



EXPLORING TEACHERS' EXPERIENCES OF STUDENT-CENTERED TEACHING METHODS IN COLLEGE CLASSROOMS: A QUALITATIVE STUDY

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Abstract

This qualitative study explores teachers' experiences of implementing student-centered teaching methods in college classrooms. The shift from traditional teacher-led instruction to student-centered approaches has received increasing attention for its potential to enhance student engagement, critical thinking, and autonomous learning. However, the practical realities teachers face during this transition remain underexplored. This study aims to investigate how college teachers perceive, adopt, and experience student-centered strategies such as collaborative learning, problem-based learning, and inquiry-based instruction. Using a qualitative research design, data were collected through semi-structured interviews with college teachers from diverse academic disciplines. Thematic analysis was employed to identify key patterns and insights from participants' narratives. The findings reveal that while teachers generally recognize the pedagogical value of student-centered methods, they encounter several challenges, including limited time, large class sizes, insufficient training, and institutional constraints. Despite these barriers, many teachers reported positive outcomes, such as increased student participation, improved learning outcomes, and enhanced classroom interaction. The study also highlights the importance of professional development, administrative support, and contextual adaptation in successfully implementing student-centered teaching. Teachers emphasized the need for continuous training and flexible curriculum design to facilitate active learning environments better. This research contributes to the growing body of literature on innovative teaching practices by providing an in-depth understanding of teachers' lived experiences. It offers practical implications for educators, policymakers, and institutions seeking to promote effective student-centered learning in higher education.

Keywords: Student-centered teaching, teachers' experiences, qualitative study, college classrooms, active learning

Introduction

The growing emphasis on improving the quality of higher education has led to a significant shift away from traditional teacher-centered pedagogies toward more interactive, learner-focused approaches. Student-centered teaching methods, which prioritize active engagement, collaboration, and critical thinking, have been widely advocated as effective strategies to enhance learning outcomes in college classrooms. These approaches encourage students to take responsibility for their learning through activities such as problem-based learning, group discussions, and inquiry-driven tasks. The theoretical foundation of student-centered learning is deeply rooted in constructivist perspectives, which argue that knowledge is actively constructed by learners through meaningful interaction with their environment rather than passively received from instructors (Piaget, 1972; Vygotsky, 1978). In recent years, educational researchers have highlighted the transformative potential of these methods in fostering higher-order thinking skills, learner autonomy, and deeper conceptual understanding (Freeman et al., 2014; Prince, 2004).

Despite the growing body of literature supporting student-centered teaching, its implementation in college classrooms remains uneven and complex. Teachers often face practical challenges when integrating these methods into their instructional practices. For



example, large class sizes, rigid curricula, limited institutional support, and inadequate training can hinder the effective adoption of student-centered strategies (Weimer, 2013; Blumberg, 2009). Moreover, teachers' beliefs, attitudes, and prior experiences play a crucial role in shaping their willingness and ability to adopt innovative pedagogies. A recent study by Mughal and Shah (2025) investigating the flipped classroom approach—a prominent form of student-centered learning—found that while teachers recognized its potential to improve English speaking skills, they also reported challenges related to time constraints, technological barriers, and student readiness. This highlights the need to explore teachers' lived experiences in greater depth to understand better the complexities of implementing student-centered teaching methods in real classroom contexts.

In many developing countries, including Pakistan, the transition toward student-centered teaching is still in its early stages. Traditional lecture-based instruction continues to dominate college classrooms, often limiting opportunities for student engagement and active participation. This creates a gap between educational policy recommendations and actual classroom practices. While several studies have examined the effectiveness of student-centered methods from students' perspectives, relatively little research has focused on teachers' experiences, particularly in the context of college education. Understanding these experiences is essential because teachers are key agents of pedagogical change, and their perspectives can offer valuable insights into the opportunities and barriers of student-centered teaching. Therefore, this study seeks to address this gap by exploring how college teachers experience, perceive, and implement student-centered teaching methods in their classrooms.

The primary aim of this study is to explore teachers' experiences of student-centered teaching methods in college classrooms through a qualitative lens. By capturing teachers' voices and narratives, the study aims to provide an in-depth understanding of the realities they face, the strategies they employ, and the challenges they encounter. In doing so, the research intends to contribute to the ongoing discourse on pedagogical innovation and support the development of more effective teaching practices in higher education.

