



**UNIVERSITY
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Economics

**TRANSFORMING PEDAGOGY: SHIFTING
PERSPECTIVE FROM TEACHER-CENTRED TO
STUDENT-CENTRED AT SECONDARY LEVEL
EDUCATION IN PAKISTAN**

Master Thesis in Future Studies

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1 Introduction

In developing countries, education can play crucial role in nation building and dealing with wicked challenges. According to Kit et al., (2023) "...the progress of any nation merely depends upon quality of education which significantly contributes to its social and economic growth". Therefore, globally, education systems are enduring important revolutions for the better future of the learners in order to meet the 21st century demands. Outdated teacher-centred teaching practices based on rote learning and inactive learner involvement, are gradually being replaced by student-centred approaches. There have been substantial transformations globally particularly in the field of education (Dilekçi & Karatay, 2023). In student-centred classrooms, learners show interest by participating in analytical reasoning, discovering and collaborative activities. This change purposes a thorough perception of the topic and creates vital skills for lifelong learning.

Education in third world countries has always been neglected by the higher authorities. For some reasons, Pakistan is also one of those unfortunate countries where educational system is taken for granted and likewise the core elements of the system, the student and teacher. The education system of Pakistan is not meeting the demands of the world's current technological advancements, teachers are not prioritized and teaching practices have so far remained authoritarian. (Khan & Kusakabe,2023.)

This topic particularly interests me a lot as I have spent many years of my life in education in both capacities, being a teacher as well as a student. While being teacher I have observed that pedagogical approaches play vital role in learning environment. Specifically, I have observed that teacher-centred approach places central authority on the teacher making its role authoritative that focus on one-way interactions and delivers certain contents which limits the engagements of students, their critical thinking skills and ownership of learning process. Consequently, this approach limits the desired learning outcome.

1.1 Student-centred approach of learning

In modern times, the concept of student-centred method or student-oriented teaching is frequently utilized in the field of education to indicate a major transition from teacher-driven learning (Tang, 2023). The student-oriented technique is an instructional approach which focuses on the interests, desires and learning styles of learners in a learning process.

Additionally, the student-oriented technique is an instructional design that positions learners on the very forefront of the learning process being an energetic innovator of information instead of inactive receiver of instructional material (Jan, 2013).

This approach promotes teamwork, engagement and self-reliant learning. Student-centred method acknowledges that learners are not inactive receivers of the information, rather they actively involve and plan their own educational experience. Teachers play a vital role in the educational journey. Educators support their learners in acknowledging their skills, accomplishing tasks and developing particular meanings of the taught content. Additionally, by adopting the role of students, teachers become able to develop an improved balanced interaction with learners and promote a vibrant sharing of thoughts that strengthens the learning experience (Ly, 2024).

In a classroom where student-oriented approach is implemented, the teacher becomes a facilitator who helps and guides students in their learning process. Since teachers are unable to influence learners' involvement personally, yet they have a contingent impact through developing an atmosphere that promotes it in the classroom (Shernoff et al., 2017). Lesson plans include projects, problem-based activities and world challenges that need learners to investigate, inquire and explore. This method helps in creating analytical thinking, decision-making and a profound apprehension of the topic as well as promotes learners to own their educational journey by developing their participation and enthusiasm. When students are intellectually and emotionally engaged in the subject matter and indulge in instructional tasks, they show commitment to learning (Amerstorfer & Münster-Kistner, 2021).

The presence of a barrier between the present system of education and the need of modern world is apparent in teaching techniques (Voronova et al., 2022). Overall, learner-centered method develops a cooperative and comprehensive teaching environment which supports lifetime learning and enables learners to reflect critically, cooperate and adjust to a new changing world. Among the important aspects in implementing learner-oriented technique is school or institution as schools play significant role in teachers' implementation of student-centred approach as institutes have crucial impact in providing them equipment and funding teachers require to execute their instructional approaches (Kong & Wang, 2024).

In recent years, many countries of the world have shown a growing interest in implementing the student-centred approach realizing the fact that it has a potential to shape the future of education by enabling learners to excel in rapidly changing world, incorporating lifelong learning skills in order to utilize their full potential. Student-centred approach creates an environment that produces core of learning (Patel-Junankar, 2018).

1.2 The teacher-centred approach

The teacher-oriented method is often categorized in which the teacher is the main authority and dominant personality in the course of learning. In conventional style teaching, the teacher instructs the class for the most of the time and while learners attend and listen (Olugbenga, 2021). In this rote learning approach, the teacher delivers the topic through lectures and straight instructions, while the students only listen to the teacher, take notes and memorize the concept that is delivered. This method focuses on memorizing information, jotting down ideas and repetition (Fakhridinovna, 2025). The transfer of knowledge is one-sided from instructor to learner along with restricted interaction during lecture

This method includes structure and discipline in the class. the instructor deals with the pace of the lecture, plans what material is covered and evaluates students with standardized exams and traditional assessments. The approach is especially useful in a setting where basic knowledge needs to be shared effectively and regularly, as in large size classrooms or the courses needs memorization as history or mathematics. As asserted by Ummah (2019b), lecture can be a useful teaching technique in large size classrooms.

In this approach, learning is frequently judged through how well learners memorize and regenerate information. This method does not emphasize on individual interests; it only confirms that a standardized course content is covered completely. Providing a substantially selected amount of information which is chosen by the instructor is the main objective of the classroom (Mascolo, 2009). Many critics are of the opinion that this approach can restrict learners' involvement, creativity and analytical thinking. According to them textbook-based lessons confine learners' capability to deal with problems and take decisions (e.g. Serin, 2018). On the other hand, supporters of this approach assert that it offers guidance, lessens ambiguity and upholds discipline.

Overall, teacher-oriented method is widely practiced particularly in settings where consistency, authority and course coverage are given importance. Thus, it has significant role in many educational systems of the world.

In Pakistan, the teacher-centred approach continues to predominate and there is an emerging interest in encouraging student-centred learning but it lacks with in-depth study and analysis of the matter. We are at the point where technological advancement has reshaped the teacher-student relation with no boundaries. The penetration of online education with technological advancement is paving way towards student-centred pedagogical approaches and diminishing the concept of physical classroom setup (Patel-Junankar, 2018). The starting point of this thesis is that pedagogical approach needs to be transformed to student-centred in technological advanced setting in which students play significant role, prioritizing their interests, needs, and abilities.

1.3 The secondary education system of Pakistan

The secondary education system in Pakistan has been largely based on teacher-centred approach, which has presented boundaries in meeting the needs of learners and indorsing inclusive educational development. With the dawn of modern trends and the demand for reform in educational practices, there is dire need to plan student-centred methodologies at the secondary level in Pakistan. The future prospects plans such as technological advancements, learning requirements and evolving student expectations should be prioritized while planning educators' skills development plans (Khan & Kusakabe, 2023). This study investigates teachers' views of the existing state of teaching practices, detecting the barriers and prospects linked with the transition and suggests effective strategies for implementing this change.

Shifting from traditional method to student-oriented technique at the secondary level in Pakistan poses both obstacles and opportunities. Through inclusive research and strategic planning, it is probable to deal with these obstacles and foster an educational environment that empowers learners, boosts their learning process and prepares them with the skills essential in order to compete in an ever-changing world. In order to meet 21st century personnel values including cooperation, creativity and adaptability, classroom practices should be well-focused aiming to prepare learners' critical and imaginative skills which guide them to attain their goals (Ali et al., 2023). My research sets the basis for a structured investigation of this shift in educational process.

1.4 Research questions

The research will emphasize the continuous attempts to raise the standard of education in Pakistan as well as the possibility of progress by means of investments in student-centred methods and reforms. This study aims to evaluate the existing teaching methodologies in order to assess the prevalence and usefulness of teacher-centred versus student-centred approaches at secondary level. It also seeks to explore challenges by identifying the barriers confronted by the teachers in implementing student-centred methodologies. In addition, this research intends to propose strategies aimed at presenting recommendations for teachers, policymakers and stakeholders to favour the shift to student-centred approach.

