

*Impact of Teacher-Centered and Student- Centered Teaching Approaches on
Classroom Component Skills of Secondary School Students in Hyderabad*

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Abstract

Students' participation in class is an important aspect for students' learning. Students who participate more in class learn better. They learn how to communicate their ideas in a way that others can understand. It can help teachers to know the understanding level of students and can adjust their teaching method accordingly. The participation of students in class depends upon their teaching way that how much they permit students to participate in classroom activities. They need to determine during planning the lesson and course that which teaching method they will use to integrate students' participation in class. Appropriate teaching method practices enhance classroom participation skills in students according to their learning needs. Knowledge is increasing day by day and teaching skills are improving but education in Pakistan is still in the development stage. Considering all the results, this study aims to compare and evaluate the effect of teacher and student methods in secondary schools in Hyderabad district on the academic performance of students attending real classes. The study population included 3704 government employees. There are 52 768 secondary school teachers and students. Simple stratified sampling was used for selection of teachers and students. This study is quantitative. Use survey and questionnaire tools. The teaching methods (teacher and student centered) of 13 English teachers in the 9th grade were observed and information about the participation of 248 students in the 9th grade was obtained from the survey. Conduct a T- test for the

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data asking about the students' social skills.

The research results show that there is a significant difference between the effect of teachers' and students' teaching methods on students' participation skills. Using a student-centered approach increases students' ability to participate in the classroom better than teacher-directed instruction.

Keywords: Teacher-centered method, Student-centered method, Classroom Participation skills.

Introduction

Teaching is a source of transferring knowledge, skills, beliefs, values and habits. A teacher is a person who transfers knowledge in the minds of students and his or her way of teaching inspires students that develops skills, beliefs, values and habits in students. Among a number of teaching methods, teacher-centered method is a traditional teaching method. This method focuses entirely on teacher's role and one way-communication in the classroom. Teacher becomes active, delivers lecture in the class and decides what is to teach students and under what conditions. Students' role during teacher-centered method remains totally passive, and they just follow whatever teacher plans for them.¹ On the contrary there is another method which is known as student-centered teaching method. This method has been developed recently.

In this method the overall responsibility shifts towards students about their learning and teacher's role remains just as a facilitator in students' work. In this method of teaching, students' role become active and they decide all about their learning.²

During teaching-learning process, students participate in different class activities. Students' participation refers that they should actively participate in class by answering questions, joining group work and take part in class activities and discussions. Participation allows students to understand the knowledge they gain, demonstrate their understanding about curriculum, develop their self-confidence and apply in their daily lives whatever they learned. These classroom participation skills are crucial for their progress in education and for their success in future career.³

There is a relationship between students' classrooms participation and teaching methods used by teachers in the classroom. Students' classroom participation depends upon the implementation of teachers' teaching method. It depends on teachers teaching way that either it permits students to arrange and participate in classroom activities or not. In Pakistani schools, some teachers are focusing on classroom participation skills of students by using different teaching methods. In this research study two specific teaching methods (teacher-centered and student-centered) teaching methods were selected to measure their impact on classroom participation skills of students.

Statement of the Problem

Based on experience, business coaching has become more established. Students are now very well informed. Therefore, the teacher needs to pay more attention.

Pakistan's education system is still developing, while its neighbors are developing rapidly. Many studies have been done to assess the problems in Pakistan's education system, but not enough studies have been done on the teaching methods used in Pakistani classrooms. Ther

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efore, it is important for research to evaluate the active or passive student roles of students in the classroom. Considering the roles of students, this study aims to compare and evaluate the effect of teacher and student methods on the classroom participation of secondary school students in Hyderabad district.

Objective of the Study

Compare the teaching effectiveness of federal teacher and student centered methods for student participation in the classroom. Secondary School in Hyderabad District.

Hypothesis

There is no significant difference between the mean scores of the students' classroom participation skills who are taught through teacher-centered and student-centered teaching methods in Govt. Secondary schools of Hyderabad district.

