC) and student-centred (SC) been adopted (Adjei Baah 2024; Joyce 2023; Takyi et al. 2021, 157-182). A critical discourse that has emerged which (TC versus SC) is the most effective pedagogical approach to promote inclusivity education. The traditional TC model emphasises instructor-led teaching, hierarchical knowledge transfer, and standardised curricula (Camac 2018; Xhomara 2022, 101–120). In contrast, SC learning promotes active engagement, critical thinking, and personalised learning experiences (Camac 2018; Xhomara 2022, 101–120). Amidst a global shift towards inclusive education aspect, Ghanaian institutions must confront a key question: which model best promotes equity and inclusion in higher education?

CONTEXTUAL BACKDROP

In Ghana, significant efforts have been made in the expansion of higher education institutions, driven by increased government investment, private sector participation, and international cooperation (Acquah 2021; Al-Mokdad 2025, 179–202; Arthur and Arthur 2016, 387–408). Nevertheless, as UNESCO and World Bank reported, despite enrolment rates have risen sharply, inequalities in access remain, particularly for students from rural areas and low-income backgrounds (Reinders, Dekker and Falisse 2021, 865–889). While urban centres such as Accra and Kumasi boast of well-resourced institutions, rural universities and technical institutions struggle with underfunding, inadequate infrastructure, and limited faculty capacity (Oduro et al. 2018; Unterhalter et. 2019). In addition, women, students with disabilities, and first-

generation learners continue to face systemic barriers to full participation in Ghanaian higher education (Vanderveer 2019). Beyond these challenges, while the global discourse on higher education pedagogy increasingly advocates a transformative approach to equity (Tyagi et. 2019), Ghana's tertiary institutions remain largely entrenched in TC methods (Saaka 2024, 384–402). This is because lectures dominate teaching, with limited opportunities for student-led inquiry, collaborative learning, and participatory assessment (Takyi, et al 2021, 157–182). This disparity raises critical concerns: does the persistence of TC learning perpetuate exclusion? Conversely, critics argue that SC learning strategies mitigate structural inequalities and improve student engagement, retention, and academic success for marginalised groups. Hence, this article sets out to explore which model is the best in promoting equity and inclusion.

PROBLEM STATEMENT

Despite global advocacy for student-centred pedagogies, Ghanaian higher education continues to rely heavily on TC approaches (Takyi et al 2021, 157–182). This reliance is often justified by arguments of efficiency, standardisation and resource constraints on teaching staff. However, critics argue that TC learning reinforces existing social hierarchies and limits opportunities for disadvantaged students to develop agency, critical thinking and adaptability in an evolving knowledge economy (Sammut 2024; Vanarsdale 2020). SC learning, on the other hand, has gained traction as a potential remedy for educational inequalities, promoting inclusivity through active participation, contextualised learning, and learner autonomy (Sammut 2024; Vanarsdale 2020). However, the extent to which SC methods can be successfully implemented in Ghana's socio-cultural and economic context remains underexplored. Furthermore, concerns remain about the feasibility of a large-scale transition to SC learning in the face of infrastructure deficits, large class sizes, and teacher preparedness. This study seeks to address these tensions by examining the implications of TC and SC models for equity and inclusion in Ghanaian higher education.

PURPOSE and RESEARCH QUESTIONS

This research aims to assess the relative effectiveness of TC and SC learning models in promoting equity and inclusion in Ghana's higher education sector. Specifically, the study sought to answer the following research questions:

- How do TC and SC models impact student engagement, learning outcomes, and participation of marginalised groups in Ghanaian higher education?
- Which model is best as pedagogical strategy in response to Ghana's socio

cultural and economic realities while promoting equity and inclusion?

Rationale and Significance

The debate between TC and SC learning models has significant implications for promoting equity and inclusion in Ghanaian higher education. As Ghana seeks to improve the accessibility, engagement, and overall academic success of marginalised students, the pedagogical framework adopted by institutions becomes a critical determinant of outcomes. This conceptual article aims to provide conceptual insights into policy debates on TC/SC models and which one best promotes equity and inclusion in higher education in Ghana and beyond, in line with Sustainable Development Goal 4 (SDG 4) for inclusive and equitable quality education. Ghana's Education Strategic Plan (ESP) emphasises the need for pedagogical reforms to increase student engagement and diversity. Existing research on TC and SC learning models mainly reflects Western paradigms, with limited focus on African contexts. This study addresses this gap by situating the SC/TC debate within Ghana's unique socio-economic, cultural, and institutional landscape. This has practical implications for policy makers, educators, and institutional leaders in designing inclusive pedagogical frameworks. By exploring hybrid learning models that integrate the strengths of TC and SC, this study provides evidence-based strategies for a more equitable higher education system in Ghana. As Ghana expands access to higher education while addressing inequalities, the pedagogical model is critical to educational equity. This study provides a nuanced understanding of the impact of TC and SC methodologies on marginalised learners and explores solutions for bridging the equity gap in higher education in Ghana. The following sections review the relevant literature, methodological considerations, empirical findings, and policy recommendations.