Specifically, the study is guided by the following research questions:

- (1) How do college teachers perceive student-centered teaching methods?
- (2) What challenges do teachers encounter when implementing student-centered approaches in their classrooms?
- (3) What strategies do teachers use to facilitate student-centered learning in college settings?

The significance of this study lies in its potential to inform educational practice, policy, and research. By providing empirical insights into teachers' experiences, the study can help educators better understand how to effectively implement student-centered methods across diverse classroom contexts. It also has important implications for teacher training programs, highlighting the need for professional development opportunities that equip teachers with the skills and knowledge for student-centered instruction. Furthermore, policymakers and educational institutions can benefit from the findings by identifying structural and institutional barriers that need to be addressed to support innovative teaching practices. The study also contributes to academic literature by adding a qualitative perspective to the existing body of research, which is often dominated by quantitative studies that measure student outcomes. In this way, it complements previous research and provides a more holistic understanding of student-centered teaching.

However, this study is not without limitations. First, the research is limited to a specific group of college teachers, which may affect the generalizability of the findings to other educational contexts or levels. Second, as a qualitative study, the findings are based on subjective



interpretations of participants' experiences, which may introduce researcher bias. Third, the study primarily focuses on teachers' perspectives and excludes students' views, thereby limiting a comprehensive understanding of student-centered teaching practices. Additionally, contextual factors, such as institutional policies and cultural influences, may shape teachers' experiences beyond the scope of this study. Despite these limitations, the research offers valuable insights into the complexities of implementing student-centered teaching methods and provides a foundation for future studies.

Literature Review

The shift toward student-centered teaching in higher education is strongly grounded in the principles of Constructivism, which emphasizes that learners actively construct knowledge through interaction, experience, and reflection. Rooted in the work of Jean Piaget and Lev Vygotsky, constructivism highlights the importance of cognitive development and social interaction in the learning process. In student-centered classrooms, teachers act as facilitators rather than knowledge transmitters, guiding students to engage in inquiry, collaboration, and problem-solving.

Recent qualitative studies reinforce this theoretical foundation by demonstrating how teachers attempt to translate constructivist principles into practice. For instance, Sørensen et al. (2023) found that student-centered learning environments promote reflective thinking and professional growth through active engagement. However, a recurring issue in literature is the gap between constructivist ideals and classroom realities, as teachers often struggle to balance curriculum demands with the flexibility required for student-centered learning. This tension suggests that while constructivism provides a strong conceptual base, its practical application is influenced by contextual constraints.

Teachers' Perceptions of Student-Centered Teaching

A dominant theme in qualitative research is teachers' perceptions of student-centered pedagogy. Studies indicate that teachers generally hold positive attitudes toward these approaches, recognizing their effectiveness in enhancing student engagement, critical thinking, and autonomy. Khan et al. (2025) reported, through interview-based research, that teachers viewed inquiry-based and discussion-oriented strategies as essential for developing higher-order thinking skills. Similarly, Segaran (2025) found that educators considered student-centered teaching transformative but demanding in terms of preparation and classroom management.

Despite these positive perceptions, qualitative evidence also reveals ambivalence. Teachers often express uncertainty about how to implement student-centered methods within existing institutional frameworks effectively. Mughal and Shah (2025), in their study on flipped classrooms, found that teachers appreciated the pedagogical benefits but faced challenges with time management, technological readiness, and student preparedness. This indicates that teachers' perceptions are shaped by both theoretical understanding and practical experience, leading to a complex and sometimes contradictory stance toward student-centered teaching.

Teachers' Practices in Student-Centered Classrooms

Qualitative studies provide rich insights into how teachers operationalize student-centered teaching in college classrooms. Common practices include collaborative learning, problem-based learning, inquiry-based instruction, and reflective activities. Jamil et al. (2025) found that teachers frequently used discussion-based strategies, Socratic questioning, and open-ended tasks to encourage student participation and critical thinking. Similarly, case studies by Sørensen et al. (2023) demonstrated that teachers designed interactive learning environments where students actively contributed to knowledge construction.

However, the literature suggests that implementation is often partial rather than holistic. Teachers tend to integrate selected elements of student-centered pedagogy while retaining traditional teaching methods. For example, some educators incorporate group discussions but continue to rely on lectures for content delivery. This hybrid approach reflects both teachers' adaptability and the constraints they face. Moreover, qualitative findings indicate that teachers continuously modify their practices in response to student feedback, highlighting the dynamic, context-dependent nature of student-centered teaching.