The research objectives will be operationalised into the following research questions.

- To which extent is student-oriented method implemented by secondary level school teachers in Pakistan?
- What challenges and barriers exist in executing student-oriented approach for the educators?

To address the research questions, a two-step plan was implemented. At first, a thorough analysis of the current literature on student-centred teaching methods was conducted to discover how the concept has evaluated earlier and to make sure the research questions relate with the academic discourse and practically realizable. Based on visions and opinions from the literature and my own personal experience as a teacher, I designed a questionnaire consisted a set of questions for the teachers.

1.5 Ethical consideration

The ethics of research set standards for accomplishing academic research. As (Cacciattolo, 2015) highlights that the privacy and respect of the research respondents need to be safeguarded through ethical guidelines. Ethical guidelines need to direct the research procedure at each phase as ethical standards and efficiency of work are deeply connected. Researchers need to comply with ethical considerations if they expect their work to be fruitful and reliable. During the present course of study, the researcher tried to execute an ethical study that follows the ethical guidelines of University of Turku <https://www.utu.fi/en/fairutu> and Finnish National Board of Research Integrity

<https://tenk.fi/en>. All respondents were adult teachers who do not belong to a vulnerable group, which is why ethical peer-review was not considered necessary. The participation in the study was voluntary. All teachers were provided with a consent form that clearly showed the purpose of the study, the anonymous nature of their responses and their right to withdraw at any time. Moreover, the questionnaire was administered in the English language in order to ensure precision and to avoid any misinterpretation.

2 Literature Review

In academic research there has been abundant debate on the moving from traditional approach to learner-oriented methods. Researchers suggest that student-centred approach promotes creativity, independence and involvement, but the employment of this approach depends on teacher willingness, educational plans and technological access (Bonwell & Eison, 1991). This literature review discusses the significance, puts forward a theoretical framework and presents factors that hinder in implementing student-centred approach and relating them with the images of the future.

2.1 Significance of Student-centred approach

Student-oriented technique relies on the lively participation of the learners in the classroom enabling them to independently and actively participate in all hands-on experiences. Learners are actively involved and teachers facilitate their students while organizing and monitoring tasks in their learning process (Ameliana, 2017). Thus, this method emphasis on cooperative learning that involves learners in group work in order to build interaction among students. For example, teachers plan learners' communications to work together in pairs to help one another in their processes of learning (Abramczyk & Jurkowski, 2020). Student-centred methods are often acknowledged more useful as they recognize that students have different preferences, requirements and ways of dealing with information. Cooperative learning provides opportunities to search for understanding and seek for creating meanings that encourages students in their learning process. Students engage in groupwork on tasks in a setting that guaranty individual responsibility and positive relationship in cooperative learning (Schreurs & Dumbraveanu, 2014). Though cooperative learning is an important feature of student-centred learning, it is not the only approach. Personalized approaches including self-reliant projects, independent presentations and inquiry-based learning also has a significant role in the learning process. These strategies enable students to pursue their interests, foster creativity and problem-solving skills and take responsibility for their progress independently. Simply put, student-oriented technique offers learners to develop their own learning by utilizing hands-on activities and experiences.

2.1.1 Origins of the student-centred approach

Constructivism theory as an educational approach is an integral concept in educational setting (Jan et al., 2023). learner-centred method is engrained in constructivism and socio-cultural theories. Piaget (1952) anticipated that students dynamically construct information instead of perceive knowledge inactively. This concept assumes that learners seek to interpret all knowledge that they understand, and consequently, every student develops their individual interpretation from that information (Bhattacharjee, 2015). On the other hand, Vygotsky (1978) focused on the significance of building relationships and scaffolding in the process of learning. As Verenikina (2008) suggests "...this particular method adopts a particular framework of learner-teacher relationship in which the instructor functions as a supporter and co-creator". As a result, this cooperative learning method develops learners' involvement and retention. Similarly, Prince (2004) also confirms that cooperative learning approach improves student performance, behaviour and engagement. In addition, one of the important features of cooperative learning is that students can efficiently analyse and take charge of their own learning (Wetzel & Farrow, 2023). The student-centred approach can help in reforming education in the future. As technological advancements will be more approachable, the education will be flexible and this future envisions empower learners to succeed in an ever-changing world.

2.2 Implementation tendencies at secondary level

Teachers' attitudes towards learner-centred approach are influenced by their practices, opinions and background factors. Mostly educators acknowledge the benefits of student-centred approach along with enhanced analytical reasoning skills and learner involvement (Kember, 2009). Studies show that teachers who got specialized training in learner-centred techniques are far more inclined to realize its positive effects and efficiently execute it (Pedersen & Liu, 2003).

Various researches show varying degree of employing student-centred approach in secondary education. As highlighted by Darling-Hammond (2017), although various schools support student-centred approach, yet their implementation becomes rather modest. Their study shows that this approach is useful at the secondary level as it provides students independence and hands-on experiences that enables them to get higher education and face real-world challenges. However, researches show that the employment

of student-centred learning differs across regions and schools due to different administrative strategies, syllabus design and teacher skills (Opfer & Pedder, 2011). In fact, educators mostly implement mix approach, combining some aspects of student-centred approach yet depending on authoritative teaching techniques. As stated by (Salema, 2015) there are some cases in which instructors might assume that they are applying student-centred methods but in reality, they are continuing to apply teacher-centred approach.

2.3 Factors affecting execution

One of the main factors that influences on implementation of the learner-oriented approach is teachers' professional growth and training as it plays a vital role in determining teachers' insights. Teachers training plans are organized endeavours in order to shift teacher's classroom activities, their attitudes and the students learning results (Guskey, 2002b). Researches indicated that educators who get organized professional training in learners-centred methods are more inclined to execute them efficiently (Desimone, 2009). Yet, opportunities for teachers training in various secondary schools are voluntary and restricted, directing to limited and uneven implementation (Guskey, 2002a).

Another important factor that effects the implementation of this approach is large size classrooms. Research indicates that teachers encounter difficulty to manage large size classroom while implementing student-centred approach. Teachers find restricted teaching methodologies in larger class sizes challenging, along with various learning needs in higher classes (Turner & Solis, 2017). As teachers have limited resources, they adopt teacher-oriented approach to control larger size classes. In addition, school administration might consider student-driven-classrooms as messy and losing teacher control (Caroline, 2017).

However, standardized exams and inflexible syllabus often restricts the student-centred approach as educators feel burden to cover the course content within time limit. Outdated test techniques often highlight structured assessments and memorization that does not relate with student-oriented approach. However, the past fifteen years, it has become more apparent that the material provided in the standardized assessments and tests do not necessarily represent the true reflection of the subject matter (Lee et al., 2010). So, it

becomes difficult for teachers to merge advanced teaching methods with outdated evaluation frameworks.

Another important factor that influences on implementation of student-driven approach is unsupportive administration. Researchers indicate that management has a crucial role in implementing cooperating learning approach (Baron, 2013). As the study shows that unsupportive administration is a considerable hinderance in implementing student-oriented approach. However, Educators also condemn that administration does not recognize the importance of financial aid for implementing cooperating learning in place of school book (Caroline, 2017).

Educators also share their concern regarding learners' capability to take responsibility of their knowledge. Studies indicate that implementation of student-centred approach relies on learners' motivation, previous knowledge and readiness to involve in cooperative learning. As explained by (Cattaneo, 2017) in cooperative learning setting, students are motivated to develop their previous knowledge, involve in critical thinking, reflect and share their knowledge individually and collectively.

2.4 Images of the Future

Transforming educational practices require imagining a different future. We all participate in future-oriented thinking, either being humans, scholars, teachers or politicians (Facer, 2011). The idea of images of the future relates to the mental pictures, ideas and hopes that people, communities or groups hold regarding how the future might look like. These images have significant impact in cultural and educational change among different disciplines, policy making, including economics, politics and education. Various scholars have discovered the significance of future images in determining human acts along with various aspects regarding their formation, influence and function. Beckert (2013) asserted that the future determines the present, or perhaps more accurately, the decisions made in the present moment are determined by the ideas of the future.