LITERATURE REVIEW

Teacher-Centered Learning

Teacher-centred (TC) learning positions the teacher as the primary source of knowledge, directing learning through structured lectures and assessments (Mavhunga and Rollnick 2016; Shah 2020). It emphasises hierarchical teacher-student dynamics, content mastery and passive knowledge absorption, often marginalising independent inquiry (Freire 1970; Murphy, Eduljee and Croteau, 2021). Although criticised for stifling critical thinking and reinforcing power imbalances (Bonwell and Eison 1991; Ghafar 2023), TC remains prevalent in higher education due to its efficiency in scalable knowledge transfer (Gibbs and Coffey 2004). Its standardised approach lends itself to large classes and fits cultural norms in contexts such as Ghana, where

education prioritises authority and curriculum coverage (Ampiah 2008; Biggs and Tang 2011). However, the rigidity of TC risks excluding diverse learners by neglecting different learning styles and reinforcing marginalisation (Gay 2018). Despite these limitations, its structured delivery is pragmatic for foundational disciplines that require systematic knowledge transfer (Ghafar 2023; Vavrus, Thomas and Bartlett 2011).

Student-Centered Learning

Student-centred (SC) learning reorients education from teacher-led delivery to active, participatory engagement (Altun 2023; Ghafar 2023). Grounded in constructivism, it promotes autonomy, collaboration, and real-world problem solving, and deepens conceptual understanding (Barr and Tagg 1995; Weimer 2013). SC promotes critical thinking, inclusivity and lifelong adaptability by prioritising learner agency (Schunk and Zimmerman 2012). Its flexibility accommodates diverse needs and bridges educational inequalities – particularly in Ghanaian higher education, where diverse prior learning experiences exist (Agbevivi 2024; Anamuah-Mensah 2004). However, the effectiveness of SC depends on institutional resources, including trained instructors, small cohorts, and materials, which remain scarce in many Ghanaian universities (Adu-Yeboah and Yawson 2021). Critics also note that SC's Western-centric assumptions may clash with local pedagogical traditions, making implementation difficult (Tabulawa 2013). Despite these challenges, SC's emphasis on equity and engagement offers transformative potential that aligns with global shifts towards adaptive, learner-driven education (Bransford et al. 2000; Joyce 2023). Despite its benefits, the implementation of SC faces barriers in resource-constrained settings such as Ghana. Adoption requires investment in teacher training, reduced class sizes and appropriate learning materials – resources that are often lacking locally (Adu-Yeboah and Yawson, 2021). Critics also point to the Western epistemological underpinnings of SC, which may not align with Ghanaian educational paradigms, creating complexity in implementation (Tabulawa 2013).

Equity and Inclusion in Higher Education

Globally, teaching models have a significant impact on equity and inclusion in education. Student-centred (SC) approaches promote inclusivity, particularly for marginalised groups such as women, students with disabilities and those from disadvantaged socio-economic backgrounds (Altun 2023; Cook-Sather, Bovill and Felten 2014; Lancaste 2017). In contrast, teacher-centred (TC) methods often perpetuate inequality by favouring students with prior exposure to academic norms and quality education (Altun 2023; Giroux 1983). Ghana's higher education system reflects this disparity, with TC exacerbating systemic inequalities (Oduro et

al 2018). Rural students face higher attrition rates due to inadequate prior schooling and limited resources (Akyeampong 2017, 551–68), while urban-centric curricula further marginalise rural and indigenous learners (Bening 2016, 34–50). SC's participatory, contextualised pedagogy could redress these imbalances by creating more inclusive learning environments (Adu-Yeboah 2021, 78–95).

Ghanaian Context: Systemic Barriers

A major obstacle to the implementation of student-centred learning (SC) in Ghana is inadequate infrastructure, including limited ICT access, underfunded libraries, and insufficient classroom space (Osei 2020, 201–19). While teacher-centred learning (TC) works within these constraints, SC requires digital tools, interactive spaces, and well-resourced libraries. Furthermore, the transition to SC requires educators to shift from knowledge transmitters to learning facilitators – a shift that is hampered by inadequate training and institutional support (Awacorach et al. 2021, 113–130). Without professional development, the adoption of SC risks resistance or failure (Akyeampong 2017, 194–203). Cultural factors further complicate this shift, as Ghanaian education traditionally prioritises respect for authority, in line with the hierarchical structure of TC (Takyi et al. 2021, 157–182). SC's participatory methods may disrupt these norms and require renegotiated classroom dynamics. Although SC promotes equity and inclusion (Tabulawa 2013), its success in Ghana depends on addressing infrastructural, pedagogical and cultural barriers. The TC-SC debate remains critical in Ghana, where equity gaps persist. TC provides structure but entrenches power imbalances, while SC promotes engagement but faces implementation challenges (Vanarsdale 2020). A hybrid model that leverages the strengths of both approaches could advance inclusive higher education in Ghana.

