



A study on school teachers' perception towards learner centric education in West Bengal

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Abstract

Learner-centric education is an approach in which learners are placed at the core of the Teaching-learning process. Learner-centric education emphasizes on students' needs, growth, interest, backgrounds and maturation. It eradicates rote learning and improved the thinking skills of learners. It also focuses on the learners' experiences and capacities. It makes a comfortable learning atmosphere and promotes the maximum levels of motivation for all student. It provides great opportunity to the passive and dependent learners. Learner-centric education is implemented with the aim of producing competency of students. In this education system, learners are active participants.

For successful implementation of Learner-centric education, teachers also have very vital role. Active participation of teachers is extremely needed. In Learner-centric education, teachers act as a facilitator. To know the teachers' perception towards Learner-centric education is highly important. This study also finds that the positive perception of the Teachers towards learner centric education is related to their understanding of learner centric activities and strategies during the teaching learning process and their desire to implement this education in the classroom. So, the present study tried to discuss the various aspect of Learner-centric education and also focuses to evaluate the perception of teachers towards Learner-centric education.

Keywords: Learner centred Education, Role of Teacher, Teachers' perception

Introduction

Learner-Centric Education has received great attention among the educators and teachers in recent ages. Learner-Centric Education is expected to maximize the potential of the students to the growing demands of the knowledge-based economy and the world of information and communication technology.

Today's emerging technology, the characteristics required in students are changing. Education is the main factor that can deliver this change. So, different methods in teaching-learning are innovated. Nowadays, it is significant to prepare students as per their interest and needs. Instead of a teacher-centric approach to education, the learner-centric approach will play a vital role at this context in order to improve the desired traits of the students. Learner centric education allows students to address their learning desires and requirements.

Learner-Centric education emphasized on the importance of student-centric activity in classroom. It is a learning in which students are encouraged in activities based on their needs. Learner-Centric education places students in the centre of Teaching-learning process. Teachers have vital role in implementing learner centric education. The present study emphasizes on evaluating teachers' perceptions of usefulness of learner centric approach in Teaching-learning process. This study also focuses on the effectiveness of learner centric approach in terms of teachers' attitude and teacher development programme aims to improve teaching learning practices.

What is meant by Learner-Centric Education:

Learner-centred education is an instructional approach which provides learners with opportunities to learn independently. This approach includes such techniques where students are involved to increase creative thinking by active learning experiences and also involving learners in role plays, and using self-paced and or cooperative (team

based) learning. Proper implementation of Learner-centred education can lead to improve motivation to learn and deeper understanding of content being taught.

For teachers who intend to make a more Learner-Centric environment, things are not always easy, since forming such an environment is an exhaustive process which needs a lot of attention and knowledge. First of all, they need to make the students as active participant in their learning. Technology can help to make this environment for both teachers and students. But it certainly requires a teacher's positive attitude for implementing Learner-centred education in classroom. Teachers' perception support students to meet the desired learning outcomes.

Literature Review

Weimer (2002) ^[14] suggested five areas that required to change in order to achieve learner-centric education. These areas are: the choice of subject, the teacher's role, responsibility for learning, the method of assessment, and the bonding between teacher and Learners. As per researcher Students are required to have ownership of their own learning.

Findings of Walsh and Vandiver (2007) ^[13] study showed that students performed better in learner centric approach as they had a say in what they learned, and the teachers played the role of facilitator in order to allow the learners to learn actively.

Brown (2008) ^[2] proposed that Learner-centric approach provides students ownership over their learning and enable them to form necessary decisions and value findings about the relevance of the content. In learner-centric approach, teachers used teaching method considering the interest of students.

Saulnier, Landry, and Wagner (2008) concluded in their study that learner-centric approach emphasized to the formation of educational activities and provided for greater

student friendly environment and a more reliable learner assessment.

Wolk (2010) [16] also suggests that in learner centric learning, Students play an important role in designing their own curriculums. The teacher acts the role of a facilitator or guide who provide learners to achieve their goals.

Objectives of the Study

1. To study the importance of Learner Centric Education in teaching learning process.
2. To study the Teachers’ Perception Towards Learner Centric Education in West Bengal.
3. To study the attitude of teachers working in secondary school in using Learner Centric teaching methods and techniques in teaching learning process.
4. To study Teachers’ Perception Towards Learner Centric Education based on gender.
5. To study Teachers’ Perception Towards Learner Centric Education based on subject.
6. To study Teachers’ Perception Towards Learner Centric Education based on school type.

Hypotheses

H01: There is no significant difference between male and female Teachers’ attitude towards Learner Centric Education.

H02: There is no significant difference in Teachers’ attitude towards Learner Centric Education based on subject stream.

H03: There is no significant difference in Teachers’ attitude towards Learner Centric Education based on School management type.

Methodology

In the light of critical appraisal of previous literature, it is found that school teachers’ perception towards Learner Centric Education has some relevance in respect of gender, location of school, school management type and academic discipline. This present study was carried out using descriptive Survey Method. All the secondary teachers of Nadia district constituted the population for the study. The sample size remains restricted to 100 including 50 male and 50 female teachers.

After determining the sample of the study, the researcher has used a self-developed tools considering the objectives of the study. The scale was organized in the form of a five-

point Likert type with positive and negative items. (1) Strongly Disagree, (2) Agree, (3) Undecided, (4) Agree, and (5) Strongly Agree.

