**| RESEARCH ARTICLE**

# The Teacher-Centered and the Student-Centered: A Comparison of Two Approaches

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**| ABSTRACT**

There has been much discussion in the field of education concerning the differences between teaching based on the educator and teaching centered on the student. One of the main points of contention is that teaching should be student-centered. The claim that more student-centered instruction and less focus on the teacher is one of the most contentious aspects of the debate. Every tactic has unique advantages and disadvantages that cannot be had with any other approach. "Teacher-centered instruction" is a term that describes the educational approach that is sometimes referred to as "traditional education" by itself. The stage of learning in which the instructor acts as both the principal figure of authority and the primary source of information for the students enrolled in a particular class. On the other hand, learning focused on the student stimulates students to take an active part in the independent research that they perform by pushing them to concentrate on their requirements. This is because learning centered on the student encourages students to learn about themselves. In this investigation, comparison and contrast of these two approaches have been examined, and an attempt has been made to enumerate the advantages of each potential choice**.**

## 1. Introduction

Efficient teaching and learning may be accomplished by using either a technique that is focused on the instructor or one that is centered on the student. Both of these approaches can be equally effective. Both of these strategies are good ones, and you can use any one of them. According to Mascolo (2009), traditional education, which is also known as teacher-centered education, assigns the position of the primary authority figure and primary source of knowledge inside the classroom to the teacher. Traditional education also refers to education that is focused on the teacher. The term "traditional education" may also apply to an education that is focused on the instructor. It is expected of students that they would acquire knowledge not only through the delivery of lectures by the instructor but also from other methods in which information is disseminated. The responsibility of extracting meaning from the information that is being delivered by the teacher is squarely on the shoulders of the learner. Even though it is the job of the instructor to develop both the lesson plans and the evaluations, it is the responsibility of the students to actually carry out the assessments and lesson plans that have been prepared. An education that is oriented on the student places an emphasis not only on satisfying the needs of the student but also on developing the student's interests and areas of specialization. It is a commonly held belief that the role of the teacher is that of a facilitator or guide for the student, who is seen as an active participant in the learning process of the student themselves. This is the role that the instructor takes on for the benefit of the learner.

Students are given the opportunity to study, learn, and develop their very own one-of-a-kind understanding of the material via the use of this procedure. Students are responsible for creating their own goals and assessing their own success; nevertheless, it is the role of the instructor to offer a learning environment that both encourages and makes it easier for students to participate in these activities. Students are responsible for setting their own targets and evaluating their own progress. While Anderson, et al. (2003) stressed the importance of creating a learning environment in which students see themselves as teachers and educators continue to be the learners, Shively (2004) argued that teacher-centered classrooms should be redesigned to take into account modern learning theories. This environment fosters students' development as creators, thinkers, and planners of their own education. This classroom environment is referred to by Shively (2004) as a laboratory in which "teachers must give up the dominant role" (p. 189)

## 2. Literature review

Recent studies have shown that the typical instructor lecture, in which students take notes and subsequently test on the presentation's subject matter, is seriously challenged by student-centered education (Mascolo & Fischer, 2004). The constructivist stance, which holds that learners create their understandings via their activities and experiences of/in the world, is often the starting point for proponents of student-centered teaching. The growing interest in using a number of various learning approaches in the classroom has been sparked by student-centered classrooms. These include problem-based learning, experiential learning, collaborative learning, and a number of additional teaching strategies. The definition of student-centered learning often contrasts with that of teacher-centered pedagogy. The notion that students must participate actively in the creation of knowledge is sometimes taken to suggest that the teacher's involvement in the learning process will shrink. The classroom demands that teachers give up any one-sided claims to control or authority. Consequently, the teacher's function is changed to that of a coach or facilitator (Mascolo & Fischer, 2004). In teacher-centered education, often referred to as conventional education, the classroom is focused on the teacher as the primary figure of authority and source of knowledge. The teacher was the one who decided upon the ground rules for the classroom. The content that is presented in class and handed out by the teacher is one that the students are expected to take in as well as remember. It is the job of the instructor to establish both the lesson plans and the evaluations, but it is the responsibility of the students to actually carry them out. The teacher provides the students with feedback and explains the objectives of the class. (Hancock, Bray, & Nason, 2003).

Educators that use a teacher-centered approach concentrate on one particular learning target at a time and present their lessons in the style of a lecture. In addition, the instructor will provide homework at the conclusion of each class period in order to further reinforce the concepts that have been covered. Education that is focused on the instructor has a number of potential benefits, one of the most significant of which is the potential to be more effective in terms of the dissemination of a significant quantity of knowledge in a very short length of time. Additionally, kids who have difficulty engaging in self-directed learning may benefit from the increased structure and predictability that is often associated with education that is focused on the instructor. In reference to the classroom being concentrated on the instructor, Peyton, More, and Young (2010) write that:

The majority of the time spent in a normal classroom that is focused on the teacher is spent by the instructor presenting the material for the day to the students via the whiteboard, Promethean board, or overhead projector. During the course of the presentation, the students need to take notes and actively participate by asking questions. The pupils shouldn't have any difficulty carrying out this procedure since it shouldn't be an onerous one (p.21).