THEORETICAL FRAMEWORK

Critical Pedagogy Theory

Paulo Freire's Pedagogy of the Oppressed critiques traditional education through critical pedagogy, and describes the “banking model” as oppressive – where teachers deposit knowledge in passive students, reinforcing hierarchies and stifling critical consciousness (Freire 1970; Nugraha, Wibowo and Hendrawan 2024, 220–228). Instead, Freire advocates dialogical education, in which teachers and students co-construct knowledge, promoting empowerment and social justice (Nugraha, et al 2024, 220–228). This approach remains highly relevant in developing countries, where teacher-centred (TC) methods dominate higher

education, privileging didactic lectures over engagement (Theelen and van Breukelen 2022, 1286–1303). Such models marginalise non-elite students, especially those from rural or underprivileged backgrounds, who struggle with rigid academic structures (Anamuah-Mensah 2020, 56–78; Lancaster 2017). In contrast, dialogic learning amplifies marginalised voices and promotes inclusivity and equity. Empirical research in Ghanaian universities shows that participatory environments foster critical thinking and challenge social inequalities (Anamuah-Mensah 2020, 56–78). Freirean pedagogy thus offers a transformative alternative to TC models that aligns education with democratic and emancipatory goals.

Theory of Capability Approach

Amartya Sen's (1999) capabilities approach reframes educational equity by emphasising students' actual opportunities over mere resource allocation (Dalkilic and Vadeboncoeur 2016; Kuhumba 2017, 127–145). Applied to Ghanaian higher education, this raises a critical question: which pedagogy – teacher-centred (TC) or student-centred (SC) – better expands capacities such as critical agency and employability? TC models, with rigid curricula and passive learning, often limit independent thinking and real-world problem solving. Conversely, SC approaches promote active engagement and participatory learning, equipping students with adaptable skills (Aheto and Oppong 2021, 45–62). Empirical evidence from Ghana shows that SC-trained graduates excel in problem-solving and labour market adaptability (Aheto and Oppong 2021, 45–62), underscoring SC's alignment with Sen's vision of education as capacity-building. To achieve equitable outcomes, Ghana must prioritise pedagogies that transform students' freedoms, not just their access.

Social Constructivist Theory

Vygotsky's (1978) social constructivism frames learning as socially constructed through interaction and scaffolding (Devi 2019, 5–19), challenging teacher-centred models that prioritise the hierarchical transmission of knowledge (Saleem, Kausar and Deeba 2021, 403–421). This theory supports student-centred approaches that promote agency, collaboration and critical thinking – key to equitable education. In Ghanaian higher education, constructivist methods could address systemic inequalities by replacing rigid lecture-based systems with collaborative projects and problem-based learning (Joyce 2023). Such pedagogies particularly benefit marginalised students who are disadvantaged by rote learning traditions. Culturally responsive adaptations of Vygotskian principles can further reduce inequalities, as scaffolding knowledge through familiar cultural contexts increases engagement among linguistically and socio-economically diverse learners. By connecting new concepts to students' lived

experiences, educators can create more inclusive classrooms that value multiple perspectives while improving academic outcomes (Joyce 2023).

SYNTHESIS: TOWARD A HYBRID FRAMEWORK

A hybrid pedagogical model that blends teacher-centred (TC) and student-centred (SC) approaches offers an equitable framework for Ghanaian higher education. While TC methods provide essential foundational knowledge, their integration with Freirean dialogic pedagogy creates a structured scaffolding from direct instruction to facilitated dialogue that promotes critical engagement (Mensah and Adomako 2023, 67–84). This synthesis aligns with Sen's capability approach by ensuring that educational outcomes translate into real-world competencies (employability, social mobility). Practical implementations such as flipped classrooms and blended learning combine the structure of TC with the participatory methods of SC, proving particularly effective in resource-constrained contexts (Mensah and Adomako 2023, 67–84). Ghana's challenges – infrastructure constraints and cultural hierarchies – require such balanced solutions. Digital tools can mediate this transition, enabling collaborative learning without requiring full adoption of Western-style SC. Crucially, this hybrid model addresses systemic inequalities: pure TC reinforces knowledge hierarchies that marginalise non-elite students, while exclusive SC implementation risks overlooking basic skills gaps. By synthesising critical pedagogy, capability theory and social constructivism, Ghana can develop context-sensitive pedagogies that combine structured knowledge delivery with culturally responsive, participatory learning. This approach promises to improve both equity (through inclusive design) and quality (through critical skills development), positioning higher education as a driver of national development.

