

Effectiveness Of Teacher's Centered Approach On Student's Learning At University Level

Dr. Sadaf Zamir Ahmed¹, Dr. Sohaib Sultan², Mamoona Kousar³, Hafiz Abdul Basit⁴, Dr. Raham Zaid⁵, Sidra Bano⁶

¹Assistant Professor, Department of Humanities, Education and Psychology, sadaf.zamir@mail.au.edu.pk

²Assistant Professor, Department of Humanities, Education and Psychology, Sohaib.sultan@mail.au.edu.pk

³M.phil in Education, Air university Islamabad.

⁴M.phil in Education, Qurtaba University Dera Ismail khan, basit359@gmail.com

⁵Assistant Professor, Department of Sociology, Abdul Wali Khan University Mardan

⁶M.Phil in Educational Leadership and Management, University of Technology and Management, Lahore.

Abstract:

The current study investigates the Effectiveness of teacher's centered approach on student's learning at the university level. The objectives of the investigation were to explore the impact of teacher centered approach on students learning at university level. To investigate the student's attitude toward teacher's centered approach, to see the effects of demographic factors of students at the university level. University students of Islamabad were the population and the size of the sample was 120 students. The snowball sampling technique was used by the researcher to collect the data. Descriptive research was the design of the current investigation. The investigation was quantitative in nature and the researcher has developed questionnaire for the purpose of data collection from the participants of the study. There were 12 close ended items in the developed questionnaire. SPSS was used to analyze the data of the investigation i-e Descriptive Statistics (Frequency, Percentage, Mean) and Inferential statistics (regression) is used. It was concluded that there was a positive impact of teacher centered approach, and the student's attitude are encouraging of regarding the teacher-centered approach at the university level, it is also considered as an important factor for students during learning at the university level.

Key words: Teacher- centered approach, Student's learning.

1. Introduction

Pakistan, as a developing country, requires individuals who can assist the country grow through high-quality education. This is not achievable unless higher education institutions provide good learning environments and high-quality instruction. Pakistan is in ominous need of improvements in both teaching environment and standards of learning; benefits which may be derived from research on teacher's centered approaches to teaching at universities (Trigwell and Prosser, 2004).

When focusing on teachers, teachers play a big role in the educational system. A country's educational system is dependent on its teachers (Femin, 2001). Instructors are information providers or assessors who check students' work to make sure they are coming up with the right answers, while students are just seen as passive recipients of the information. According to proponents of educator centeredness, in these classrooms, consistency is valued over motivation and detached learners are preferred to active learners (Freiberg, 2011). Talks, focused conversations, exhibitions, and "cookbook" labs

are just a few examples of educational techniques that are frequently used to help teachers maintain control over students (Edwards, 2004).

Huba and Liberated (2000) state that instructor-focused learning can be characterized as students subtly acquiring knowledge, the emphasis being on information acquisition, and the teachers' role being that of a crucial data source and evaluator. Self-improvement of an understudy is not allowed, while teachers focused displaying methods may still be dominant in actual practice, student-focused exhibiting styles have recently been promoted in higher education. The results of their analysis reveal that, despite the need for a shift in perspective to one that is student-focused, the majority of educators really employ traditional, educator-focused methods in college settings (Liu, Qiao and Liu, 2006).

Teachers set up the rules necessary for a coherent homeroom, and time is set aside to teach students about the rules in the first lectures of the class. These social methods of handling homeroom executives have been compared to a traditional or transmission method of instruction, in which students not allowed to give their opinions and take charge of their own education (Tabulawa, 2006). Teachers pursue all of their options with regard to the lesson design, teaching techniques, and multiple methods of evaluation. According to Duckworth (2009) in homerooms with a strong educational focus, teachers may focus on unrelated motivation to influence understudy behavior. Here, completing an effort is considered as necessary for obtaining desired items such as social benefits (such as praise), action rewards (such as more energy, PCs), and social prizes. Concerning understudy commitment while establishing the study hall regulations is one way teachers can exert control over their students.

Furthermore, exercises for students serve as important indicators of the nature and extent of

learning (Zohrabi et al., 2012). Students can read each other's written work and offer revisions while working in groups to discuss the assigned task. They can also respond to work done during the class as well. Understudies can collaborate in conversations or by feigning to exchange ideas, findings, and experiences. According to Nagaraju (2013) these activities have a number of advantages for students. For instance, when students collaborate, they talk more, express their viewpoints, and learn from one another. They also feel safer and less agitated while learning.