(Plante, 1975) asserted that cultural and social assumptions of the future depend on previous information and expertise, current situations and beliefs regarding upcoming occurrences that are considered to be desirable or undesirable and practical. However, past, present and their continuation play important role in creating future images, the role of creative thoughts and inference is also significant. He claims that images of the future

are not only an unbiased result of the enculturation development but also a fundamental strength that impacts events through forming the emotional and communal fabric of people and cultures. (Moates, 1978.)

Polak & Boulding (1973) claim that each society owns a shared image of the future, that can be pessimistic, optimistic or neutral, and this insight has a significant role in determining its development (Ummah, 2019a). Cultures that hold energetic and optimistic perceptions of future are more advanced and innovative, while cultures having pessimistic perceptions incline to encounter failure. Polak analyses in what way Eastern, Western and Native cultures have imagined the future during past times. Polak proposes that these perceptions assist as cultural designs, directing individuals' actions, plans and inventions.

Polak & Boulding (1973) suggest that cultures undergo rise and fall, often influenced by their shared perceptions of the future. Societies in dominance such as Renaissance Europe often own robust, utopian perceptions, while those in decline such as the late Roman Empire incline to less fascinating perceptions of development. They also state that the imagination of the future is not only a submissive image but a dynamic force driving reality. He relates this notion to artists, thinkers and leaders who expertise and encourage convincing perceptions of the future. Rubin (2013), based on Polak earlier work, offers a refined and critical aspect on how images of the future function in both implicit and explicit ways. She also discovers how images of the future are created, sustained and transmuted in various cultural contexts. She suggests that different cultural perceptions of the future are not freely debated or intentionally recognized, but they profoundly impact decision-making. For example, political and economic plans are mostly based on implicit future trajectories like technological development which are not critically evaluated.

Anita Rubin (2013) finds that images of the future are not always clear as various groups in community may have contradictory assumptions regarding future. For example, technical optimism as automation or belief in AI may contradict with ecological concerns and these conflicts can create tensions in public discourse, social planning and policy making. In addition, she asserted that even whether images of the future are inconsistent, they still employ a robust impact on behaviour, determining everything from individual decisions to large-scale cultural transformations. She also focuses that those who regulate

leading images of the future such as policymakers or media have strong impact over cultural development. (Rubin, 2013.)

2.5 Significance of Future-Oriented Educational Imagery

As suggested by (Facer, 2011) imagining the future of education by conceptual images facilitates stakeholders such as policymakers, teachers and learners to deal with the uncertainties of a rapidly growing world. These images empower people to think, debate and evaluate potential futures by creating mental images more tangible and practical. According to (Facer & Sandford, 2010), education is a futuristic task. Every aspect of educational learning depends upon beliefs and expectations for the future, from pupils selecting their fields of study according to their expectations for the future to public discussions about the lesson plans and syllabus which will enable communities for the cultural and socioeconomic environments of the future. In addition, it is also asserted that the images about the potential futures have a vital role in fostering and justifying educational shifts. In this regard, in the United Kingdom, the governing body is allocating 45 billion pounds to fund its 'Building Schools for the Future' program that seeks to reform and upgrade the system of schooling for the modern era (Mahony et al., 2011).

According to (Rubin & Linturi, 2001), envisioning the future creates an imaginative description related to potential future scenarios. It includes combination of opinions, ideas and expectations, along with evaluations and recognizing of the present, that impact an individual's choices deliberately or involuntarily. Rubin and Linturi (2001) also assert that in the late modern world, the mandatory system of education is mainly depended on the demands and needs characteristic of contemporary industrial culture which established post second world war. Yet, this system appears to be inadequate in preparing people with the essential skills to deal with the future world. The outdated teaching strategies, as developed in the '70s and '80s, are no more appropriate to deal with the demands of current society.

Rubin and Linturi (2001) signify that envisioning the future have vital role in social choice-making because they present approaches and means to deal with current problems. In addition, educationalists and teachers know that the change and information are posing issues and needs for education, and this change is needed. Yet, the degree of this shift appears to be excessive and is frequently accelerating. It has created an ambiguity and

restlessness among educators. Education and community must evolve, present and develop innovative ideas to deal with these challenges during the shift in which people may realize they lack effective planning skills.

According to Barelli et al. (2022), futures studies provide a noteworthy influence to the administration of future unpredictability. This area of study was more focused towards presenting various methods to think of the future instead of providing particular forecasts. In order to navigate a wide range of possibilities for the future, futures studies explicitly include a systematic review of probable, possible and preferable futures originating from a specific present state. For the purpose to promote numerous methods to make decisions in the present moment while still updated about the future, academic study has indicated an immense passion in recognizing the way to provide young people the skill to envision their future.

Barelli et al. (2022) assert that the concern regarding how the individuals think about the future is getting more crucial in this time of socioeconomic concerns. They pointed out a major gap in the system of education in terms of the desire to help the individuals in developing descriptions of the future which encourage initiatives in the existing moment and traditionally- oriented instructional techniques.

Branchetti et al. (2018) highlight the significance of futurizing STEM education and assert that in the present situation, the challenging role of teaching is to encourage learners in revisualizing a future for both the world as well as for oneself. Addressing learners' disinterest and discrimination towards STEM related fields is an additional task in science teaching, that should be vital in recognizing and addressing worldwide problems. So, (Branchetti et al., 2018) suggests that STEM education should surpass its conventional limits and understand learners its complicated relation with technology, science and future. To enable learners in overcoming uncertainties regarding the future of their existence and the earth, teachers should embrace innovative tasks. Such instructional techniques will undoubtedly depend on its standards and objectives. Furthermore, the study of STEM subjects will enable students in imagining themselves being representatives and productive, experts and allowing their brains to future prospects for themselves and all of the humanity.

3 Methodology

3.1 An outline of the research design

In order to describe images of the future of student-centred learning at secondary level education, a survey of teacher views was carried out. The teachers' perceptions about student-centred learning were grouped with the cluster analysis method, which is an organized tool that classifies the respondents based on their answers to a set of quantitative variables (Varho & Tapio, 2013). Cluster analysis, owing to its abrupt worth has appeared as a technique that meaningfully affect all scientific disciplines (Majerova & Nevima, 2017). Cluster analysis is a useful tool in educational research for recognizing patterns by grouping people who have similar opinions or attitudes, instead of only depending on predefined groups. This makes it valuable for discovering how educators' perceptions align on important educational concerns (Landau & Ster, 2009).

3.2 Development of the questionnaire

This research combines quantitative and qualitative methods to offer a structured approach to consider teachers' viewpoints on moving from authoritarian teaching to student-driven approaches. The aim of this study is to explore the educators' perceptions on existing and future educational practices. By utilizing cluster analysis to group similar responses and enriching these clusters with qualitative responses, the study aims to create images of the future that show how teachers imagine educational change.

The questionnaire was formulated to evaluate teachers' attitude towards implementing student-centred approach and facing challenges to it at secondary level. The development of the questionnaire included a detailed review of existing literature on student-centred learning that guided in developing key themes as collaborative learning, pupil involvement and student-based teaching techniques. These key themes helped in developing the foundation for formulating the questionnaire items, confirming that the questionnaire successfully included the different components of student-centred learning.

After the basic constructs were recognized, a questionnaire was developed. To ensure relevance and accuracy of items, the questionnaire was rigorously formulated with the feedback of experienced faculty members and researcher's own review (see Rowe & Wright, 2001). Their response was utilized to improve phrasing and clarity of the items.

In addition to enhance the overall worth of instrument, a few questions were also redefined or deleted based on the feedback.

The final questionnaire consisted three parts including 22 questions in which 2 questions were open-ended. The questionnaire addressed important aspects as attitudes towards student-centred learning, employment of student-centred approaches, resource availability and workload insights and challenges in moving from traditional teaching to student-driven approaches. These are represented in Table 1 and 2.