Conceptual Synthesis

This conceptual synthesis evaluates teacher-centred (TC) and student-centred (SC) learning models in Ghanaian higher education, focusing on their implications for equity and inclusion – a persistent challenge in low- and middle-income countries (LMICs) (Altinyelken 2010, 151–71; Tadesse, Suárez and Mason 2021, 78–102). While TC learning, characterised by lecturer-dominated knowledge transmission, remains prevalent in LMICs (Freire 1970; Glewwe, Kremer and Moulin 2011, 112–35), SC approaches prioritise active student engagement and collaborative problem-solving (Weimer 2013; Attard et al. 2010). Ghanaian institutions illustrate this tension, with some universities adopting SC strategies such as blended learning to increase the participation of marginalised groups (Asare, Boateng and Adu-Yeboah 2020,

610–30), while others remain TC-dependent due to infrastructural or curricular constraints (Mensah and Owusu 2022, 45–66).

Comparative evidence highlights the potential of SC. Studies in sub-Saharan Africa associate TC models with rote learning and overcrowding (Altinyelken 2010, 151–71), while SC methods in Kenya and South Africa improve engagement when institutionally supported (Glewwe, et al 2011, 112–35). Similarly, Asian research links SC learning to improved retention, but notes systemic barriers to implementation (Gupta and Sharma 2020, 56–74). In Ghana, SC practices at institutions such as the University of Education, Winneba, promote critical thinking, but their effectiveness depends on faculty training and resources (Owusu, Mensah and Amponsah 2021, 87–105). Conversely, technical universities often revert to TC methods due to structural limitations, exacerbating inequalities for underprepared students (Mensah and Owusu 2022, 45–66). A hybrid approach is essential. SC learning promotes inclusivity by accommodating diverse learners (Tadesse, et al 2021, 78–102), but Ghana's resource constraints require a pragmatic integration of the structured foundations of TC with the participatory strengths of SC. Key reforms – faculty development, expansion of digital infrastructure, and culturally responsive curricula – must underpin this shift. By strategically blending models, Ghana can mitigate systemic inequalities while preparing graduates for complex societal challenges.

COMPARATIVE ANALYSIS

Ghanaian higher education requires careful evaluation of teacher-centred (TC) and student-centred (SC) models, which differ fundamentally in approach. TC emphasises the structured transmission of knowledge, ensuring clarity of content but often promoting passive learning (Altinyelken 2010, 151–71). SC prioritises active engagement through collaborative, inquiry-based methods that promote critical thinking but require greater student self-regulation (Weimer 2013). Evidence shows trade-offs: TC provides predictable outcomes but promotes rote learning over analytical skills (Glewwe, et al 2011, 112–35; Mensah and Owusu 2022, 45–66). SC improves long-term knowledge retention and problem solving (Arias-Ortiz and Dehon 2013, 493–510; Asare, et al 2020, 610–30). However, the effectiveness of SC in Ghana is moderated by institutional readiness and student background. Rural learners unfamiliar with self-directed approaches may struggle without scaffolding (Tadesse, et al 2021, 78–102). Both models risk reinforcing inequalities. TC disproportionately benefits urban male students by perpetuating traditional hierarchies (Mensah and Owusu 2022, 45–66). SC, while interactive, can benefit confident, elite students if not deliberately facilitated (Glewwe, et al 2011, 112–

35). Successful implementation therefore requires targeted support structured facilitation in SC classrooms and gradual pedagogical transitions to ensure true inclusivity.

CRITICAL ANALYSIS: TENSIONS AND HYBRID POSSIBILITIES

The tension between teacher-centred (TC) and student-centred (SC) learning models in Ghana's higher education system highlights critical challenges in promoting equitable and inclusive learning environments. While the TC approach prioritises the structured transmission of knowledge, the SC model emphasises active student engagement (Freire 1970; Weimer 2013). However, resource constraints in Ghana – large class sizes, inadequate infrastructure, and limited faculty training in SC methods – hinder this shift (Owusu, Mensah and Amponsah 2021, 87–105). In addition, resistance from teachers stems from entrenched TC traditions and perceived threats to authority.

A key concern is the cultural misalignment of Western TC models that prioritise individualism, which contrasts with Ghanaian communal values of hierarchical teacher-student relationships and collective knowledge building (Ryan and Deci 2000, 68–78; Nsamenang 2018, 33–50). A culturally responsive hybrid model must therefore integrate the structured, foundational instruction of TC with the collaborative, application-based learning of SC (Biggs and Tang 2011; Kolb 1984). Group-based SC activities – peer tutoring, case studies and local knowledge-centred projects – can be aligned with Ghanaian epistemologies (Amoako and Effah 2022, 88–110).