The purpose of this study is to explore the teacher-centered approach and its impact on student's learning at university. This study explores teachers' approaches to teaching by use of a small-scale survey of teachers' in higher education and investigates student's attitude towards teachers centered approach.

1.2 Statement of the Problem

In teacher-centered approach information is given directly to the students, students are passive learners. When the teacher dominates the teaching and learning process, students are more likely to lose sight of their goals than when they develop their knowledge. The teacher has ultimate control and is in charge of learning that is the reason; children do not have enough opportunities for the development of their critical thinking and enhance their problem-solving skills. This study explores what impact of teacher centered approach and student's attitudes towards the teacher centered approach at university level.

1.3 Research Objectives

1. To examine the impact of a teacher-centered approach on student's learning at the university level.
2. To investigate the student's attitude toward teacher's centered approach at the university level.

1.4 Research Questions

1. What is the impact of Teacher centered approach on student's learning at the university level?
2. What is the student's attitude towards the teacher-centered approach at the university level?

1.5 Hypothesis

H0: There is a significant impact of a teacher-centered approach on student's learning at the university level?

Ho: There is no significant impact of a teacher-centered approach on student's learning at the university level.

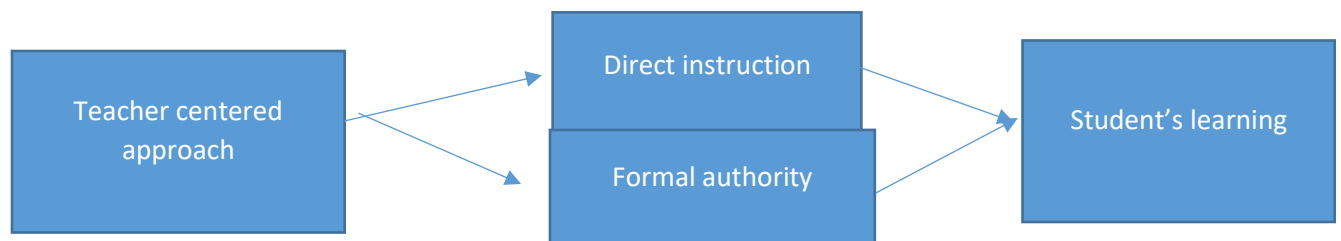
1.6 Significance of the study

The purpose of this study is to explore the teacher-centered approach in the classrooms and how this approach helps learners to take part in their learning. This study is going to explore the role of the teacher's centered approach and its impact on student learning. Through this study teacher's future researcher administration get benefited and teacher's used approaches according to student's needs and learning styles. The study will be beneficial for educators to develop a positive attitude towards students at university level.

1.7: Delimitations

This study is delimited to the all universities of Islamabad.

1.8 Conceptual framework:



In this model (Teacher centered approach) (Direct instruction) and (formal authority) are independent variables and (Student's learning) dependent variable:

Description:

Teacher centered approach:

In this model, teachers are the primary authority figures. While the Students as learners are regarded as "empty vessels" their function is to passively get the knowledge (through lectures) with the final purpose of evaluation and of the learning. Teachers' principal responsibility is to pass on knowledge and information to their

students. The teacher-centered approach is used in this paradigm, Impact on student learning.

Direct instruction:

The broad term for the traditional teaching style that depends on teaching by using lectures method which is known as explicit teaching also the demonstrations method is considered as the direct instruction. The major teaching strategy under the teacher-centered approach is direct instruction, in which teachers and professors are the sole suppliers of knowledge and information. Direct instruction affects student learning.

Formal authority:

Teachers hold positions of power and influence due to their superior knowledge and prestige among their students. Traditional classroom management techniques emphasize norms and expectations. The formal authority affects student learning.

2. Literature Review

In teacher-centered approach of the teaching, the teachers acts as an important role in the process and ensures to deliver knowledge and information to the student while the learners acts as passive during the process of teaching and learning.