Table 1 The statements on the extent to which student-oriented method is implemented by secondary level school teachers

| Item no | Statement |
|---------|---|
| 1 | I employ student- centred approach. |
| 2 | I always try to create a classroom environment that supports active learning. |
| 3 | I think student- centred approach is effective to actively involve students in learning process. |
| 4 | I believe that cooperative learning is needed to help students to understand new concepts. |
| 5 | I think that discussions between students on new content are vital for deep understanding. |
| 6 | I have too much work to evaluate students continuously. |
| 7 | I frequently ask close-ended questions for which there is only one correct answer. |
| 8 | I help students to take responsibility for their own learning. |
| 9 | I often assess students when they solve problems in a group. |
| 10 | I Support students to discover the desired conceptual knowledge in the learning process for themselves. |

Table 2 The statements on the experienced challenges and barriers in implementation of student-centred learning?

| Item no | Statement |
|---------|---|
| 11 | I feel that my colleagues have negative attitudes towards student-centred approach. |
| 12 | There is a lack of time to actively involve students in my classroom teaching. |
| 13 | To involve students during lecture would add too much to my workload. |
| 14 | Active student learning will create problems in my classroom management. |
| 15 | It is impractical to implement student-centred approach in large classes. |
| 16 | The amount of content that needs to be covered prevents the use of student-centred approach in the classroom. |
| 17 | I think students would have negative attitudes towards active learning . |
| 18 | Lack of classroom space inhibits group work. |

| | |
|----|---|
| 19 | I think educational administration is unsupportive towards student-centred approach. |
| 20 | I think that lack of instructional materials inhibits the implementation of student-centred approach. |

The five step Likert scale was used for answering options in the 20 quantitative items, where

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neutral
- 4 = Agree
- 5 = Strongly Agree

In addition, two open-ended questions were asked, formulated as...

1. What are your future goals for implementing student-centred learning? How do you plan to achieve them?
2. Please provide your valuable insight on “What should change so that student-centred learning would become more possible?”

3.3 Selection and Invitation of the Educators

The respondents for this research consisted secondary school teachers of Multan city, Pakistan with total number of 60 teachers. This approach is combination of convenience sampling (taking two available schools) and purposive sampling (people who knew about student-centred approach). The questionnaire was distributed online among all secondary level teachers teaching at two different private schools through a link, and 45 answered. The response rate was 75% which is quite acceptable for an online survey (Sjöström et al., 1999). An invitation to the participants was sent to the secondary school teachers through email. The text of the invitation is provided in Appendix A.

3.4 Execution of the questionnaire

Data was gathered for constructing images through structured questionnaire that was formed using Google Forms. The questionnaire was distributed online among teachers teaching at two different private schools through a link. The questionnaire consisted of Likert scale questions (ranging from strongly disagree to strongly agree) and also socio-

demographic information like age, qualification and experience. Since Google is the easiest and most efficient means of sharing information for digital networking programs, teachers could easily find the form by just tapping on the provided link (Net et al., 2023). Teachers also responded to qualitative material and explained their thoughts along with their numerical estimate of the statements (see Luoma et al., 2022).

3.5 Cluster Analysis

For generating the images of the future, the hierarchical clustering approach was used that forms a hierarchy of groups and subgroups. In hierarchical clustering, a tree-like formation based on similarity level, called a dendrogram, is used to display the grouping of the data (Mittal et al., 2022). To identify the number of clusters, the dendrogram was split at a level that expressed significant distinction and size, resulting in five different clusters. Through implementing hierarchical clustering with Ward's linkage, this research efficiently classifies teachers into different groups created on their attitudes and issues in implementing student-centred approach. In order to support an even shift from conventional style teaching to student-centred learning, the findings can enlighten targeted intrusions, professional development for teachers and strategy suggestions. (Fig. 1 shows this process).

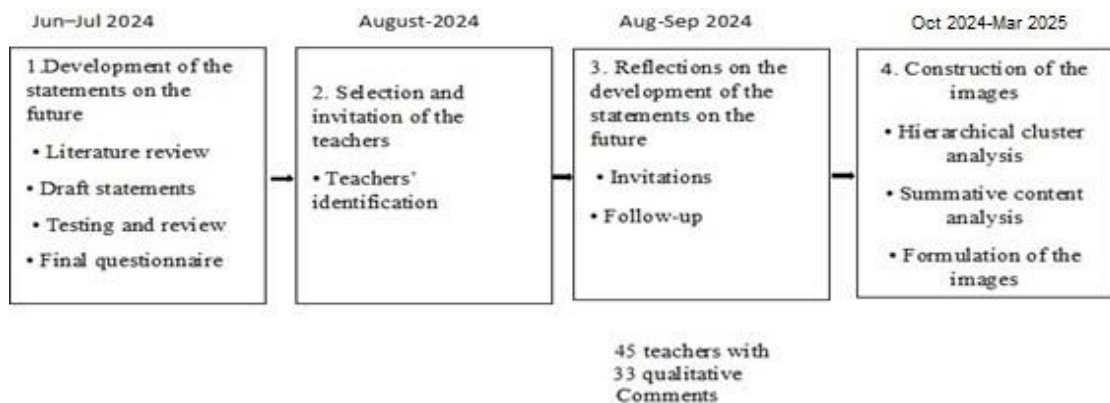


Fig. 1. The disaggregative process followed in the study.

3.6 Creating Images of the Future

To develop images of the future, cluster analysis was used to analyse the collected data. Firstly, some steps were taken in order to ensure comprehensiveness of gathered data. The gathered data was exported into SPSS29. There were only few missing answers in gathered data. In order to classify teachers into significant clusters, hierarchical clustering

through Ward's linkage was used. Ward's linkage algorithm was practised as it minimises variation inside clusters, confirming solid and understandable groups.

Summative content analysis of qualitative data was utilized to develop the future descriptions through analysing the teachers' responses by cluster concerning their comments to the two open-ended questions. The important themes from the qualitative responses within the clusters were identified. The purpose was to comprehend and infer their broader context (Hsieh & Shannon, 2005). Then, by using the insights from the summative content analysis the concise descriptions were created that outlined the images 'key ideas and distinctions (see Luoma et al., 2022).

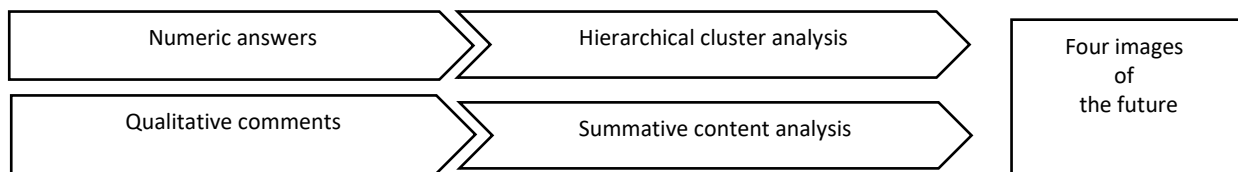


Fig. 2. The quantitative and qualitative answers combined to form the images.

The study identified five different teacher clusters through using Ward's linkage method. However, after the qualitative analysis of open-ended answers, Clusters 2 and 3 were combined since they were not considered different enough to represent distinctive images of the future of student-centred learning. Thus, through combining quantitative clustering with qualitative responses, this study offers four alternative future images.

4 Results

This chapter presents the findings on teacher's attitudes towards shifting pedagogy from traditional style to learner-centred approach and their main concerns that hamper the execution of the transformation in teaching at secondary level education. A hierarchical clustering analysis developed different groups among teachers, presenting insights into their willingness and readiness concerning pedagogical shifts. The final part includes four different future images to show alternative pathways for the future of student-centred learning.

4.1 State of the art in student-centred learning

The data on the extent of implementing student-oriented learning were gathered through 10 items along with one open-ended question shown in Table 2. According to the results, teachers in four clusters state that they employ student-centred approach rather much (cluster averages of item 1 ranges between 3.6-4.6) but there are some educators in cluster 5 who are neutral in employing student-centred approach.