Strategic implementation requires policy interventions, including ICT investments to expand access to digital SC resources, especially in underserved institutions (Boateng and Adjei 2020, 2399–415). Faculty development programmes should train educators in adaptive pedagogies, while equity audits ensure the inclusion of marginalised learners (Amoako and Effah 2022). This phased, context-sensitive approach balances pedagogical innovation with Ghana's socio-cultural and infrastructural realities.

IMPLICATIONS AND RECOMMENDATIONS

Drawing on social constructivism (Vygotsky 1978) and the capability approach (Sen 1999), this study examines how teacher-centred (TC) and student-centred (SC) models affect educational equity in Ghana. While TC learning reinforces exclusion by privileging students with prior academic exposure (Zajda 2023), SC methodologies – in line with Vygotsky's (1978) social construction of knowledge promote inclusion through participatory learning, benefiting marginalised rural students. The capability approach further highlights the need to expand students' real opportunities, with SC models fostering critical autonomy and employability,

whereas TC models often limit active engagement. To institutionalise equity, accreditation bodies need to mandate SC-integrated curricula, while policymakers should prioritise digital infrastructure and teacher training to bridge rural-urban divides.

Blended learning models and targeted funding are essential to mitigate technological inequalities. In addition, universities need to train educators in scaffolding techniques that balance structured content delivery with interactive methods to support diverse learners. Structured peer mentoring programmes should be institutionalised to help marginalised students, particularly first-generation and rural students to adjust to student-centred (SC) environments by providing academic and social support. In addition, longitudinal studies are needed to assess how blended TC/SC models affect retention, engagement and performance across socio-economic groups. Participatory action research involving students as co-researchers can provide deeper insights into pedagogical effectiveness and inform equitable policy reforms.

CONCLUSION

It is evident that both traditional teacher-centered (TC) and student-centered (SC) learning models inadequately address equity and inclusion in Ghanaian higher education. TC provides structure, standardisation and efficiency in resource-constrained settings but reinforces hierarchical power dynamics and limits student engagement. SC promotes autonomy, critical thinking, and participatory learning but requires significant faculty training, institutional support, and cultural adaptability. A hybrid pedagogical model that integrates elements of both approaches is presented as the most viable way to achieve an equitable and inclusive learning environment in Ghana. Achieving educational equity requires systemic change. Higher education institutions need to diversify their teaching strategies and invest in digital infrastructure, faculty development, and curriculum reforms that are aligned with Ghana's socio-cultural and economic realities. It is imperative to adapt SC strategies to Ghana's communal learning traditions through structured scaffolding, collaborative projects, and localised content to ensure that all students can engage meaningfully. Similarly, technology-enhanced (TE) elements can provide foundational knowledge, particularly in disciplines where structured content delivery remains paramount. Ongoing pedagogical debate should focus on creating a contextually responsive framework that fosters meaningful learning experiences for all students. As Ghana expands access to higher education, institutions must prioritise pedagogical inclusivity, ensuring that teaching and learning processes empower students from diverse backgrounds. Promoting equity in Ghanaian higher education requires the deliberate integration of structured teaching and participatory learning, bridging the gap between

knowledge transfer and student empowerment, and creating a system where every learner can thrive.