Literature Review

Teaching methods put a great influence on students' learning. Traditional teacher-centered method is a direct way of teaching in which students are bound to pay more attention to the teachers' lecture and accept the provided knowledge blindly without questioning the teacher. In activities-based subjects, students participate less, work in group but do not discuss and explore the concepts with one another. (yore 2001). Teacher-centered method ignores interest of students and do not involve students in creative activities. It assumes all students' background knowledge in subject matter at the same pace without considering their different achieving capabilities.

In contrast, student-centered teaching method provides opportunity to the students to actively participate in activities with their own internal desires by making groups and pairs. Teacher as a facilitator assists the role of students in developing new insights and connecting them with previous knowledge and encourage discussions between students. Questions arise while discussion and students in teams discover the solutions of questions and share with the entire class. The whole work develops their own understanding about subject-matter knowledge and clears their misconceptions.⁴

In addition, teachers' teaching way and classroom environment affect students' classroom participation. When a teacher is supportive and approachable, students like more to participate in class. Respect from peers, group members and classmates enhance classroom participation skills of students. ⁵Participation help students progress in education as well as in their future career in which they can do arguments, convey thoughts and communicate in discussions with peers.⁶

To evaluate the strength of primary teachers' professional development program ⁷(khan, April 2012)investigated a case study in Chitral primary schools to examine, whether teachers are applying their new knowledge about content and pedagogy in real school contexts. Semi-structured interviews and observation tools are used for data collection.

The findings of the study show that teachers can easily use new teaching (student-class) strategies by changing the teacher-centered approach. They conduct research on the learning styles of different students to improve learning outcomes. Students have a good environment and platform where they can p

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participate in different activities in groups and pairs. Some teachers have knowledge about the subject but have difficulty in teaching some subjects. They need some special teaching methods to make the teaching process effective.

In another study, the student-centered teaching approach was focused to teach physics to 11th-grade students (Wilkinson, Treagust, Leggett & Glasson, 1988).⁸ In this study, students realized and took their own responsibilities for better learning; activity sheets were used in a manner that students relate new experiences to prior knowledge; activity; syllabus and assessment structure were used to control the time that students spent on each topic. The researchers found that the learning environment promoted students' self-esteem.

Khuvasanond, K. (2013) In his study comparing the results of teacher-centered teaching methods and student-

centered teaching methods for 6th grade students learning Thai, it was found that the teacher approach was effective in learning some language skills. The student approach improved the language skills of structure and communication through multi-class participation. 10 English teachers and 599 English students were used as a sample. Data were collected through pre-test, post-test, questionnaire and interview tools.

Some researchers (Kang'ahi, Indoshi, Okwach and Osodo 2012),¹⁰ conducted a research study to measure the influence of teaching methods (student-centered method and teacher-centered) on students' achievement in Kenya. 25 teachers and 4 students are selected as a sample from secondary schools. Observation sessions were conducted, and questionnaires were used for data collection. While observation, teachers teaching method was mostly found teacher-centered. They used student-centered method to some extent. The implementation of student-centered method provided opportunities to the students to participate in different activities that increased their achievement. Therefore, it was concluded that student-centered method is suitable for students' achievement.

RESEARCH METHODOLOGY

Research Design

Quantitative approach was used in the study due to the nature of data. This type of research involves descriptive survey research.¹¹ According to (Borg & Gall, 1989) descriptive studies are aimed at finding out "what is," so therefore observational and survey methods are frequently used to collect descriptive data that describes naturally occurring phenomena without experimental manipulation.¹²

Research Tools :

Use two tools to collect information

1. Observation List 2. Questions

The observation list uses a four-

answer Likert scale: 1. Often 2. Rarely 3. no way. Individual researchers observe teacher-centered (teacher-centered or student-centered) actions in real classrooms.

The questions adopted a closed design and used a five-

answer Likert frequency scale: 1. Always 2. Sometimes 3. Rarely 4. There is no way. With the help of the researcher, the students filled out the class participation questionnaire themselves.