Teachers' response to item 2 in table 2 show that teachers agree that they try to create classroom that support active learning ranges between 4.4-4.9. Again, in Cluster 5 teachers' response is considerably different as compared to other clusters. In cluster 5, teachers are strongly disagree that they implement student-oriented method favouring cooperative learning which means teachers face difficulty in implementing this approach due to lack of resources according to their responses to the open-ended question.

Teachers' response to item 3 suggesting that learner-centred method is useful in involving learners in their course of learning ranges between 4.0-4.9. Teachers in Cluster 5 strongly disagree that this approach is effective in students learning process. However, overall, it is possible to say that the majority of teachers think this approach effective to create a student-centred classroom.

Teachers' response to item 4 and 5, the average rating 3.84 and 3.88 show that teachers agree and believe that cooperative learning is needed to help students to understand new concepts and they think that discussions play important role in understanding new concepts while in cluster 5 teachers show strong disagreement that cooperative learning and discussions are effective in teaching new concepts.

In response to item 6, teachers disagree that they have too much workload to evaluate students frequently particularly in Cluster 1 and 5 with rating between 2.0 and 2.9. In Clusters 2 and 4, teachers agree that they have too much workload to evaluate students frequently. While in Cluster 3 teachers are neutral with an average rating of 3.6.

Teachers' response to item 7 statement, "I frequently ask close-ended questions for which there is only one correct answer" receive mix responses. Teachers' response in cluster 1,4 and 5 is neutral with rating between 3.0-3.6. In cluster 2, teachers express agreement that they often ask multiple-choice questions for which there is only one correct answer while teachers in cluster 3 show disagreement with this statement with rating 2.8. Teachers' response to item 8, teachers show agreement with this statement that they help learners to take charge for their learning in cluster 2,3, and 4 with rating between 4.0-4.5 while in cluster 1 and 5 teachers are neutral with this statement.

In response to item 9 and 10, teachers in cluster 1,2,3 and 4 show agreement with average rating between 4.04 and 3.76 that they frequently evaluate students when they resolve problems together and help them to learn conceptual knowledge in the learning process for themselves. While in cluster 5 teachers express strong disagreement with this statement that they guide students to explore the desired theoretical knowledge with rating 1. However, teachers in cluster 5 show neutral response with this statement that they frequently evaluate students when they resolve problems together by showing rating 3 to this item.

Table 3 Within cluster averages on the extent to which student-oriented method is implemented by secondary level school teachers in Pakistan

| Nr | Statement | Cluster 1 (n=10) | Cluster 2 (n=07) | Cluster 3 (n=13) | Cluster 4 (n=11) | Cluster 5 (n=04) | Itemwise Avg |
|----|--|---------------------|---------------------|---------------------|---------------------|---------------------|-----------------|
| 1 | I employ student-centred approach | 3.6 | 4.4 | 4.6 | 3.6 | 3 | 3.84 |
| 2 | I always try to create a classroom environment that supports active learning | 4.4 | 4.9 | 4.9 | 4.7 | 1 | 3.98 |
| 3 | I think student-centred approach is effective to actively involve students in learning process | 4 | 4.9 | 4.8 | 4.3 | 1 | 3.8 |

| | | | | | | | |
|----|--|-----|-----|-----|-----|---|------|
| 4 | I believe that cooperative learning is needed to help students to understand new concepts | 4.2 | 4.9 | 4.6 | 4.5 | 1 | 3.84 |
| 5 | I think that discussions between students on new content are vital for deep understanding | 4.4 | 4.9 | 4.6 | 4.5 | 1 | 3.88 |
| 6 | I have too much work to evaluate students continuously | 2.9 | 4.4 | 3.6 | 4.1 | 2 | 3.4 |
| 7 | I frequently ask close-ended questions for which there is only one correct answer | 3.2 | 4 | 2.8 | 3.6 | 3 | 3.32 |
| 8 | I help students to take responsibility for their own learning | 3.8 | 4.1 | 4.5 | 4 | 3 | 3.88 |
| 9 | I often assess students when they solve problems in a group | 4 | 4.9 | 4.2 | 4.1 | 3 | 4.04 |
| 10 | I Support students to discover the desired conceptual knowledge in the learning process for themselves | 4.1 | 4.7 | 4.7 | 4.3 | 1 | 3.76 |

4.2 Teacher's perspectives on implementation hurdles

The data on challenges and barriers of implementing student-centred learning were gathered through 10 items, with each item representing one variable along with one open-ended question. The results are shown in Table 3 and also complemented with content analysis. Item 11 inquires whether teachers feel that their colleagues have negative attitudes towards student-centred approach, where the responses show general disagreement. As teachers' response in cluster 1 and 2 with rating 2.4 which means teachers show disagreement with the statement. Also, in cluster 3, teachers disagree with this statement while in cluster 4 and 5 teachers' response showing neither agreement nor disagreement with the statement.

Teachers' response to item12 is neutral in Cluster 1, 2 and 4 while in Cluster 3 and 5 teachers show disagreement with rating 2.7 that they have less time to engage students actively in classroom setting. In response to item 13, teachers disagree with the statement that involving students during lecture would add too much work their workload in cluster

1 and 2. Teachers keep a neutral stance in cluster 4 and 5 while in cluster 3 teachers show strong disagreement with this statement with rating 1.5.

For item 14, teachers in cluster 1 and 5 show disagreement that active student learning will create problems in their classroom management with rating 2 while in cluster 2 and 3 teachers strongly disagree with statement and cluster 3 is neutral with rating 3.7 with this statement. Teachers' response to item 15 is neutral in cluster 1 and 4 and teachers disagree that it is impractical to implement student-centred approach in large classes with rating 1.6-2 in cluster 2 and 5.

In response to item 16, teachers in cluster 1, 2 and 4 are neutral with rating between 3.6 and 3.8 and teachers in cluster 3 show disagreement that the amount of content prevents them in using student-centred approach in the classroom while teachers in cluster 5 show agreement with this statement with rating 4. Teachers' response to item 17, cluster 1 and 5 is neutral with rating 3 while Clusters 2 and 3 strongly disagree that students would have negative attitudes towards active learning.

Cluster 1, 2 and 4 in item 18 are neutral regarding statement that lack of classroom space inhibits group work showing rating 3.7 while teachers in Cluster 3 disagree with this statement. Teachers in cluster 5 have different opinion and they agree that classroom space inhibits group work. In response to item 19, Clusters 1 and 3 show disagreement that educational administration is unsupportive towards student-centred approach with rating 2.1 and cluster 2 showing strongly disagreement with this statement. Cluster 5 show agreement with this statement with rating 4 which means teachers face challenges while implementing this approach.

In response to item 20, teachers' response is different in the clusters, as in Clusters 1 and 3 teachers are neutral towards the statement that lack of instructional material inhibits the implementation of student-centred approach while Cluster 2 and 5 show agreement with this statement with rating 4.0 and in Cluster 3 teachers disagree with this statement. Overall, the results indicate that teachers face considerable challenges when implementing student-centred approach.