According to Sharon (2008), students might succeed academically when they get encouraging feedback from lecturers during teacher-centered teaching methods like lectures. Some methods of instruction and learning are consistent with behaviorist philosophy. These include, for instance, memory and the encouragement instructors provide their pupils when they demonstrate proficiency. Additionally, according to Sharon (2008) (p. 29), "teachers who have learners engage proactively in the class discussion have greater academic achievement among students."

However, there are a number of drawbacks associated with education that is concentrated on the instructor. The inability to acquire abilities in analytical reasoning and methodical approach to problem-solving is one of the primary complaints that is leveled at this methodology. Students are often seen as passive consumers of knowledge, and they are not encouraged to investigate, discover, or develop their own unique understanding of the subject matter. Additionally, there is a lack of active participation on the part of the pupils in the learning process. This may cause the pupils to get disengaged in the learning process and lose their desire as a result.

In particular, if instructors are unable to establish an atmosphere that is conducive to learning, then only a limited amount of learning takes place.

In addition, education that is focused on the teacher tends to be less inclusive than education that is student- and parent-centered since it is not adapted to the specific requirements and pursuits of each student. This may lead to a one-size-fits-all strategy that does not take into consideration the many ways in which pupils learn, which can be counterproductive. This might be a particularly difficult situation for students who are already having difficulty or who have additional requirements. Furthermore, the teacher-centered approach might result in a lack of student independence and control of their own learning, both of which are undesirable outcomes. Students are not encouraged to take charge of their own learning, nor are they given the opportunity to establish their own objectives and to evaluate how well they are doing toward achieving those goals.

It is essential to point out that education that is oriented on the teacher does not lack value and that it does have a place in the classroom. It is vital for instructors to be aware of the limits of the conventional approach and to employ a range of teaching approaches in order to better fulfill the requirements of their students. The traditional approach may be effective in some circumstances and for specific topics. However, it is essential for instructors to be aware of the constraints of this approach.

Babcock and Marks (2010) discovered that instructors who favor teacher-centered teaching think it's critical to be the subject matter experts of the material they teach in a classroom of 18. Such instructors have to be knowledgeable about the subjects they teach and have expertise in teaching them. The knowledge of the material and the quality of instruction a teacher provides will determine how well-respected they are. Because of their close connection to the material, instructors are better equipped to provide their pupils with a more fulfilling educational experience.

Lynch (2010) studied whether students found teacher-centered education in a lecture format to be enjoyable and if they gained anything from the lecture-style of training. He discovered that when lectures were interesting, and the presenter was knowledgable about the subject, students were engaged and really learnt from them. As a result, he came to the conclusion that a pupil might actually learn from a lecture-style teaching method. According to Lynch (2010), pupils are more likely to succeed academically if they are more engaged in the sessions and the presenter is more educated about the subject matter.

According to research, student-centered education may boost a student's self-esteem in ways that are connected to academic accomplishment (Lynch, 2010).

Condelli and Wrigley (2009), on the other hand, claimed that the constructivist theory was subjective. "The outcomes are unclear, and learning may be incidental," they said. A combination of strategies called student choice teaching is used to maximize the benefits of student-to-student contact (p. 15). In order to be more academically effective, student-centered education emphasizes students working together to attain a shared objective. This is the antithesis of a teacher-centered classroom where pupils vie for accolades and grades.

In line with Brown (2008), learners who engage in cooperative learning achieve collective objectives that are impossible to achieve via solitary labor. In seven primary schools with high risk, Duckworth (2009) investigated the impact of collaborative instruction on reading comprehension. The results showed that there was a substantial

difference in reading comprehension between students who participated in cooperative learning and those who did not. Academic improvements were greater for students who engaged in student-choice tasks, such as learning together than for other students (Duckworth, 2009).

A teaching strategy known as "teacher-centered education" places emphasis on the teacher as the main expert and figurehead in the classroom. It may be effective in disseminating knowledge, but it also has a number of drawbacks, such as a dearth of opportunities for students to improve their critical thinking and problem-solving abilities, a lack of inclusivity and student autonomy, and a lack of student engagement and motivation. To better fulfill the requirements of students, it is crucial to be aware of the drawbacks of this approach and to use a range of teaching techniques.