Challenges in Implementing Student-Centered Teaching

One of the most extensively discussed themes in the literature is the range of challenges associated with student-centered teaching. Qualitative studies consistently identify barriers such as large class sizes, limited resources, time constraints, and insufficient professional training. Samoun (2025) reported that teachers struggled to implement interactive strategies due to a lack of institutional support and teaching materials. Similarly, Al-Jaro (2023) found that limited pedagogical knowledge and inadequate supervision hindered effective classroom practice.

Cultural and systemic factors also play a critical role. In many educational contexts, traditional norms favor teacher authority and rote learning, making it difficult to adopt student-centered approaches. Jamil et al. (2025) noted that rigid assessment systems and curriculum structures often discourage experimentation with innovative teaching methods. Additionally, Mughal and Shah (2025) emphasized technological and infrastructural challenges in implementing flipped classrooms, particularly in developing contexts. These findings suggest that the barriers to student-centered teaching are multifaceted, encompassing institutional, cultural, and individual dimensions.

Impact of Student-Centered Teaching on Teaching and Learning

Qualitative research highlights both the benefits and complexities of student-centered teaching for teachers and students. Studies show that these approaches can enhance student motivation, engagement, and critical thinking skills. Fernando et al. (2024) found that students in student-centered environments demonstrated improved communication skills, creativity, and self-confidence. From the teachers' perspective, adopting student-centered methods often leads to professional growth by encouraging reflective practice and pedagogical innovation.

However, the literature also points to the increased workload and emotional demands placed on teachers. Facilitating student-centered learning requires careful planning, continuous adaptation, and effective classroom management. Teachers must balance diverse student needs while ensuring that learning objectives are met. This dual impact underscores the complexity of student-centered teaching as both a pedagogical approach and a professional challenge.

Research Gap

A critical review of the literature reveals several gaps that justify further investigation. First, although many qualitative studies explore teachers' perceptions and practices, there is limited research focusing specifically on college-level classrooms, particularly in developing countries such as Pakistan. Much of the existing research is situated in school or teacher education contexts, which may not fully capture the dynamics of higher education.

Second, existing qualitative studies often rely on small, context-specific samples, limiting the transferability of findings. There is a need for more diverse and contextually grounded research that reflects the realities of different educational settings. Third, longitudinal qualitative research examining how teachers' experiences evolve is largely absent. Understanding this progression could provide valuable insights into the sustainability of student-centered practices.



Finally, the interaction between institutional policies, cultural norms, and individual teacher beliefs remains underexplored. Most studies examine these factors in isolation rather than as interconnected influences. Additionally, there is a lack of research integrating teachers' experiences with classroom observations and student perspectives, which could provide a more comprehensive understanding of student-centered teaching. Addressing these gaps is essential for advancing both theory and practice in this field.

Research Methodology

This study adopts a qualitative research approach grounded in the interpretivist paradigm to explore teachers' experiences of student-centered teaching in college classrooms. The interpretivist paradigm is appropriate because the study seeks to understand teachers' subjective meanings, beliefs, and lived experiences rather than to measure variables or test hypotheses. It allows for an in-depth exploration of how teachers interpret and make sense of student-centered practices within their specific educational contexts.

A phenomenological research design is employed to capture the essence of teachers' lived experiences. Phenomenology is particularly suitable for this study, as it focuses on how individuals perceive and experience a phenomenon—in this case, student-centered teaching. By using this design, the research aims to uncover common themes and shared meanings across participants' experiences while acknowledging individual variations. This approach enables a rich, descriptive account of the realities teachers face in implementing student-centered methods.

The research is conducted in college settings across Pakistan, where traditional lecture-based teaching still predominates, making it a relevant context for examining the transition toward student-centered approaches. Selecting Pakistani colleges as the research setting allows for an exploration of contextual factors such as institutional policies, cultural norms, and resource availability, which influence teaching practices.

Purposive sampling is used to select participants with direct experience in student-centered teaching. A sample of 10–12 college teachers from diverse disciplines is considered sufficient for phenomenological inquiry, as it allows for depth rather than breadth of data. Participants are selected based on their experience with student-centered strategies, ensuring that the data collected is rich and relevant to the research objectives. This sampling method is justified as it facilitates the selection of information-rich cases that can provide meaningful insights into the phenomenon under study.

Data are collected through semi-structured interviews, which provide flexibility to explore participants' perspectives while maintaining a consistent framework across interviews. This method allows participants to express their experiences in their own words, enabling the researcher to probe deeper into emerging themes. Semi-structured interviews are particularly appropriate for phenomenological studies, as they encourage detailed descriptions of lived experiences and allow exploration of complex, nuanced issues.