Mean, standard deviation and t- test were used for the analysis of the data The characteristics of the sample teachers are given in Table-I.

Table 1: Sample Distribution

Category of Sample	No of Sample
Male	50
Female	50

Table 2: Over all Study of Attitude of teachers’ towards Learner-centric education

Respondents (N-100)	Categorization of Attitude towards Use of Learner-centric education		
	Favourable	Moderate	Unfavourable
No	44	36	20
Percentage	44	36	20

Data analysis and Discussion

The data was collected using Mean, standard deviation and t- test. Findings of this study is given below-

H01: There is no significant difference between male and female Teachers’ attitude Towards Learner Centric Education.

Table 3

Locality	Total No of Teacher	Mean	S.D	‘t’-Value	Level of Significant
Male	50	28.62	3.49	0.46	Not Significant
Female	50	27.92	3.78		

According to the data in table-3 shows, the calculated t-value (0.46) is less than the critical value. Hence, H01 is not significant and it is accepted. Therefore, it can be said that, there is no significant difference between teachers’ attitudes based on gender. It can be said that male teachers have more positive attitude than female teachers in implementing learner centric education.

H02: There is no significant difference in Teachers’ attitude Towards Learner Centric Education based on subject stream.

Table 4

Locality	Total No of Teacher	Mean	S. D	‘t’ Score	Level of Significant
Arts and Commerce Teachers (Humanistic)	45	58.71	7.65	0.18	Not Significant
Science Teachers	55	59.97	6.45		

According to the data in table-4, it shows that the calculated t- value (0.18) is less than the critical value. Hence, H02 is not significant and it is accepted. Therefore, it can be said that, there is no significant difference between teachers’ attitudes in relation their subject stream. But it can be said

that Science teachers have positive attitude towards Learner Centric Education than Humanistic teachers.

H03: There is no significant difference in Teachers’ attitude Towards Learner Centric Education based on School management type.

Table-5

Locality	No of Teacher	Mean	S. D	‘t’ Score	Level of Significant
Govt. School Teachers	60	99.72	13.61	0.25	Not Significant
Private School Teachers	40	102.01	12.26		

According to the data in table-5, it shows that the calculated t- value (0.25) is less than the critical value. Hence, H03 is

not significant and it is accepted. Therefore, it can be said that there is no significant difference between the attitudes

of teachers based on School management type. But it can understand said that Private school teachers have positive attitude towards Learner Centric Education than government school teacher as more facilities available to the private school teachers and teachers uses more techniques to make their teaching more learner centric.

The significant given to learner-centric teaching methods and techniques is growing as a reflection of the constructivist approach. This study was conducted with the aim of determining the attitude of teachers towards learner-centric teaching methods and techniques and evaluate it based on the gender, subject stream, and school management type variables. According to gender variable, the use of learner centric teaching methods and techniques did not vary whether teachers were male or female. Though the average attitudes of male teachers were higher than that of female. The practice of learner centric teaching methods and techniques did not differ in terms of whether the schools were private schools or govt. schools. This study revealed that teachers working in private schools use more learner centric teaching methods and techniques due to low number of students and availability of more facilities. This study also shows that the average attitudes of science teachers is higher than Humanistic teachers.

Difficulties in Implementing of Student-centred Education

Teachers have vital role in implementing learner centric education in educational institution. But it is found that some teachers continue usual teaching practices. These teachers consider themselves as the authorities whose main aim is to teach, direct, instruct, and control students. These teachers are unwilling to do things differently. A number of teachers are not so sincere to implement the learner centric approach, as they perceive that their teaching is already the best and therefore there is no need to change. These teachers applied only one way or method that they think works best. They are not willing to receive new ideas or other possibilities. This study also found that there are some teachers who are in a rush to implement learner centric approach without a proper understanding of the principles of this approach. These teachers are too keen to make changes and but they do not review the culture and environment of their classroom situation.

This study also show that some teachers have no proper information and skills to incorporate technology into their own teaching. Unfortunately, many teachers have very little about computers and they are not interested in using technology for proper implementation of learner centric approach. These teachers know the value of educational technology but they are not properly trained to use these resources in the classroom setting.

Conclusion

Learner-centric education is an approach in which students are given the main attention in teaching-learning process. In this approach, teachers considered the interest and needs of students while planning their teaching. Teachers must conduct the classroom to the benefits of learners. Teachers would manage their teaching in the way that forms the learner active. Implementing a learner-centric education is a true challenge but this study has proved that positive perception towards this approach can overcome this challenge. The most important features of any research is

that it must donate something new to the improvement of the area concerned. So, researcher should find out the educational implications of the study. This study has significant for teachers and students. This study shows that the process of incorporating this approach into our education system has required hard work and effort from the part of teachers and students alike. Finally, this research suggests that for successful implementation of child centric approach, teachers should emphasize on the importance and value of it. Through the new improvements in the aspect of technology in education, teachers have reformed their old beliefs and teaching methods; they have set the new aims and standards, and plan their teaching, considering what is best for learners. Based on the findings, the level of implementation of child centric education in teaching learning process is partial. This study also concluded that the most important variable influencing the level of implementation of child centric education was the attitude of the teachers. However, the research further concluded that the positive attitude of the teachers towards the implementation of approach in classroom practices depends upon a supportive administrative environment of school.

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