REFERENCES

- Acquah, Alfred. 2021. "Higher Education Finance between Ghana and the United States." *Current Issues in Comparative Education* 23 (1). <https://doi.org/10.52214/cice.v23i1.8143>.
- Adjei Baah, Eric. 2024. "Investigating Teachers' Lived Experiences in Teaching Literature in English in Ghana." PhD diss., University of Waikato.
- Adu-Yeboah, Christine, and Robert Yawson. 2021. "The Impact of Student-Centered Learning in Ghanaian Higher Education." *Journal of Educational Studies* 34 (2): 78–95.
- Agbevivi, Shine Lillian Gifty. 2024. "Innovative Strategies for Addressing Diverse Learning Needs in Ghanaian English Language Classrooms." *ELE Reviews: English Language Education Reviews* 4 (2): 162–80. <https://doi.org/10.22515/elereviews.v4i2.9848>.
- Agyei, Ellen Animah, Samuel Kobina Annim, Bernard Yaw Sekyi Acquah, Joshua Sebu, and Samuel Kwaku Agyei. 2024. "Education Infrastructure Inequality and Academic Performance in Ghana." *Heliyon* 10 (14). <https://doi.org/10.1016/j.heliyon.2024.e34041>.
- Aheto, Divine W., and Charles A. Opong. 2021. "Assessing the Role of Student-Centered Learning in Employability and Social Mobility." *Ghanaian Journal of Higher Education* 5 (1): 45–62.
- Akyeampong, Kwame. 2017a. "Educational Inequalities in Ghana: A Review of Higher Education Access and Outcomes." *International Review of Education* 63 (4): 551–68.
- Akyeampong, Kwame. 2017b. "Teacher Educators' Practice and Vision of Good Teaching in Teacher Education Reform Context in Ghana." *Educational Researcher* 46 (4): 194–203. <https://doi.org/10.3102/0013189X1771190>.
- Altinyelken, Hülya Kosar. 2010. "Pedagogical Renewal in Sub-Saharan Africa: The Case of Uganda." *Comparative Education* 46 (2): 151–71. <https://doi.org/10.1080/03050061003775454>.
- Altun, Mustafa. 2023. "The Ongoing Debate over Teacher-Centered Education and Student-Centered Education." *International Journal of Social Sciences & Educational Studies* 10 (1). <https://doi.org/10.23918/ijsses.v10i1p106>.
- Amoako, Emmanuel, and Bernard Effah. 2022. "Integrating Collaborative Learning in Ghanaian Higher Education: A Case Study of Participatory Pedagogies." *Journal of African Educational Research* 7 (4): 88–110.
- Ampiah, Joseph Ghartey. 2008. "Higher Education Reforms and Challenges in Ghana." *African Journal of Educational Development* 8: 23–39. <https://doi.org/10.47963/jedp.v2i.941>.
- Anamuah-Mensah, Jophus. 2004. "Bridging Learning Gaps in Ghanaian Higher Education: Student-Centered Learning as a Solution." *Ghana Educational Review* 10 (1): 5–20.
- Anamuah-Mensah, Jophus. 2020. "Dialogic Learning in Ghanaian Universities: Enhancing Student Participation and Critical Thinking." *African Journal of Higher Education* 12 (3): 56–78.
- Arias-Ortiz, Elena, and Catherine Dehon. 2013. "Are Students Ready for a Student-Centered University? Evidence from Latin America." *Higher Education* 66 (4): 493–510.
- Arthur, Peter, and Emmanuel Arthur. 2016. "Tertiary Institutions and Capacity Building in Ghana: Challenges and the Way Forward." *Commonwealth & Comparative Politics* 54 (3): 387–408. <https://doi.org/10.1080/14662043.2016.1175690>.
- Asare, Patrick, Francis Boateng, and Christine Adu-Yeboah. 2020. "Student-Centered Methodologies and Their Impact on Female Participation in Ghanaian Universities." *Gender and Education* 32 (5): 610–30.

- Attard, Angele, Emma Di Iorio, Koen Geven, and Robert Santa. 2010. *Student-Centered Learning: An Insight into Theory and Practice*. Brussels: European Students' Union.
- Awacorach, Judith, Iben Jensen, Inger Lassen, David Ross Olanya, Hanan Lassen Zakaria, and Geoffrey Olok Tabo. 2021. "Exploring Transition in Higher Education: Engagement and Challenges in Moving from Teacher-Centered to Student-Centered Learning." *Journal of Problem Based Learning in Higher Education* 9 (2): 113–30.
- Barr, Robert B., and John Tagg. 1995. "From Teaching to Learning: A New Paradigm for Undergraduate Education." *Change: The Magazine of Higher Learning* 27 (6): 12–26. <https://doi.org/10.1080/00091383.1995.10544672>.
- Bening, Raymond B. 2016. "Urban Bias in Ghanaian Higher Education Curricula: Implications for Rural Students." *African Journal of Educational Policy* 9 (2): 34–50.
- Biggs, John, and Catherine Tang. 2011. *Teaching for Quality Learning at University*. 4th ed. Maidenhead: McGraw-Hill.
- Boateng, Charles, and Michael Adjei. 2020. "The Role of ICT in Fostering Inclusive Higher Education in Ghana." *Education and Information Technologies* 25 (3): 2399–2415.
- Bonwell, Charles C., and James A. Eison. 1991. *Active Learning: Creating Excitement in the Classroom*. ASHE-ERIC Higher Education Report No. 1. Washington, DC: George Washington University.
- Bransford, John D., Ann L. Brown, and Rodney R. Cocking, eds. 2000. *How People Learn: Brain, Mind, Experience, and School*. Washington, DC: National Academies Press.
- Cook-Sather, Alison, Catherine Bovill, and Peter Felten. 2014. *Engaging Students as Partners in Learning and Teaching: A Guide for Faculty*. San Francisco: Jossey-Bass.
- Freire, Paulo. 1970. *Pedagogy of the Oppressed*. Translated by Myra Bergman Ramos. New York: Continuum.
- Gay, Geneva. 2018. *Culturally Responsive Teaching: Theory, Research, and Practice*. 3rd ed. New York: Teachers College Press.
- Gibbs, Graham, and Martin Coffey. 2004. "The Impact of Training of University Teachers on Their Teaching Skills." *Higher Education* 47 (1): 87–101. <https://doi.org/10.1177/1469787404040463>.
- Giroux, Henry A. 1983. *Theory and Resistance in Education: A Pedagogy for the Opposition*. South Hadley, MA: Bergin & Garvey.
- Glewwe, Paul, Michael Kremer, and Sylvie Moulin. 2011. "Many Children Left Behind? Textbooks and Test Scores in Kenya." *American Economic Journal: Applied Economics* 3 (1): 112–35. <https://doi.org/10.1257/app.1.1.112>.
- Ilie, Sonia, and Pauline Rose. 2016. "Who Benefits from Public Spending on Higher Education in South Asia and Sub-Saharan Africa?" *Compare: A Journal of Comparative and International Education* 46 (4): 647–68. <https://doi.org/10.1080/03057925.2017.1347870>.
- Kolb, David A. 1984. *Experiential Learning: Experience as the Source of Learning and Development*. Englewood Cliffs, NJ: Prentice Hall.
- Kuhumba, Shija Kevin. 2017. "Amartya Sen's Capability Approach as Theoretical Foundation of Human Development." *Journal of Sociology and Development* 1 (1): 127–45.
- Lancaster, Rodney Wyatt. 2017. *A Comparison of Student-Centered and Teacher-Centered Learning Approaches in One Alternative Learning Classroom Environment*. Arkansas State University.
- Marmolejo, Francisco, and James Groccia. 2022. "Trends and Challenges in Higher Education Equity Policies." *Higher Education Policy Review* 18 (2): 34–50.
- Mavhunga, Elizabeth, and Marissa Rollnick. 2016. "Teacher- or Learner-Centered? Science Teacher Beliefs Related to Topic Specific Pedagogical Content Knowledge: A South African Case Study." *Research in Science Education* 46: 831–55. <https://doi.org/10.1007/s11165-015-9483-9>.

