

# Comparing Teacher-Centered and Student-Centered Instructional Approaches and Their Impact on Student Achievement

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**Abstract:** This study examines the effects of teacher-centered and student-centered approaches on student accomplishment, how these two approaches differ from one another, and assesses how well they support student learning outcomes.

**Key points:** academic achievement, active learning, student engagement, motivation.

## INTRODUCTION

The decision to choose between teacher-centered and student-centered instructional approaches is still crucial in the constantly changing field of education, since it has a big impact on students' learning results. Effective teaching strategies focus on creating an environment that encourages participation, critical thinking, and long-term academic success in addition to imparting knowledge.

The more conventional or traditional method of teaching known as "teacher-centered learning" involves the teacher acting as a lecturer in the classroom, imparting knowledge to the pupils with the expectation that they will absorb it passively.

The teacher still has control in the classroom even in student-centered learning: they take on a more coach or facilitator position when students take a more proactive and cooperative approach to their own education, which encourages active engagement, teamwork, and self-directed learning[1].

## DIFFERENCE BETWEEN TEACHER-CENTERED AND STUDENT-CENTERED INSTRUCTIONAL APPROACHES

Teacher-centered and student-centered instructional approaches represent some noticeable differences.

First of all, when using a teacher-centered method, students give their full attention to the teacher, but in a learner-centered classroom, educators and students share equal attention. The teacher talks a lot in a teacher-centered classroom, and the pupils just listen. In contrast to a classroom that employs a learner-centered approach, which permits teachers and students to interact equally and collaborate, activities hinder teacher-student collaboration[2]. Instruction that is dominated by textbooks is preferred by teachers who are committed to teacher-centeredness. It is important to remember that textbook-dominated instruction restricts students' ability to solve problems and make decisions. By using discussion-based learning activities, teachers may assist students in addressing different viewpoints and creating a respectful community for a range of opinions.

The student-centered approach was grounded in democratic ideas[3]. Encouraging critical and analytical thinking in the classroom, letting students take responsibility, and enabling them to act successfully all contribute to a more democratic society. A good pedagogy for giving students the tools they need to create a more democratic society is student-centeredness. Constructivism is

another tenet of the student-centered approach that is predicated on the notion that children build their own understanding via experiences[4].

There are significant philosophical differences between teacher-centered and student-centered teaching approaches, and these differences have an impact on how students interact with and assimilate information. In order to recognize the importance of both structured assistance and student autonomy in the learning process, many contemporary educational environments try to achieve a balance between two methods.

## **DISCUSSION**

A more conventional, lecture-based method, in which the teacher serves as the main information source and students are only the objects of knowledge, is usually used in teacher-centered instruction.

Conventional teacher-centered pedagogy is widely recognized as an approach wherein the instructor takes on the primary duty of imparting knowledge to students. According to this perspective, instructors are in the best position to choose the organization and content of any specific classroom experience because of their higher subject-matter competence. It is well accepted that teacher-centered pedagogy requires lectures to be the primary form of instruction in the classroom. This classroom's objective necessitates the teacher-determined distribution of a relatively fixed corpus of information. It is typically considered that lectures take place one after the other[5].

Quizzes — pop, weekly, or reading are another popular teacher-centered strategy that has been implemented in the classroom. The main goals of these quizzes are to get students to review, engage with the topic, and improve their learning. Tropman discovered that because of mandatory reading quizzes, 85 percent of the 55 philosophy students in the research expressed a high or moderate level of interest to read the course material. Furthermore, 89% of students said they had a positive opinion of quizzes, and they believed that quizzes would improve their capacity for participating in class discussions[6].

Student-centered instruction, on the other hand, places a strong emphasis on student autonomy, group projects, and active learning. Student-centered approaches demand teachers who are mindful that pupils construct their own meaning” said Narum[7]. According to Donovan, learning in these classrooms is seen as building a bridge between the student and the subject matter, with the instructor keeping an eye on both ends of the bridge[8].

A learning environment that is built from these concepts differs greatly from one that views the student as a passive recipient of knowledge imparted by a teacher, according to Narum[7]. McCombs suggested that paradigms of instruction be adaptable. Since they are collaborators in the student-centered experience, students offer valuable information[9].

## **CONCLUSION**

In summary, rather than being viewed as a binary choice, the continuous discussion between teacher-centered and student-centered educational techniques should be viewed as a chance for synergy. Teachers may design a learning environment that maximizes student performance and gives them the knowledge, skills, and mindset they need to thrive in the complex world of the twenty-first century by embracing the complementing qualities of each approach.

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