Brophy (2006) urges that behavioral model focus on the class room management techniques that bring students "s behavior under stimulus control when education is teacher-centered, the classroom remains orderly and students are quiet while the teacher retains full control and therefore denying them to actively participate in their learning. If the method of teaching and learning is controlled by the teacher, instruction becomes uninteresting for students, resulting in their thoughts wandering and missing essential knowledge. These behavioral approaches to classroom management have been viewed as being reliable with a; traditional or transmission approach to instruction where students are not allowed to express themselves and direct their learning (Tabulawa, 2006).

The teacher-centered approach mainly focuses on teachers as authoritative figures (Mascolo, 2009). Some of the scholars have defined students as "empty vessels" whose primary role is receiving information that is passed through the teachers and then later be assessed according to the knowledge that was transferred to them (Murray & Hourigan, 2008). Therefore, student learning is measured with the help of scored tests and other types of assessments. Some researchers have regarded pupils as "empty vessels" whose sole purpose is to receive information from professors

and then be evaluated based on the knowledge that was imparted to them. (Murray & Hourigan, 2008). Therefore, student learning is measured with the help of scored tests and other types of assessments.

2.1 Teacher centered approach and Effectiveness

In the teacher-centered approach, the teacher uses the method of direct instruction to deliver knowledge to the students. Direct teaching is a common teaching an approach that relies on a commanding teaching style in which trainers educate through lectures or self-conducted demonstrations. According to studies, there are further three features of the teacher-centered approach; formal authority, expert, and personal model (Rutten et al., 2012). The teacher is the principal individual informal authority who has authority and influence over students due to their superior knowledge and expertise. Classroom teaching techniques, on the other hand, are traditional and mostly based on rules and regulations. Moving on, expert teachers are those who have a strong grip on their subject while teaching it to the students (Mascolo, 2009). Furthermore, as an expert, the instructor helps pupils through the learning process while imparting knowledge to them. Furthermore, personal models are teachers that set a good example and strive to be role models for their pupils. They attempt to show how pupils should obtain and absorb content. Students learn how to emulate their professors in this teaching method, known as the Teacher-Centered Approach.

According to studies, teachers have more responsibilities to fulfill in the Teacher-Centered Approach, unlike the Learner-Centered Approach where teachers are not given more responsibilities. Some of the main responsibilities of teachers in Teacher-Centered Approach include the delivery of knowledge, preparation of learning material by gathering information from different sources, use of different methods and

strategies to convey knowledge to the students, preservation of relationship with the students, efforts made to engage the interest of the students in the subject, efforts to analyze and work upon different work abilities of students to promote weak students of the class, and the teachers are also responsible for stabilizing the standard in a class by taking along all students at correspondent pace; since some are fast learners while some take time to learn (Westwood, 2008). Weak students of the class should be taught with a different approach.

The teacher-centered approach relied on the behaviorist theory which was based on the idea that behavior changes are caused by external stimuli (Skinner, 1974). The instructor decides on the topic and organizes the learning assignments. Lectures are commonly utilized to give teaching, and the giving of feedback and right responses are extensively employed.

The teacher is the primary source of information and the textbook is the center of activities. Peyton, More, and Young (2010) stated that in teacher-centered classroom, the instructor spends the majority of his or her time delivering the day's syllabus to the class using a whiteboard/Promethean board or overhead projector. During the lecture, students should take notes and ask questions. This procedure should be done quickly and without difficulty for pupils. This also compels educators to move away from constraints of the general and collective, whereby everyone was expected to learn everything in the exact manner and the teacher was supposedly the repository of information (Marton and Tsui, 2004). However, these practices reduce educational curricula to a "one size-fits-all type of curricula" (Osberg and Biesta, 2009).

Teachers who are faithful to the teacher-centered approach favor textbook-dominated education. It should be remembered that textbook-dominated teaching inhibits students' problem-solving and decision-making abilities. Implementing

discussion-based activities assists kids in dealing with various viewpoints and building a community of dignity for diverse ideas.

Cristillo (2010) further alludes that teacher-centered pedagogy is associated with top down, hierarchal pedagogy and for reinforcing passive learning, rote memorization and hindering the development of higher level cognitive skills. He further argues that teacher centered pedagogies are also associated with authoritarian, anti-democratic regimes that exert centralized control over schooling to produce an obedient passive citizenry. Teaching pedagogy is under question, for example in Botswana, UNESCO (2008:19) found out there is lack of cross curriculum teaching both horizontally and vertically, teaching is basically anti-dialogue and designed to stifle the potential of the promotion of the learners to develop a critical perspective towards the Programme they are taught".