- Mbithi, Peter MF, Judith S. Mbau, Nzioka J. Muthama, Hellen Inyega, and Kalai JM. 2021. "Higher Education and Skills Development in Africa: An Analytical Paper on the Role of Higher Learning Institutions on Sustainable Development." <https://doi.org/10.53537/jsep.2021.08.001>.
- Mensah, Kwadwo, and Eric Adomako. 2023. "Hybrid Learning Models and Equity in Ghanaian Higher Education." *Journal of Inclusive Education* 14 (1): 67–84.
- Mensah, Kwadwo, and Joseph Owusu. 2022. "Evaluating Pedagogical Shifts in Ghana's Tertiary Education System." *International Journal of Educational Change* 20 (3): 45–66.
- Murphy, Laurie, Nina B. Eduljee, and Karen Croteau. 2021. "Teacher-Centered versus Student-Centered Teaching: Preferences and Differences across Academic Majors." *Journal of Effective Teaching in Higher Education* 4 (1): 18–39. <https://doi.org/10.36021/jethe.v4i1.156>.
- Nsamenang, Bame. 2018. "Cultural Epistemologies and Higher Education in Africa." *African Journal of Education Studies* 12 (4): 33–50.
- Nugraha, Asep Eka, Deki Wibowo, and Budi Hendrawan. 2024. "Paulo Freire's Critical Pedagogy Analysis of Educational Transformation." *MSJ: Majority Science Journal* 2 (2): 220–28. <https://doi.org/10.61942/msj.v2i2.157>.
- Nwafor, Chika. 2014. "Education Policy and Development in Africa." *Comparative Education Review* 58 (2): 112–30.
- Oduro, Abena, Albert Arhin, George Domfe, Seifu Alidu, Felix Agyeman, Doreen Edem Asimadu, Jo Walker, Luke Gibson, Chiara Mariotti, and Sarah Hall. 2018. *Building a More Equal Ghana: A 5-Point Action Plan to Close the Gap between the Rich and the Rest*. <https://doi.org/10.21201/2018.2982>.
- Osei, Kofi. 2020. "Infrastructure Gaps in Ghanaian Higher Education: Challenges and Solutions." *African Development Review* 16 (3): 201–19.
- Owusu, Richard, Daniel Mensah, and Paul Amponsah. 2021. "Flipped Classrooms in Ghana: A Case Study of Effectiveness and Challenges." *Ghana Journal of Higher Learning* 8 (2): 87–105.
- Reinders, Hayo, Sawsen Lakhali, and Yves Couturier. 2021. "Higher Education and Socioeconomic Mobility: A Global Perspective." *Higher Education Research* 42 (1): 56–72.
- Reinders, Simone, Marleen Dekker, and Jean-Benoît Falisse. 2021. "Inequalities in Higher Education in Low- and Middle-Income Countries: A Scoping Review of the Literature." *Development Policy Review* 39 (5): 865–89. <https://doi.org/10.1111/dpr.12535>.
- Ryan, Richard M., and Edward L. Deci. 2000. "Self-Determination Theory and the Facilitation of Intrinsic Motivation." *American Psychologist* 55 (1): 68–78. <https://doi.org/10.1037//0003-066X.55.1.68>.
- Saaka, Saaka Sulemana. 2024. "Resisting Change: Explaining Education Policy Reforms in Ghana." *Politics & Policy* 52 (2): 384–402. <https://doi.org/10.1111/polp.12588>.
- Saleem, Amna, Huma Kausar, and Farah Deebea. 2021. "Social Constructivism: A New Paradigm in Teaching and Learning Environment." *Perennial Journal of History* 2 (2): 403–21. <https://doi.org/10.52700/pjh.v2i2.86>.
- Sammut, Anthony. 2024. *Enacting a Learner-Centered Curriculum Policy Reform in State Middle Schools in Malta*. PhD diss., University of Sheffield.
- Schunk, Dale H., and Barry J. Zimmerman. 2012. *Motivation and Self-Regulated Learning: Theory, Research, and Applications*. New York: Routledge. <https://doi.org/10.4324/9780203831076>.
- Sen, Amartya. 1999. *Development as Freedom*. Oxford: Oxford University Press.
- Shah, Rajendra Kumar. 2020. "Learner-Centered Teaching and Related Instructional Practices." *International Journal of Creative Research Thoughts (IJCRT)* 8 (12): 2830–38.
- Tabulawa, Richard. 2013. *Teaching and Learning in Context: Why Pedagogical Reforms Fail in Sub-Saharan Africa*. Dakar: African Books Collective.