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Population Of the Study

The population of study consists of Govt Secondary school teachers and students in three talukas of district Hyderabad: Hyderabad city, Qasimabad, Latifabad

Description of the Sample						
Hyderabad District	Secondary Schools Boys(sch) Girls (sch)		Teachers male female		Students boys girls	
Hyderabad City	1	2	4	2	59	48
Qasimabad	1	1	1	1	26	26
Latifabad	1	1	1	4	27	62
Total	3	4	6	7	112	136
Grand Total	7		13		248	

Population source: Annual Schools Census (2015-16)

Description of the Population						
Hyderabad District	High Schools boys girls		Teachers Male Female		Students boys girls	
Hyderabad City	19	12	941	962	10652	16062
Qasimabad	6	3	177	244	2695	2733
Latifabad	15	11	568	812	8434	12182
Total	40	26	1686	2018	21781	30977
Grand Total	66		3704		52758	

Sample Of the Study

The model is selected by the Government. Secondary School in Hyderabad District. According to L.R.Gay (1992) if the population is large then 10% of the population can be selected as sample.¹³ Therefore the school adopted the principle of 10% of the population and selected 10% of the schools by stratified random sampling. But the population size of the teachers Papers and students is large so convenience sampling is used for selection of teachers and students. .

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There are a lot of activities for students to do in English subject. Therefore, in this research study, English subject teachers have been selected as a sample to observe their teaching method in 9th class.

ANALYSIS OF THE DATA

ANALYSIS OF OBSERVATIONAL CHECKLIST

A rubric regarding teaching method (teacher-centered approach and student-centered approach) was evaluated with descriptive statistics. Social science statistical software (SPSS) was used for analysis. The frequency of items in the questionnaire form is measured according to teaching method (teaching teacher and student-centered approach).

Summary of Frequencies of Observation Checklist on Teacher-centered Method

S.No	Statements	Frequently	Rarely	Never	Total	Mean
1.	Teacher is delivering the lesson in the class.	11	2	----	13	1.1538
2.	Teacher selects the topic to teach students.	11	2	-----	13	1.1538
3.	Teacher is maintaining the board	12	1	-----	13	1.0769
4.	Teacher explains the lesson while students listening to the teacher	11	2	-----	13	1.1538
5.	Teacher is using textbook while delivering lecture.	12	1	-----	13	1.0769
6.	Teacher is managing the whole class.	13	-----	-----	13	1.0000
7.	Teacher set the class rules.	13	-----	-----	13	1.0000
8.	Teacher is assigning the task to the students.	13	-----	-----	13	1.0000
9.	Teacher is monitoring the learning of students.	13	-----	-----	13	1.0000
10.	Teacher plans test schedule for students.	13	-----	-----	13	1.0000
11.	Students follow the instructions.	12	1	-----	13	1.0769
12.	Teacher's focus is on students' individual work.	12	1	-----	13	1.0769

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13	Teacher is assessing the performance of students.	13	1	-----	13	1.0000
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Summary of Frequencies of Observation Checklist on Student-centered Method

S.No	Statements	Frequently	Rarely	Never	Total	Mean
1.	Students select the topic of their own interest.	1	-----	12	13	2.8462
2.	Students present the topic in their own words.	2	4	7	13	2.3846
3.	Students are maintaining the board.	1	-----	12	13	2.8462
4.	Teacher approaches different learning needs of students.	1	-----	12	13	2.8462
5.	Students arrange the activities in their way with the advice	-----	1	12	13	2.9231
6.	Activities are conducted in pairs under the supervision of teacher.	-----	1	12	13	2.9231
7.	Activities are conducted in pairs under the oversight of teacher.	-----	1	12	13	2.2931
8.	Students choose their own groups.	-----	1	12	13	2.231
9.	Students make their own pairs.	-----	1	12	13	2.9231
10.	Teacher is facilitating to arrange activities by keeping in mind their different activities.	-----	1	12	13	2.9231
11.	Teacher cater the opportunities for students to work with ambition.	1	-----	12	13	2.9231
12.	Students do discussions with other students on their selected interesting topic.	2	-----	11	13	2.6923

