

Bachelor's thesis / **Master's thesis** / Licentiate thesis / Doctoral thesis

Subject: Futures Studies

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Title: Transforming Pedagogy: Shifting Perspective from Teacher-Centred to Student-Centred at Secondary Level Education in Pakistan

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Teachers play a crucial role in the implementation of student-centered learning, a pedagogical approach that focuses on student autonomy, collaboration, and active participation. This thesis investigates secondary school teachers' attitudes towards the student-centered approach and explores the factors that influence their willingness and ability to adopt such methods in their teaching practice.

By utilizing mixed-method approach, the study gathered data through planned questionnaire including open-ended answers from teachers teaching at secondary level. Hierarchical cluster analysis and thematic analysis were used to recognize patterns in educators' attitudes and challenges. The results show that although teachers favor the cooperative learning, yet their actual employment of this approach is limited or shallow, challenged by issues including excessive workload, unsupportive administration, lack of teachers training and limited use of technology.

The research also explores four different images of the future grounded on teacher perceptions and execution patterns. These images focused the level of implementation across various teaching contexts and present insight into the psychological and physical aspects affecting teachers' attitudes. Findings reveal that while many teachers appreciate the potential benefits of student-centred approach such as enhanced student engagement and critical thinking yet they also express concerns related to lack of training, classroom management challenges, and incompatibility with standardized assessment. Teachers' prior experiences, access to professional development, and administrative support significantly influence their perceptions and implementation of the approach.

The study concludes that fostering positive teacher attitudes towards student-centred approach requires holistic support, including continuous training, curriculum flexibility, and a shift in assessment practices. Greater alignment between educational policy and classroom realities is essential to support the effective integration of student-centered pedagogy at the secondary level in Pakistan.

Key words: Student-centered approach, Teacher attitudes, Secondary education, Pedagogical change, Future images, educational reform