2.2 Teachers' beliefs and pedagogical knowledge

Broadly tailored teacher knowledge promotes social constructivism or the formative, apprenticeship, supportive, and social transformation paradigms (Forester, 2008). These beliefs compel educators to adopt a student-centered strategy. According to Dear Hammond (2000), it is appropriate to secure expert training for instructors; yet, research shows that there is little to no difference in the presentation of expertly qualified and expertly deficient educators. The majority of human actions are shaped by a person's convictions, ideals, and discernments (Ahsan, 2012). Tan (2001) cited the work that attested to the impact of educators' beliefs, viewpoints, and instructional methodologies on their teaching strategies.

A few experts agree that educators will soon transition from an understudy-focused perspective to an instructor-focused perspective once they complete the relevant portion of their education (Fuller et al., 2008). For example, an

investigation focused on second year impending educators' concerns about understudy focused issues, such as inspiration and the study hall environment, revealed that by the fifth year, these concerns had changed to concerns about educational and the board methods, an instructor focused view (Cubukcu, 2010).

There is almost little precise content available that demonstrates how instructor training affects educators' character and beliefs. Since anyone can instruct, it is anticipated that any conventional educator training will have little to no impact on changing instructors' convictions (Hargreaves et al., 2012).

Another study shows the other side of the educational substance information, was mentioned by Tan (2001). It demonstrates the beneficial relationship between ingenuity and space- or subject-explicit information. Instructors are recommended to secure area specific information so they have the option to discover students' creative possibilities and maintain their imaginative talent. The possession of a wide range of knowledge outside the realm of their profession is the mark of all specialists. Therefore, in order to ensure the situation with experts, educators need to possess fundamental knowledge, skills, and processes (Gerges, 2001) in order to properly educate and facilitate learning.

Research shows that when teachers provides quality of instruction, many students still demonstrate comprehension at a lesser level and typically repeat what they have been taught (Nayak and Rao, 2002). Highly experienced teachers should help the students to take a thorough approach to gathering knowledge, which calls for higher-order thinking and critical thinking skills (Nayak and Rao, 2002).

3. Research Methodology

This chapter is going to address the research design, population, sample of the study, data collection and data analysis.

3.1 Research design

A descriptive research design was used for this study. This research is quantitative in nature.

3.2 Population

The targeted population of the investigation is all university students of Pakistan, and a selected population of this study is all universities of Islamabad.

3.3 Sample

Snowball technique was used and the data is collected from 120 students of all universities of Islamabad.

3.4 Research Instrument

A Self-made questionnaire was used to gather the data from the selected sample. The questionnaire was consisted of 12 items and these items were close-ended questions.

3.6 Data Collection

Questionnaire was developed on Google-forms by the researcher to collect data from the university students.

3.6 Data Analysis

Data was analyzed to address the objectives of the investigations. Data is analyzed by using SPSS in which mean, frequency and correlation is used to calculate the effect of Teachers centered approach on student's learning.

4. Data Analysis and interpretation

This chapter deals with data analysis and interpretation. This chapter is divided into two parts.

4.1 Descriptive statics

1. Graphical Representation of Demographic factors.

2. Percentage Response over Questionnaire (percentage, Mean) student's attitude towards teacher centered approach

Regression is used to explore the Effectiveness of a teacher-centered approach on students learning at the university level.