Table 4 Within cluster averages on the challenges and barriers in implementation of student-centred learning.

| Nr | Statement | Cluster 1 (n=10) | Cluster 2 (n=07) | Cluster 3 (n=13) | Cluster 4 (n=11) | Cluster 5 (n=04) | Itemwise Avg |
|-----------|--|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-------------------------|
| 11 | I feel that my colleagues have negative attitudes towards student-centred approach | 2.4 | 2.4 | 1.9 | 3.1 | 3 | 2.56 |
| 12 | There is a lack of time to actively involve students in my classroom teaching | 3 | 3.7 | 2.7 | 3.7 | 2 | 3.02 |
| 13 | To involve students during lecture would add too much to my workload | 2.5 | 2.6 | 1.5 | 3.9 | 3 | 2.7 |
| 14 | Active student learning will create problems in my classroom management | 2.2 | 1.6 | 1.5 | 3.7 | 2 | 2.2 |
| 15 | It is impractical to implement student-centred approach in large classes | 3.3 | 2.7 | 1.6 | 3.7 | 2 | 2.66 |
| 16 | The amount of content that needs to be covered prevents the use of student-centred approach in the classroom | 3.6 | 3.7 | 2.4 | 3.8 | 4 | 3.5 |
| 17 | I think students would have negative attitudes towards active learning | 3 | 1.7 | 1.8 | 2.3 | 3 | 2.36 |
| 18 | Lack of classroom space inhibits group work | 3.4 | 3.7 | 2.7 | 3.7 | 4 | 3.5 |
| 19 | I think educational administration is unsupportive towards student-centred approach. | 2.7 | 1.9 | 2.1 | 3.2 | 4 | 2.78 |
| 20 | I think that lack of instructional materials inhibits the implementation of student-centred approach | 3.1 | 4 | 2.5 | 3.6 | 4 | 3.44 |

4.3 Cluster Descriptions

4.3.1 Cluster 1 Moderate adopters with mixed challenges

In Cluster 1, the emphasis is on moderate adoption of cooperative learning strategies, with challenges in implementing them frequently. This cluster shows moderate support for cooperative learning with some issues observed in continuous student assessment (2.9) and managing workload. Teachers in this group probably struggle to implement student-centred approach and may encounter real difficulties.

In qualitative data, mostly teachers in cluster 1 imagine student-centred approach as a model which indorses critical thinking, involvement and team work. Their future plans consist project-based learning, groupwork and skills-based techniques to develop enthusiasm and hands on activities.

“It can be implemented by making project based and competency-based learning to ensure students acquire practical skills.” (One of the teachers in Cluster 1)

Teachers in Cluster 1 demand that shifting to student-centred approach needs a change in curriculum design, teaching techniques and focus should be on active learning. They also suggest professional development of teachers in order to make this shift effective. (Image showing cluster 01 rating)

4.3.2 Cluster 2 High adopters with strong support

Cluster 2 includes high adopters with strong support for student-centred approaches rating between 4.42 to 4.85. Respondents seem highly supportive towards student-centred approach, signifying constant implementation of student-centred approach. High support towards student-centred approach. This cluster appears assured in implanting cooperative learning methods. In addition, real challenges like difficulty of implementing this approach in large classes may limit real adoption. In qualitative data, teachers focus a robust priority for inquiry-based learning which develops student individuality and confidence. Teachers think teamwork, involvement and student-friendly environment vital for student-centred approach.

“Encourage Student Choice and Voice” (One of teacher’s response in cluster 2)

4.3.3 Cluster 3 High support but contextual challenges

Similar to Cluster 2 but slightly lower ratings than cluster 2 but more cautious with average rating 4.23 and 4.92). It shows significant dip in one area (showing 2.76 rating) that show challenges in specific area of teaching such as workload management and time restrictions. This cluster shows a composed yet somewhat lower support as there are significant inclines in areas related to classroom management and time limitation. Teachers seem supportive in this cluster but are restricted in their ability to implement them probably due to administrative issues. The qualitative responses point out that shifting to student-centred approach needs organized transitions in syllabus design, teaching strategies and use of technology.

“To enable student-centred learning, schools should prioritize flexible curriculum, adaptive technology, and educator training in facilitation rather than instruction.” (One of the respondents in cluster 3)

Cluster 4 Balanced adopters with some challenges

Respondents in Cluster 4 expressed rather high support towards student-centred learning with rating between 3.63 and 4.72. they may face same challenges as Cluster 3 with frequent assessment or large class size. Constant support for cooperative learning rating between 3.6 and 4.0 indicating no extreme lows or highs that shows a stable implantation of this method. In this cluster, teachers have balanced and positive viewpoints towards the challenges and opportunities for cooperative learning. The qualitative responses of teachers regarding future goals focus on planning different hands-on activities as group discussions in order to involve students in learning process.

“I plan different activities and strategies.” (Teacher response regarding future goals.)

They also emphasize on parents’ involvement and student-teacher interaction for effective learning. Teachers in this cluster also point out the need for an improved infrastructure, accessibility of resources and reduced class sizes for a active learning process.

4.3.4 Cluster 5 Struggling adopters facing significant barriers

This cluster expresses the lowest support with responses rating mostly a 1.0 which means teachers in this group encounter significant challenges while implementing cooperative learning approach, especially due to practical limitations such as class size or resources. This group shows significant issues due to lack of resources, high content coverage demands and larger classes. These challenges hinder them to apply student-centered approach effectively. This cluster demonstrates the lowest support for this cooperative learning methods. In their qualitative comments, teachers focus on enabling students through self-reliant and flexible learning. One response indicated a wish at establishing a school that encourage student-centered approach.

“I’m planning to set a school for implementing this approach”.

In addition, teachers also point out the availability of resources to develop student understanding and involvement.

4.4 The Images in overview

To create distinctive images of the future each cluster was analysed based on the average response ratings from the questionnaire and answers by cluster to the open-ended questions. Based on the analysis, Clusters 2 and 3 were grouped further together, resulting in four images of the future, which were given illustrative names:

- Clusters 2 and 3 include high support for student-centred learning - **The pedagogical trendsetters**
- Cluster 1 expresses moderate adoption - **Balanced Innovators**
- Cluster 4 shows a balanced shift with challenges - **Hesitant Implementers**
- Cluster 5 assumes significant challenges in the shift - **Traditionalists Holding Ground**

In order to perceive possible clusters between qualification, teaching experience and pedagogical preferences, demographic aspects were also analysed. These four images represent the insights and forecasts of teachers for the future of student-centered learning. These four images of the future developed from both quantitative insights and qualitative aspects regarding teachers’ attitudes and challenges while implementing student-centered approach.

The first image shows high support for student-centered support and represents a future where student-centered approach becomes the norm. The second image represents a future where cooperative learning develops, but with variations. The third image holds a future in which cooperative learning occurs but teacher's implementation of this approach seems slow and unpredictable. The fourth image is significantly different which represents a future in which outdated teaching methods seems prominent with limited adoption of student-centered approach.

Now these for images will be discussed more deeply;

4.4.1 The Pedagogical Trendsetters

In the Pedagogical Trendsetter's image teachers have fully implemented student-centered approach and active with cooperative energy. This is a future in which teachers are no longer only instructors but facilitators of cooperative learning. Their task is to help learners through project-based tasks, and developing creativity and technology-based skills. The walls of the classrooms are exhibiting learners project work that show student-centered approach is fully implemented.

In this image, teachers professional training is enforced and constant, guaranteeing that teachers remain conscious with modern teaching approaches. School administration finance professional training plans, enabling teachers to flawlessly integrate modern pedagogical techniques. Higher authorities and schools enthusiastically embrace the shift through offering resources, planning and guiding to guaranty uniformity within education systems.

Students feel responsibility for their studies and struggle in this setting. In this pedagogical trendsetter's image, project-based evaluations replace traditional evaluation methods that enables students to have deeper knowledge of subjects. Every student performance gauge through digital tools to provide individual learning pathways personalized to their requirements. Though this scenario is promising, it encounters some challenges. Keeping technological and financial funds consistent is an ongoing issue that needs enduring assurance from officials and educationalists. In spite of these challenges, schools, officials and teachers guaranty that student-centered approach is the norm rather than the exclusion.

4.4.2 Balanced Innovators

In this future, student-centered approach holds momentum, but execution of this approach differs among classrooms and schools. Some educators accept the shift enthusiastically through utilizing digital learning platforms and group work activities. On the other hand, some teachers still prioritize a mix method harmonizing outdated teaching methods with up-to-date methods. In balanced innovators image, schools offer reasonable levels of teacher professional development through guarantying easy approach to webinars, workshops and peer mentoring plans. Though attendance is not obligatory that directs to uneven execution across schools. Some institutions have funds to offer modern digital platforms while others have difficulty with funding problems and they are dependent on undeveloped online platforms.