- Tadesse, Tafesse, Carlos Suárez, and Mark Mason. 2021. "Student Engagement and Learning Retention in African Universities." *Higher Education Research & Development* 40 (2): 78–102.
- Takyi, Stephen Appiah, Owusu Amponsah, Michael Osei Asibey, and Raphael Anammasiya Ayambire. 2021. "An Overview of Ghana's Educational System and Its Implication for Educational Equity." *International Journal of Leadership in Education* 24 (2): 157–82. <https://doi.org/10.1080/13603124.2019.1613565>.
- Theelen, Hanneke, and Wim van Breukelen. 2022. "The Didactic and Pedagogical Design of E-Learning in Higher Education: A Systematic Literature Review." *Journal of Computer Assisted Learning* 38 (5): 1286–1303. <https://doi.org/10.1111/jcal.12705>.
- Tyagi, Ruchi, Suresh Vishwakarma, Mohit Rishi, and Saraswatee Rajiah. 2021. "Reducing Inequalities through Education and Skill Development Courses." In *Reduced Inequalities*, 746–58. Cham: Springer International Publishing. https://doi.org/10.1007/978-3-319-95882-8_102.
- UNESCO. 2020. *Education for All: The Global Monitoring Report*. Paris: UNESCO Publishing.
- Unterhalter, Elaine, Stephanie Allais, Colleen Howell, Christine Adu-Yeboah, Samuel Fongwa, Jibrin Ibrahim, Tristan McCowan, et al. 2019. *Higher Education, Inequalities and the Public Good*.
- Vanarsdale, Richard. 2020. *A Critical Examination of Student-Centered Learning Policy in the European Higher Education Area*. PhD diss., University of Liverpool.
- Vanderveer, Sarah. 2019. "Pursuing Equity: How Women Academics Are Challenging Gender Norms and (Re)Shaping University Culture in Ghana."
- Vavrus, Frances, Matthew Thomas, and Lesley Bartlett. 2011. *Critical Approaches to Comparative Education: Vertical Case Studies from Africa, Europe, the Middle East, and the Americas*. New York: Palgrave Macmillan.
- Vygotsky, Lev S. 1978. *Mind in Society: The Development of Higher Psychological Processes*. Edited by Michael Cole, Vera John-Steiner, Sylvia Scribner, and Ellen Souberman. Cambridge, MA: Harvard University Press.
- Weimer, Maryellen. 2013. *Learner-Centered Teaching: Five Key Changes to Practice*. 2nd ed. San Francisco: Jossey-Bass.
- Xhomara, Nazmi. 2022. "Critical Thinking: Student-Centered Teaching Approach and Personalised Learning, as Well as Previous Education Achievements, Contribute to Critical Thinking Skills of Students." *International Journal of Learning and Change* 14 (1): 101–20. <https://doi.org/10.1504/IJLC.2022.119513>.
- Zajda, Joseph. 2021. *Globalisation and Education Reforms: Creating Effective Learning Environments*. Vol. 25. Cham: Springer Nature. https://doi.org/10.1007/978-94-024-2054-8_12.