4.2 Inferential statics

4.1 Descriptive Statistics

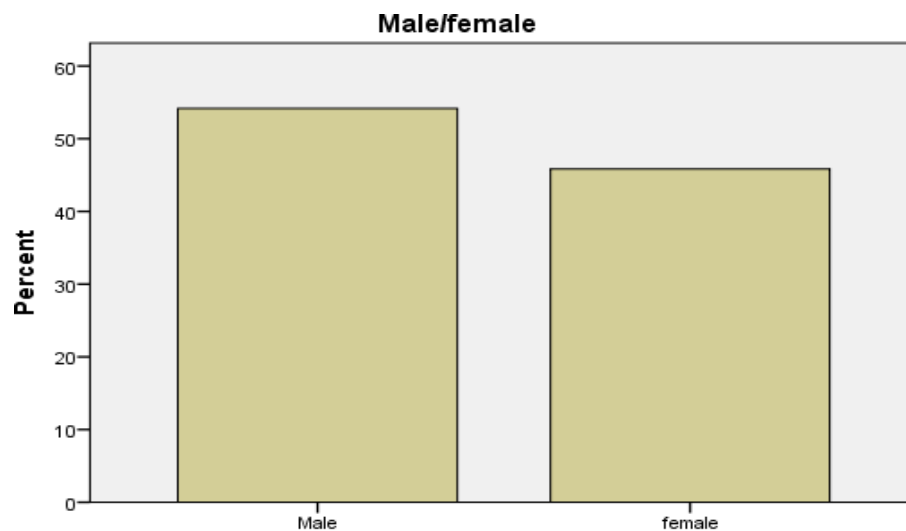
Tabular and Graphic Representation of Demographic factors

Table 4.1 Gender wise Representation

Male/Female

	Frequency	Percent
Valid Male	65	54.2
Female	55	45.8
Total	120	100.0

Above table presents that 65 Male and 55 female students participated in this study.

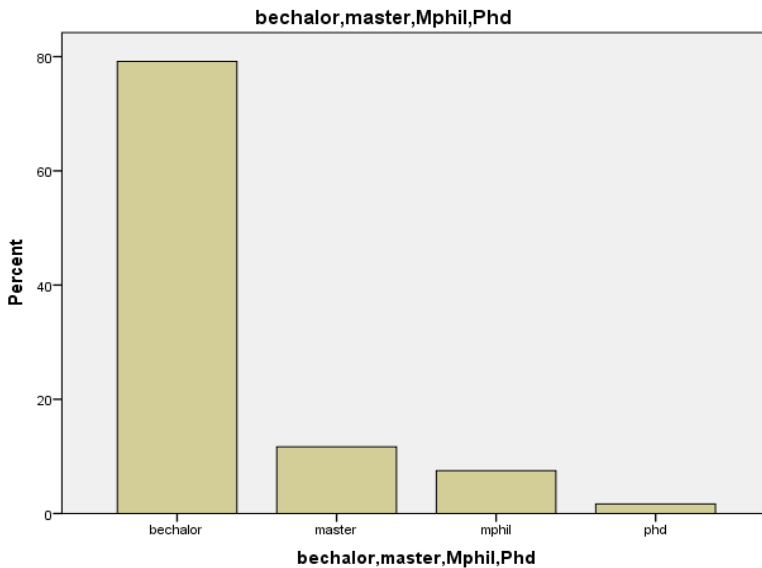


4.2 Qualification Representation

Sr. no	Qualification	Frequency	Percentage
1	Bachelor's	95	79.2
2	Masters	14	11.7

3	MPhil	9	7.5
4	PhD	2	1.7
	Total	120	100.0

Above table presents the 79.2% bachelors 11.7% masters 7.5% MPhil and 1.7% Ph.D. students at university level participated in this study.

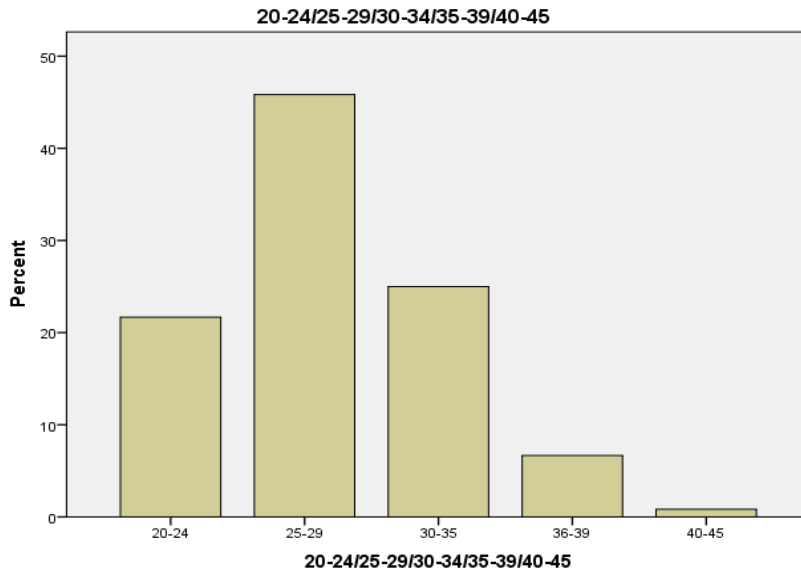


4.3 Age wise representation

	Frequency	Percentage
20-24	26	21.7
25-29	55	45.8
30-35	30	25.0
36-39	8	6.7
40-45	1	.8
Total	120	100.0

Above table shows that 21.7 student from the age group of 20-24, 45.8% student's from the age group of 25-29, 25.0 students from the age group

of 30-35 ,6.7% student's from the age of 36 to 39, and .8% student from above 40.