Educators in this future encounter an intricate fact. They aware about the advantages of student-centered approach, however many faces difficulty to harmonize curriculum demands, evaluation requirements and student independence. Some courses as arts and humanities encounter hurdles in student-centred environment Learners in this image practice a mix method approach. Some students take advantage from collaborative teaching while others face traditional teaching. The learning experience varies on the teacher's readiness to implement student-centered techniques.

As this image denotes advancement, it also represents the challenges in implementation. The change to student-driven learning seems incomplete, leaving some learners face hurdles without planned strategies and administration support.

4.4.3 Hesitant Implementers

In the Hesitant Implementer's future, the shift towards student-driven approach is uneven and sluggish. Institutions admit the need for shift but management, teachers and parents struggle with this approach. Teachers implement student-centered approach but return to outdated approaches due to excessive workloads, lack of professional development and classroom control issues.

In this image, the shift towards student-driven approach is uneven and sluggish. Institutions admit the need for shift but management, teachers and parents struggle with this approach. Teachers implement student-centered approach but return to outdated

approaches due to excessive workloads, lack of professional development and classroom control issues.

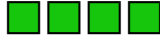



Students face uncertainty and lack of consistency in this future. Some teachers support cooperative learning and students' independence but others practice inflexible traditional methods. This lack of calibration develops inequalities in student involvement and learning output. This future denotes lost opportunities. While some development is made, the lack of efficient policies hinders this shift making education system stuck between traditional and modern standards.

4.4.4 Traditionalists Holding Ground

This image presents a future where a little shift can be seen as old teaching methodologies are dominant in the classrooms with consistent evaluation system, rote memorization and traditional lectures. Teachers think this student-driven approach as an unrealistic and incompetent. Digital tools are erratic and most of the classrooms use printed textbooks, chalkboards and inflexible lectures. Technology is used only for taking attendance and grading of teachers.

Teachers in this future unable to get professional trainings on implementing student-centered approach. Teachers training programs are taken optional, resulting to less involvement of teachers. Administration focuses on results and discipline over critical thinking and creativity. Students in this future are inactive learners and they are supposed to get knowledge instead of enthusiastically involve in learning process. This image ensures constancy and steadiness but it also restricts modernization. Education system in these future encounters limitations with worldwide developments in teaching and learning process. The opportunity of pedagogical shift remains unfulfilled without external pressure from teachers, students and policy makers.

Table 5 The key features of the four future images

| Future Image | Implementation level | Pedagogical approach | Challenges |
|-------------------------------------|---|---|--------------------------------------|
| The Pedagogical Trendsetters |  <input type="checkbox"/> (High) | Entirely student-driven learning | Needs funding & policy backing |
| Balanced Innovators |  <input type="checkbox"/> <input type="checkbox"/> (Medium) | Blend of traditional & student-led approach | Uneven implementation |
| Hesitant Implementers |  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (Low) | Mostly old-style, some experiments | Excessive workload & lack of support |
| Traditionalists Holding Ground |  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (Very Low) | Teacher-centered, lecture-based learning | Stagnation & out-of-date approaches |

5 Discussion

The findings of the study show that the qualitative results are not equivalent with the quantitative results. The responses from questionnaire reveal that the “implementation level of student-oriented approach at secondary level” is relatively high as compared to open-ended responses that show that teachers still implement traditional method of teaching regarding lesson plans and exams. The responses from quantitative data suggest that teachers consider themselves as representatives of the student-centered approach but the qualitative data reveals that in reality teachers are not implementing this approach. This is also highlighted by (Salema, 2015) that instructors may think that they are implementing student-oriented approach yet they are still stick to traditional method. It is difficult for teachers to implement this approach in an educational system where teachers are deprived of the basic facilities and the lack of professional development which is necessary for implementing active learning. As highlighted by (Guskey, 2002b) that professional development programs are systemized activities that aim to transform learning environment. Furthermore, (Pedersen & Liu, 2003) also emphasized that individuals who equipped with professional development plans can better understand the benefits and implement student-oriented approach.

The findings from the teachers’ responses show almost full support towards student-driven approach in students’ learning process. This is proven in the popular Pedagogical Trendsetters’ image where all teachers fully support implementation of student-centered approach. This image presents an education system which is equipped with all instructional material and students are actively engaged in groupwork and various hands-on activities. As Piaget (1952) asserted that students perceive information actively in their learning process. The findings show that teachers think that groupwork, students’ involvement and student-friendly environment are inevitable for student-centered approach. As Ameliana (2017) points out, in student-centred approach teachers engage their students through helping and planning different activities.

The execution of this approach relies on a various aspect including teachers’ attitudes, availability of resources, syllabus design, classroom space and strategies opted by the country. Accordingly, the findings of this study showed that the main issues or aspects in employing student-centered methods in the sample schools consists lack of resources, classrooms size that hinder collaborative learning, inflexible timetable, teachers’

attitudes, amount of content and lack of management support. As Bonwell & Eison (1991) also indicated that cooperative learning encourages engagement and analytical thinking yet this method relies mainly on curriculum design, teachers' attitudes and resources.

The qualitative responses also point out that the unsupportive administration restrict them to implement student-centered approach. This is also highlighted by Baron (2013) demanding that administration play significant role in executing active learning. However, the qualitative responses of teachers regarding future goals focus on planning different hands-on activities as group discussions in order to involve students in learning process. The results of the present study about the execution of student-centered approach at secondary level in private schools reveal that educators favour this approach (Kember, 2009) that highlight the significance of active learning at secondary level both for educators as well as for learners.

6 Conclusion

Based on the current study findings, there is support for the implementation of student-centered approach at secondary level in private schools in the city of Multan. Thus, shifting pedagogy from teacher-centered to student-centered, the quality of education can be improved particularly regarding students' learning skills, confidence, creativity and profound apprehension of the subjects taught. Likewise, management should make sure the availability of resources for the teachers. In addition, management should arrange professional development plans for teachers so that they will be able to implement student-centered approach effectively.

It is inevitable to shift pedagogy from teacher-centered to student-centered as with the course of time education systems confronting new problems and are always quickly transforming accordingly. However, students will also confront new challenges in the coming years that we cannot even think of. Every teacher should keep in their minds the following question: "Are we preparing students for the future they will live in or the past we have lived through?" (Senge, 2000).

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Appendix A

Invitation to Participate in Research

Title of Study: Teachers' Perspectives on Student-Centred Learning Approaches

Dear Teacher,

I am conducting a study as part of my academic research to explore present perceptions and practices related to student-centred learning at the secondary level. You are kindly invited to participate in this study by responding to a brief online questionnaire.

The questionnaire will take about 40–45 minutes to complete.

Your participation is entirely **voluntary**, and all responses will be **anonymous**. You may withdraw from the study at any point before submitting your responses.

To participate, please click the link below:

[Link to the questionnaire]

In case of any questions or concerns, feel free to contact me at:
r4rahila.khan@gmail.com

Thank you very much for your time and valuable insights.

Kind regards,

Rahila Anjum

Appendix B

QUESTIONNAIRE

Dear respondent,

Please provide us with your valuable insight to teaching and studying culture in secondary education in private schools of Multan city. We are especially interested in your views on teacher-centered versus student-centered learning. Student-centered learning takes students as an “active agent” who bring their own knowledge, past experiences, ideas and learn new information. It differs from a traditional teacher-centered approach.

Instructions: Please indicate your level of agreement with each of the following statements by selecting one of the options: Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), Strongly Agree (5)

Many thanks for anticipating to give your response in our survey. This is to ensure you that your answers will be analyzed anonymously and the raw data will be accessed only by me (researcher) and my supervisor at university. Results will be published in my thesis at my university website. There are no right or wrong answers. All we are interested in is a number that best shows your perception of mentioned matter.

Demographic Information

Please respond the questions to help us to sort out the feedback we get:

1. Gender

Male

Female

2. Age

Below 30 years

31-39 years

40-49 years

50-59 years

3. Qualification

B.A

M.A

M.Phil.

Ph.D.