A variety of benefits make student-centered education a more efficient method of teaching and learning. One of the key benefits is that it enables the creation of problem-solving and critical thinking abilities since it provides pupils with the flexibility to explore (Cummins, 2007). Students are encouraged to question the data that they are given and to think critically, which are crucial skills for fostering problem-solving and decision-making. Additionally, it enables students to comprehend the subject matter more deeply and see the importance of what they are learning. Additionally, since students may take charge of their own learning, learning that is student-centered is often seen to be more interesting and inspiring for them. When students are in charge of their own education, they may relate what they are learning to what they already know. With the use of this strategy, students develop their self-esteem. Furthermore, since it is customized to each student's unique needs and interests, student-focused education is more inclusive. This strategy recognizes that every student is different and learns in a different way while accommodating various learning styles. Students may actively participate in their learning process with the aid of student-centered education by making an effort to "make sense of what they are learning by relating it to previous understanding and by debating it with others" (Brophy, 1999, p.49).

Additionally, student-centered education promotes greater flexibility and creativity in the classroom. In order to better facilitate learning, teachers might modify their pedagogical approaches in response to the demands of their pupils. This may result in higher academic achievements by increasing student involvement and motivation (Duckworth, 2009; Froyd, 2007). Student-centered education also encourages independence and self-direction, which may be advantageous for learners. But combining these two strategies may result in a more efficient and comprehensive education. Teachers may provide a regulated learning environment while also enticing students to participate actively in their own education by mixing teacher-centered and student-centered education. For instance, in a classroom where the instructor is the focal point, the teacher may begin by presenting a subject and giving background information. Students may then work on assignments or participate in conversations that enable them to put what they have learned into practice. The instructor may then provide advice and criticism as required. The inclusion of student-centered activities like group work, discussions, and problem-based learning may also aid in the development of students' critical thinking and teamwork abilities. These exercises may enable students to investigate a subject from several angles, enabling them to get a better comprehension of the subject. Additionally, integrating teacher-centered and student-centered strategies may support meeting the various requirements of every student. Although certain learners may like a more regimented and conventional approach, others could flourish in a setting that is student-centered. Teachers can meet the needs of all students and aid in their success by providing both.

## 3. Recommendation

Student-centered learning has been the subject of substantial research in other areas of education, as we have shown in this study. However, in alternative learning settings, educational research hasn't really offered much help to teachers who want to improve their classes so that they are more focused on the students. This is a problem because student-centered learning is one of the most important aspects of education. Conducting controlled longitudinal research that is longer than a year in length and takes place in a number of different learning contexts is one technique that might be used to increase the volume of information that is currently available on this kind of learning. This research would evaluate the connection between learner-centered education and instruction that is

focused on the instructor. The question that arises now is: How can we, as educators, better assist students in making use of research studies that may be useful in comprehending the standard set of educational topics that form the basis of our curricula? Opportunities offered in an environment classroom should have the potential to create strong future connections between personal experiences and learning, foster students' cognitive awareness of their future events, and, as a result, provide a framework for further teaching and learning process.

## 4. Conclusion

In conclusion, there are benefits and drawbacks to both student- and teacher-centered education. Student-centered education may be more interesting, encourage higher motivation, and result in deeper learning and information retention, whereas teacher-centered education can be useful for passing down fundamental knowledge and skills. The best strategy will ultimately rely on the requirements and objectives of each individual student as well as the learning environment in which they are functioning. It's important to note that the most effective instructors combine the two techniques in their lessons; the proportion used depends on the situation, the topic, and the pupils. A more efficient and comprehensive education may result from combining teacher-centered and student-centered approaches. It encourages students to actively participate in their own education while simultaneously offering them a structured learning environment. This method may support the growth of collaborative and critical thinking abilities while fostering the different requirements of all pupils. Combining these two approaches will help students learn more effectively since doing so in a systematic manner will not only foster a positive learning environment but also enable them to build the skills they need for future success. Both the teacher-centered approach and the student-centered approach to education have been employed in classrooms for many years. Teachers are at the core of the learning process in teacher-centered education, while pupils are just passive consumers of information. While the teacher acts as a facilitator and guide in student-centered education, it puts the students at the focal point of the learning process. In a teacher-centered educational system, the instructor is in charge of transferring knowledge to the pupils, who are then supposed to take in the material and make sense of it. Students are obligated to follow the teacher's lead in setting the learning process's speed and direction. This method is often used in conventional classroom settings and may be useful for teaching fundamental concepts and abilities, but it might not be as good for encouraging autonomous learning, critical thinking, and creativity. They investigate and draw connections between various ideas and concepts. Through active participation in their education, children are encouraged to become more creative, critical thinkers, and problem solvers. Additionally, since each student's needs and interests may be catered to, it enables teachers to place a stronger focus on personalized education. Being more engaging for students and encouraging increased motivation and involvement in the learning process is one of the key benefits of student-centered education. Student-centered education may support the development of a lifelong love of teaching by letting students study subjects that interest them and take an active part in their own education. The ability to more effectively encourage in-depth learning and memory of material is another benefit of student-centered education. Students are more likely to remember the material and be able to apply it in real-world circumstances when they are actively involved in gaining knowledge and are able to establish connections between various concepts and ideas.

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