4.4 Item wise Mean Analysis

No of Items	List of Items	Mean score
1	Classroom atmosphere is always orderly.	3.3000
2	Discipline comes from the teacher.	3.6083
3	Teachers take an active role and present information to the entire class.	3.5750
4	Students are allowed limited responsibilities.	3.3250
5	Teacher is always willing to explain things again.	3.3250
6	Teacher discusses the result of the homework with student.	3.3250
7	Teacher makes the rules and posts them for all the students.	3.3250
8	Teachers encourage student construct their own meaning.	3.3500
9	Clear explanation was given by the teacher.	3.5833
10	Teacher gives student's opportunities to use what they have learned.	3.4583
11	Students are Self-directed in their own learning.	3.3417
12	Students have opportunities to learn how to learn.	3.3833

The Mean score of the items. The classroom atmosphere is always orderly (3.3000). Discipline comes from the teacher (3.6083). Teachers take an active role and present information to the entire class (3.5750). Students are allowed limited responsibilities (3.3250). A teacher is always willing to explain things again (3.3250). The teacher discusses the result of the homework with the Student (3.3250). The teacher makes the rules and posts them for all the students

(3.3250). Teachers encourage students to construct their meaning (3.3500). Clear Explanation given by the teacher (3.5833). Teachers give students opportunities to use what they have learned (3.4583). Students are self-directed in their learning (3.3417) Students have opportunities to learn how to learn (3.3833).

The highest mean score Discipline comes from the teacher is (3.6083)

4.5 Percentage responses over Questionnaire

List of Items	SDA 1	DA 2	N 3	A 4	SA 5
1. Classroom atmosphere is always orderly.	4.2	18.3	20.0	55.8	1.7
2. Discipline comes from the teacher.	3.3	9.2	10.8	74.2	2.5
3. Teacher played an active role.	5.0	6.7	14.2	72.5	1.7
4. Students are allowed limited responsibilities.	2.5	21.7	17.5	56.7	1.7
5. Teacher is always willing to explain things again.	5.0	17.5	16.7	58.3	2.5
6. Teacher discussed the result of the homework with student.	2.5	20.8	14.2	59.2	2.5
7. Teacher elaborated the rules.	3.3	20.8	14.2	59.2	2.5
8. Teacher encourages student construct their meaning.	1.7	18.3	22.5	54.2	3.3
9. Clear Explanation given by the teacher.	13.3	12.5	62.5	1.7	4.5
10. Teacher gives student's opportunities to use what they have learned.	5.8	11.7	10.8	70.0	1.7
11. Students are self-directed in their own learning.	1.7	15.8	27.5	52.5	2.5
12. Students have opportunities to learn how to learn.	2.5	15.0	21.7	59.2	1.7

The above table represents the percentage of the study.

The table shows that 55.8% student agree that in teacher-centered classroom atmosphere is orderly; students agree that discipline comes from teacher 74.2; students agree that teacher played

an active role 72.5; Students agree that teacher-centered classroom students allowed limited responsibility 56.7; Teacher is always willing to explain thing again 58.3; student agree that Teacher discuss the result of the homework with student 59.2; Students agree that Teacher make

the rules and post them for all the student's 59.2; Students agree that Teacher encourage student's construct their own meaning 54.2; students Neutral that Clear explanation given by the teacher, 62.5; student agree that Teacher give student's opportunities to use what they have learned 70.0; student's agree that Students are self-directed in their own learning 52.5; Students agree that Students have opportunities to learn how to learn 59.2.

Discipline comes from the teacher: 74.2 highest percentage response.