The data are analyzed using thematic analysis, a systematic method for identifying, analyzing, and interpreting patterns within qualitative data. The process involves familiarization with the data, coding, theme development, and interpretation. Thematic analysis is chosen for its flexibility and ability to provide a detailed, organized account of participants' experiences. It enables the researcher to identify recurring themes in perceptions, practices, and challenges related to student-centered teaching.

To ensure trustworthiness, the study incorporates strategies addressing credibility, dependability, confirmability, and transferability. Credibility is enhanced through prolonged engagement with participants and member checking, where participants review and validate



the findings. Dependability is ensured by maintaining a detailed audit trail of the research process, allowing others to follow the study's procedures. Confirmability is addressed by minimizing researcher bias through reflexivity and maintaining transparency in data analysis. Transferability is supported by providing rich, thick descriptions of the research context, enabling readers to determine the applicability of findings to other settings.

Ethical considerations are carefully addressed throughout the study. Informed consent is obtained from all participants, ensuring that they are fully aware of the research purpose and their rights. Participants' confidentiality and anonymity are maintained through the use of pseudonyms and the secure storage of data. Additionally, participants have the right to withdraw from the study at any time without consequences. These ethical measures ensure that the research is conducted with integrity and respect for participants' dignity and well-being.

Results

The findings of this qualitative study are organized according to the three research questions. Data from semi-structured interviews were analyzed using thematic analysis, yielding key themes that reflect teachers' experiences with student-centered teaching in college classrooms.

Research Question 1: How do college teachers perceive student-centered teaching methods?

Theme 1: Student-Centered Teaching as a Means of Active Learning

Most participants perceived student-centered teaching as an approach that promotes active engagement and participation. Teachers emphasized that students become more involved in the learning process when given opportunities to discuss, question, and collaborate. One participant stated, "*Student-centered teaching makes students more active. They don't just listen; they participate and share their ideas*" (T3). Another teacher noted, "*It encourages students to think critically rather than memorizing content*" (T7). These responses indicate a strong association between student-centered methods and active learning.

Theme 2: Shift in Teacher Role from Authority to Facilitator

Participants highlighted a transformation in their role from being the sole source of knowledge to acting as facilitators. Teachers described guiding students rather than directing them. As one teacher explained, "*Now I feel like a guide in the classroom, not the only speaker. Students take more responsibility*" (T1). Similarly, another participant shared, "*It changes the classroom dynamics; students are more independent*" (T5). This reflects a conceptual shift aligned with student-centered pedagogy.

Theme 3: Mixed Feelings and Uncertainty

Despite positive perceptions, some teachers expressed uncertainty about fully adopting student-centered methods. Concerns were raised about managing classrooms and ensuring syllabus completion. One participant remarked, "*It is a good approach, but sometimes I feel it is difficult to control the class and complete the course on time*" (T9). This suggests that while teachers value the approach, they also experience hesitation when applying it.

Research Question 2: What challenges do teachers encounter when implementing student-centered approaches?

Theme 1: Large Class Sizes and Time Constraints

A common challenge reported by participants was managing large classes while implementing interactive activities. Teachers noted that student-centered methods require more time and

effort compared to traditional lectures. One teacher stated, *"In a class of 60 students, it is very difficult to involve everyone actively"* (T2). Another added, *"These methods take more time, and we already have a tight schedule"* (T8). This highlights structural barriers to implementation.

Theme 2: Lack of Training and Resources

Participants emphasized the lack of professional training and institutional support as a significant obstacle. Teachers felt unprepared to implement student-centered strategies effectively. As one participant shared, *"We are not properly trained for these methods. We try on our own, but it is not always effective"* (T4). Another teacher noted, *"There are limited resources like technology and materials to support such teaching"* (T10). This indicates the need for systematic support and capacity building.

Theme 3: Student Readiness and Resistance

Some teachers reported that students were not always ready to adapt to student-centered learning. Students accustomed to traditional methods often resisted active participation. One participant explained, *"Students are used to listening, not participating. At first, they feel uncomfortable"* (T6). Another added, *"Some students do not take responsibility and expect the teacher to explain everything"* (T11). This reflects challenges related to learner attitudes and expectations.

Research Question 3: What strategies do teachers use to facilitate student-centered learning?