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13.	Students arrange activities outside the class with the suggestion of teacher.	-----	-----	13	13	3.0000
14.	Learning of students is being assessed by both students and teachers.	-----	-----	13	13	3.0000
15.	Students work on projects of their choice.	-----	-----	13	13	3.0000
16.	Students share ideas with teacher about the topic.	3	3	7	13	2.3077
17.	Students diagnose their weak points of learning.	-----	-----	13	13	3.0000
18.	Students resolve their learning problems by having conversation with teacher.	-----	-----	13	13	3.0000
19.	Students choose the home task of their own choice for self-study.	2	-----	11	13	2.6923

The results of the summary tables show that majority of teachers used teacher-centered teaching method in 9th class except few teachers who use student-centered teaching method to some extent in 9th class.

Analysis of Questionnaire Data

Descriptive statistics techniques were used to analyze students' knowledge of the questions. Social science statistics software (SPSS) was used for analysis. After data collection, students were divided into two groups. One was almost teacher-centered in teaching and the other was student-oriented teaching. T-test was conducted to compare the mean scores of students' participation skills taught by the teacher in the method and students' participation skills taught by the method.

Result of t-test

		Group	N	Mean	SD	t	Sig	Null Hypothesis
Q.No.1	Do you become agree with other students when they give a different	T.CM	222	2.0180	.93191	2.324	.021	Rejected
		S.C.M	26	1.5769	.75753	2.736	.010	

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	opinion about any task?							
QNo.2	Do you learn activities better by working with those friends who are more intelligent than you?	T.CM	222	1.6081	.79280	1.878	.062	Rejected
		S.C.M	26	1.3077	.54913	2.501	.017	
QNo.3	Do you feel happy while working together on projects with classmates?	T.CM	222	1.333	.59914	1.821	.006	Rejected
		S.C.M	26	1.1154	.32581	2.827		
QNo.4	Can you manage time while working with group members on projects?	T.CM	222	1.333	.92691	1.728	.039	Rejected
		S.C.M	26	1.4231	.70204	2.147		
QNo.5	Can you solve the problem of your friend while working on the task?	T.C.M	222	1.6396	.86973	2.111	.008	Rejected
		S.C.M	26	1.2692	.60383	2.806		
QNo.6	Can you listen carefully each group member view of your class?	T.C.M	222	1.5586	.82588	2.213	.002	Rejected
		S.C.M	26	1.1923	.49147	3.2914		

The result of t- test revealed that the significant p value is less than .05. Therefore, the null hypothesis, there is no significant difference between two groups of students on their classroom participation skills, is rejected. Students who were almost taught by student-centered method highly possess classroom participation skills than those who were almost taught by teacher-centered method.

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DISCUSSION AND FINDINGS

As it was clearly mentioned in this study that there is an opportunity for students in student-centered method to participate in class by their own rather than in teacher-centered method in which students depends on teachers' authority and instructions and have no opportunity for students' participation by their own. The purpose of the study was to observe the teaching method of 9th class English subject teachers in real classroom context that either it was teacher-centered or student-centered method and to measure how much students' participation skills are developing at government schools of Hyderabad district. The findings of the study revealed that majority of 9th class English subject teachers used teacher-centered method except few who use student-centered method. The students who were taught by teacher-centered method got less opportunity to participate in class than those students who were taught by student-centered method. So, the classroom participation skills were developing better in those students who were taught by student-centered method.

CONCLUSION

The t-test results showed that. (2-tailed) value is less than 0.05. It was found that there is a significant difference between the students' participation scores in the lesson taught by the teacher and the students' teaching method. Both teaching methods (such as teacher-centered and student-centered approach) can encourage students' participation in the class, but the difference is that the teacher's text-centered use can create student participation in the class, while the student-centered approach can create student participation in the class. approach gives students more color. They have the opportunity to work according to their own desires, thus their participation in the upper class increases.

RESEARCH RECOMMENDATIONS:

The findings allow us to make the following recommendations:

1. Teachers who have knowledge and understanding of the teaching method should use this method for students in the classroom instead of the teacher to support student participation in the lesson.
1. Teachers who do not possess professional degrees should be given in-service training to make them aware about teaching methods and about their proper use.

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