

**AN INVESTIGATION INTO THE RELATIONSHIP BETWEEN LEARNER  
CENTERED EDUCATIONAL APPROACH AND ACADEMIC PERFORMANCE IN  
ACHIEVEMENT TESTS IN ONANKALI-OSHIKOTO SCHOOLS, NAMIBIA.**

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## **ABSTRACT**

This study was carried out in the Northern part of Namibia, Onankali Circuit in Oshikoto Education Region. There was a constant documented low achievement in Math competencies in National Standardized Achievement Tests for grade 5 in the baseline administered in 2009 and follow up test administered in 2011 in the primary education in Namibia. The achievements in math seemed not to have improved in the follow up test despite the teacher workshop done in 2010 after the baseline results. This study was to establish the relationship between Learner Centered Education Approaches and academic performance in National Standardized Achievement Tests by exposing the achieved competencies to variety of LCE approaches through the experiment. The quantitative research methodology was used for the study with the application of an experimental design. Participants were selected from two schools from which ten learners were sampled by the use of probability sampling by applying simple random sampling with the use of lottery technique. One school was experimental while the other served as a control school. Data was collected from participants through the use of Competency Achievement Tests which were administered for pretest and posttest on both groups. A worksheet was provided as extra material during the tests. After the pretest, the experimental group received a treatment for two weeks. The grace period of three weeks was taken before the post-test, while the control group was not given any treatment. Data were analyzed through descriptive statistics and inferential statistics. Collected data were marked and scores were coded in tables. Mean difference within groups and standard deviation were calculated. The t-test was used to analyze the data and hypothesis was tested at alpha .05. Data results accepted the null hypothesis in all areas of the study. Therefore, there is no relationship between LCE and academic performance in NSATs.