Theme 1: Use of Collaborative Learning Techniques

Teachers frequently employed group work and peer discussions to promote interaction and engagement. These strategies were found to be effective in encouraging participation. One participant stated, *"I divide students into groups and give them tasks to discuss. It helps them learn from each other"* (T3). Another teacher noted, *"Group activities make students more confident in sharing their ideas"* (T7). This demonstrates the importance of collaboration in student-centered classrooms.

Theme 2: Incorporation of Questioning and Discussion

Participants highlighted the use of open-ended questions and classroom discussions to stimulate critical thinking. Teachers encouraged students to express their opinions and reflect on concepts. As one teacher explained, *"I ask questions instead of giving direct answers. It makes students think deeply"* (T1). Another participant shared, *"Discussion-based teaching helps students understand topics better"* (T5). This strategy aligns with the principles of inquiry-based learning.

Theme 3: Adaptation and Flexibility in Teaching Methods

Teachers reported adapting their teaching methods to the classroom context and students' needs. They combined traditional and student-centered approaches to achieve learning objectives. One participant remarked, *"Sometimes I mix lecture with activities because not all topics can be taught in the same way"* (T9). Another added, *"Flexibility is important. We have to adjust according to the situation"* (T12). This reflects a pragmatic approach to implementing student-centered teaching.

Overall, the findings reveal that teachers perceive student-centered teaching positively but face multiple challenges in its implementation. They adopt various strategies to overcome these challenges, often blending traditional and innovative methods to suit their classroom contexts.

Discussion

The purpose of this study was to explore teachers' experiences of student-centered teaching methods in college classrooms. The findings are discussed in relation to the three research

questions, with interpretation grounded in existing literature and the principles of constructivist theory, while also considering the contextual realities of Pakistan's college education system.

Research Question 1: How do college teachers perceive student-centered teaching methods?

The findings indicate that teachers generally perceive student-centered teaching as an effective approach for enhancing student engagement, critical thinking, and active participation. This aligns with recent qualitative research suggesting that teachers associate student-centered approaches with the development of higher-order thinking skills and learner autonomy (Khan et al., 2025). For example, qualitative evidence shows that inquiry-based and discussion-oriented practices significantly shift teachers' perceptions toward valuing active learning environments.

However, the findings also reveal a degree of ambivalence among teachers, particularly regarding the practical feasibility of implementing such approaches. This is consistent with earlier qualitative studies, which found that teachers often have a "limited understanding" or partial conceptual clarity about learner-centered pedagogy despite recognizing its benefits. The coexistence of positive attitudes and uncertainty reflects a transitional phase in pedagogical beliefs, where teachers are negotiating between traditional and modern approaches.

From a constructivist perspective, these perceptions demonstrate an emerging alignment with the idea that knowledge is actively constructed through engagement and interaction. Teachers' recognition of their evolving role as facilitators rather than authoritative knowledge providers supports the social constructivist emphasis on collaborative learning. However, participants' hesitation indicates that, while constructivist ideals are intellectually accepted, they are not yet fully internalized in practice.

In the Pakistani college context, this ambivalence can be explained by systemic factors such as rigid curricula, examination-oriented systems, and traditional expectations of teacher authority. These contextual constraints shape teachers' perceptions and may limit their confidence in fully adopting student-centered methods.

Research Question 2: What challenges do teachers encounter when implementing student-centered approaches?

The study highlights multiple challenges, including large class sizes, limited time, lack of resources, and insufficient training. These findings strongly correspond with recent qualitative literature, which identifies institutional and structural barriers as primary obstacles to implementing student-centered teaching. For instance, a qualitative multiple-case study reported that teachers face difficulties due to resource limitations and the need for continuous professional development. Similarly, research on the adoption of project-based learning emphasizes that a lack of institutional support and time constraints significantly hinder implementation.

An additional challenge identified in this study is student resistance or lack of readiness. This finding is supported by qualitative evidence indicating that learners accustomed to traditional methods often struggle to adapt to participatory learning environments. Such resistance complicates teachers' efforts to implement student-centered strategies effectively.

From a constructivist viewpoint, these challenges reflect a misalignment between the requirements of constructivist pedagogy and existing educational structures. Constructivism demands flexible curricula, smaller class sizes, and active learner engagement—conditions that are often absent in traditional systems. The difficulties faced by teachers, therefore, are not merely individual limitations but systemic issues that restrict the application of constructivist principles.



In Pakistan, these challenges are particularly pronounced due to overcrowded classrooms, limited technological infrastructure, and insufficient teacher training programs. The dominance of examination-driven teaching further discourages experimentation with innovative pedagogies. Thus, the findings suggest that successful student-centered teaching requires not only individual teacher effort but also institutional reform.