4. Teaching Experience

1-5 years

5-10 years

10-15 years

15-20 years

Part II:

For each item below, please indicate the extent of your agreement or disagreement with each of the following statements. Choosing a '1' means that you strongly disagree with the statement and choosing a '5' means that you strongly agree. You may choose any of the numbers in between that shows how strong your opinion is.

Circle the most appropriate numbers.

1. I employ student- centred approach.

1= Strongly Disagree,

2= Disagree,

3= Neutral,

4= Agree,

5= Strongly Agree

2. I always try to create a classroom environment that supports active learning.

1 = Strongly Disagree,

2 = Disagree,

3 = Neutral,

4 = Agree,

5 = Strongly Agree

3. I think student- centred approach is effective to actively involve students in learning process.

1 = Strongly Disagree,

2 = Disagree,

3 = Neutral,

4 = Agree,

5 = Strongly Agree

4. I believe that cooperative learning is needed to help students to understand new concepts.

1 = Strongly Disagree,

- 2 = Disagree,
- 3 = Neutral,
- 4 = Agree,
- 5 = Strongly Agree

5. I think that discussions between students on new content are vital for deep understanding

- 1 = Strongly Disagree,
- 2 = Disagree,
- 3 = Neutral,
- 4 = Agree,
- 5 = Strongly Agree

6. I have too much work to evaluate students continuously.

- 1 = Strongly Disagree,
- 2 = Disagree,
- 3 = Neutral,
- 4 = Agree,
- 5 = Strongly Agree

7. I frequently ask close-ended questions for which there is only one correct answer.

- 1 = Strongly Disagree,
- 2 = Disagree,
- 3 = Neutral,
- 4 = Agree,
- 5 = Strongly Agree

8. I help students to take responsibility for their own learning.

- 1 = Strongly Disagree,
- 2 = Disagree,
- 3 = Neutral,
- 4 = Agree,
- 5 = Strongly Agree

9. I often assess students when they solve problems in a group.

- 1 = Strongly Disagree,
- 2 = Disagree,
- 3 = Neutral,
- 4 = Agree,

5 = Strongly Agree

10. I Support students to discover the desired conceptual knowledge in the learning process for themselves.

1 = Strongly Disagree,

2 = Disagree,

3 = Neutral,

4 = Agree,

5 = Strongly Agree

Open-ended Question

What are your future goals for implementing student-centred learning? How do you plan to achieve them?

Part III:

Circle the most appropriate numbers.

1. I feel that my colleagues have negative attitudes towards student-centred approach.

1 = Strongly Disagree,

2 = Disagree,

3 = Neutral,

4 = Agree,

5 = Strongly Agree

2. There is a lack of time to actively involve students in my classroom teaching.

1 = Strongly Disagree,

2 = Disagree,

3 = Neutral,

4 = Agree,

5 = Strongly Agree

3. To involve students during lecture would add too much to my workload

1 = Strongly Disagree,

2 = Disagree,

3 = Neutral,

4 = Agree,

5 = Strongly Agree

4. Active student learning will create problems in my classroom management.

1 = Strongly Disagree,

2 = Disagree,

3 = Neutral,

4 = Agree,

5 = Strongly Agree

5. It is impractical to implement student-centred approach in large classes.

1 = Strongly Disagree,

2 = Disagree,

3 = Neutral,

4 = Agree,

5 = Strongly Agree

6. The amount of content that needs to be covered prevents the use of student-centred approach in the classroom.

1 = Strongly Disagree,

2 = Disagree,

3 = Neutral,

4 = Agree,

5 = Strongly Agree

7. I think students would have negative attitudes towards active learning.

1 = Strongly Disagree,

2 = Disagree,

3 = Neutral,

4 = Agree,

5 = Strongly Agree

8. Lack of classroom space inhibits group work.

1 = Strongly Disagree,

2 = Disagree,

3 = Neutral,

4 = Agree,

5 = Strongly Agree

9. I think educational administration is unsupportive towards student-centred approach.

1 = Strongly Disagree,

2 = Disagree,

3 = Neutral,

4 = Agree,

5 = Strongly Agree

10. I think that lack of instructional materials inhibits the implementation of student-centred approach.

1=Strongly disagree

2 = Disagree,

3 = Neutral,

4 = Agree,

5 = Strongly Agree

Open-ended question

Please provide your valuable insight on “What should change so that student-centred learning would become more possible?”

ABSTRACT IN URDU

طالبہ کا نام: راحیلہ انجم

مقام: یونیورسٹی آف تورکو، فن لینڈ

(Futures Studies) تعلیمی شعبہ: مستقبلیات

تعلیمی سطح: ماسٹرز ڈگری

نگران: پروفیسر پیٹری تاپیو

تھیسس کا عنوان: تدریس میں تبدیلی: پاکستان میں ثانوی سطح کی تعلیم میں استاد مرکز نقطہ نظر سے طلبہ مرکز نقطہ نظر کی طرف منتقلی

خلاصہ

یہ مطالعہ اس بات کی چھان بین کرتا ہے کہ ثانوی سطح کے اساتذہ کے ذریعہ طالب علم پر مبنی طریقوں کو کس حد تک نافذ کیا جاتا ہے اور ان چیلنجوں کا بھی پتہ چلتا ہے جو اساتذہ کو ان طریقوں کو نافذ کرنے میں درپیش ہیں۔ طلباء پر مبنی طریقہ تعمیری نظریہ پر مبنی ہیں جس کا مقصد استاد کے فرسودہ کردار کو لیکچرر سے سہولت کار میں تبدیل کرنا ہے۔ تمام فوائد کے باوجود، اس کوآپریٹو لرننگ کا نفاذ تعلیمی ماحول میں اب بھی ناہموار ہے۔

مخلوط طریقہ کار کو استعمال کرتے ہوئے، مطالعہ نے منصوبہ بند سوالنامے کے ذریعے ڈیٹا اکٹھا کیا جس میں ثانوی سطح پر پڑھانے والے اساتذہ کے کھلے عام جوابات شامل ہیں۔ درجہ بندی کے کلسٹر تجزیہ اور موضوعاتی تجزیہ کا استعمال اساتذہ کے رویوں اور چیلنجوں کے نمونوں کو پہچاننے کے لیے کیا گیا تھا۔ نتائج ظاہر کرتے ہیں کہ اگرچہ اساتذہ کوآپریٹو لرننگ کے حق میں ہیں، پھر بھی اس نقطہ نظر کے لیے ان کا حقیقی روزگار محدود یا کم ہے، جس میں کام کا زیادہ بوجھ، غیر معاون انتظامیہ، اساتذہ کی تربیت کی کمی اور ٹیکنالوجی کا محدود استعمال شامل ہیں۔

اس تحقیق میں مستقبل کی چار مختلف تصاویر بھی دریافت کی گئی ہیں جو اساتذہ کے تصورات اور عمل درآمد کے نمونوں پر مبنی ہیں: تدریسی رجحان ساز، متوازن اختراع کرنے والے، ہچکچاہٹ پر عمل کرنے والے اور روایت پرست ہولڈنگ گراؤنڈ۔ یہ تصاویر مختلف تدریسی سیاق و سباق میں عمل درآمد کی سطح پر مرکوز تھیں اور اساتذہ کے رویوں کو متاثر کرنے والے نفسیاتی اور جسمانی پہلوؤں کی بصیرت پیش کرتی ہیں۔ یہ تحقیق ثانوی سطح کی تدریس میں کوآپریٹو لرننگ کو کس طرح تسلیم اور لاگو کیا جاتا ہے اس کا حقیقی تاثر پیش کرنے کے ذریعے ادب کی بڑھتی ہوئی تعداد میں معاون ہے۔ یہ اساتذہ، انتظامیہ اور حکام کے لیے بصیرت پیش کرتا ہے کہ وہ استاد کے مرکز سے طالب علم پر مبنی نقطہ نظر کی طرف ایک مستحکم اور بائیدار تبدیلی کی طرف رہنمائی کے لیے مرکوز حکمت عملیوں کی منصوبہ بندی کریں۔