Research Question 3: What strategies do teachers use to facilitate student-centered learning?

The findings show that teachers employ a range of strategies, including collaborative learning, questioning techniques, and flexible teaching methods. These practices align with qualitative studies that highlight the use of group work, inquiry-based activities, and reflective discussions as key components of student-centered pedagogy. For example, qualitative research shows that interactive strategies promote engagement and allow students to take ownership of their learning.

However, the study also reveals that teachers often adopt a hybrid approach, combining traditional lectures with student-centered activities. This finding is consistent with research indicating that teachers rarely implement student-centered teaching in a purely constructivist manner but instead adapt it to fit their contextual constraints. Such adaptation reflects a pragmatic response to the challenges identified earlier.

From a constructivist perspective, the use of collaborative and inquiry-based strategies supports the idea that learning is socially constructed through interaction and dialogue. Teachers' emphasis on questioning and discussion aligns with the concept of scaffolding, where learners are guided to construct knowledge through guided participation. However, the reliance on mixed methods suggests that constructivist practices are being implemented incrementally rather than comprehensively.

In the context of Pakistani colleges, this hybrid approach appears to be a practical necessity. Teachers must balance curriculum coverage, examination requirements, and diverse student needs while incorporating student-centered elements. This indicates that student-centered teaching in such contexts is not a complete pedagogical shift but rather a gradual transformation shaped by local realities.

Overall Interpretation

Overall, the findings suggest that while teachers recognize the value of student-centered teaching and attempt to implement it, their experiences are shaped by a complex interplay of beliefs, practices, and contextual constraints. The study confirms that adopting student-centered pedagogy is not a straightforward process, but a negotiated practice influenced by institutional, cultural, and systemic factors.

The alignment with constructivist theory is evident in teachers' evolving roles and instructional strategies; however, the persistent gap between theory and practice highlights the need for systemic support. In the Pakistani context, addressing structural barriers such as large class sizes, limited resources, and rigid curricula is essential for fostering meaningful implementation of student-centered teaching.

Conclusion and Recommendations

This study explored teachers' experiences with student-centered teaching methods in college classrooms, offering valuable insights into their perceptions, practices, and challenges. The findings indicate that teachers generally hold positive views about student-centered pedagogy, recognizing its potential to enhance student engagement, critical thinking, and independent learning. They acknowledge a shift in their role from traditional knowledge transmitters to facilitators of learning, which aligns with contemporary educational theories such as



constructivism. However, this transition is not without complexities. Teachers often experience uncertainty and tension between adopting innovative approaches and meeting institutional expectations, particularly in contexts where traditional lecture-based teaching remains dominant.

The study also reveals that while teachers attempt to implement student-centered strategies such as collaborative learning, questioning techniques, and interactive activities, their practices are often partial and adaptive rather than fully transformative. This reflects a pragmatic approach in which teachers blend traditional and modern methods to suit classroom realities. Significant challenges, including large class sizes, time constraints, limited resources, insufficient professional development, and student resistance, further complicate the effective implementation of student-centered teaching. These barriers highlight that the issue is not solely pedagogical but deeply rooted in systemic and contextual factors, particularly within the Pakistani college education system, which is often examination-oriented and resource-constrained.

Based on these findings, several recommendations can be proposed. First, there is a need for comprehensive professional development programs that equip teachers with practical skills and strategies for implementing student-centered teaching effectively. Such training should be continuous and context-specific, focusing on both theoretical understanding and classroom application. Second, educational institutions should provide structural support by reducing class sizes where possible, improving access to teaching resources, and encouraging flexible curriculum design that accommodates interactive learning approaches. Third, policymakers should consider revising assessment systems to align with student-centered objectives, moving beyond rote memorization toward evaluation of critical thinking and problem-solving skills. Additionally, efforts should be made to prepare students for active learning environments by gradually introducing participatory methods and fostering a culture of collaboration and responsibility. Institutional leadership also plays a crucial role in promoting innovation by fostering supportive environments that encourage experimentation and reduce teachers' fear of failure. Finally, future research should expand on this study by including students' perspectives, conducting longitudinal investigations, and exploring diverse educational contexts to gain a more comprehensive understanding of student-centered teaching practices. In conclusion, while student-centered teaching holds significant promise for improving educational outcomes, its successful implementation requires a holistic approach that addresses pedagogical, institutional, and cultural dimensions simultaneously.

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