4.6: Regression Analysis

Model summary 4.6

Model	R	R Square	Adjusted R Square	Std. The error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.348 ^a	.121	.113	.44399	.121	16.221	1	118	.000

This table represents the regression coefficient. The beta value shows the level of effect of independent value on the dependent value its

mean change on independent value. For the following table Effectiveness of teacher-centered approach Predictors: (Constant), TCA

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error				Beta	Lower Bound
1	(Constant)	2.375	.261	9.098	.000	1.858	2.892
	TCA	.305	.076	4.028	.000	.155	.455

5.1: Summary

This study was conducted to explore the effectiveness of teacher's centered approach on student's learning at the university level. The objective of the study was to examine the teacher-centered approach and its effectiveness on

student learning; to determine the effect of demographic factors (Qualification, Gender, Age) over the teacher-centered approach on student's learning at the university level. The population of this study consisted of all the universities of Pakistan. The sample of this study

was 120 students from all the universities of Islamabad. The snowball sampling technique was used by the researcher to collect the data. The design of this research was descriptive research. This study was quantitative in nature. A self-made questionnaire was used to gather the data from the selected sample. The questionnaire consisted of 12 items and these items were closed-ended. Statistical Techniques were used in this research i-e Descriptive Statistics (Frequency, Percentage, Mean) and Inferential statistics (regression) analysis is used to Explore the Effectiveness of a teacher-centered approach on students learning at the university level. It was concluded that there was a positive and encouraging attitude of students regarding teacher centered approach which is important for students for their academic achievement. The second conclusion is based on there is a significant effect of demographic factors (gender, age, qualification) over the perception of students regarding the teacher centered approach. The third conclusion is based on there is significant impact of a teacher-centered approach on students learning at the university level.

5.2: Findings and discussion:

Findings of the study show that teacher-centered approach has a significant impact on students learning

1. Result of the study shows that 55.8% of students agree that the teacher-centered classroom atmosphere is orderly.
2. Result of the study shows that 74.2 students agree that discipline comes from the teacher.
3. Results of the study show that 72.5 students agree that teacher played an active role.
4. Result of the study shows that 56.7 students agree that teacher-centered classroom students are allowed limited responsibilities.
5. Result of the study shows that 58.3 Teacher is always willing to explain things again.
6. Result of the study shows that 59.2 students agree that the Teacher discusses the result of the

- homework with a student.
7. Result of the study shows that 59.2 agree that teachers make the rules and post them for all the students.
8. Result of the study shows that 54.2 Students agree that teacher encourages students construct their own meaning.
9. Result of the study shows that 62.5 students are Neutral that clear explanation given by the teacher.
10. Result of the study shows that 70.0 students agree that teachers give students opportunities to use what they have learned.
11. Result of the study shows that 52.5 students agree that Students are self-directed in their own learning.
12. Result of the study shows that 59.2 students agree that Students have opportunities to learn how to learn.

5.3 Conclusion

The first conclusion was measured by descriptive statics and it was concluded that there was a positive impact of a teacher-centered approach on student's learning. Teachers find a good balance by being a demonstrator/delegator rather than being just a facilitator or an instructor of formal authority. In addition, in teacher-centered classrooms, teachers may also decide to teach students in ways that are easy, familiar, or personally preferred.

Secondly, it is concluded that there is a positive impact of a teacher-centered approach and result showed that discipline comes from teachers. In a teacher-centered classroom, teachers choose what the students will learn, how the students will learn, and how the students will be assessed on their learning. These changes will lead to sustainable improvements in student attitudes and performance toward teacher's centered approach at the university level. The results support the

implementation of teacher-centered process for the purpose of developing effective learning.

5.4: Recommendations:

- Every institution must be focused on teachers training and students learning skills.
- It is suggested that teachers ensure that they have acquired a mastery over the content knowledge as well as pedagogical skills. Only knowledgeable and skillful teachers are preferred in large as well as small classes for effective classroom environment.
- Teachers adopt different approaches of Teaching that when learning takes place allow students to do activities instead of depending on teachers.

References

1. Ahsan, N. M., & Anjum, T. (2012). A study of Pakistani teachers beliefs and perceptions about teaching and learning. *Interdisciplinary Journal of Contemporary Research in Business*, 4(5), 128-143.
2. Feiman_nemser, S. (2001). From Preparation to Practice : Designing a continuum to strengthen and sustain teaching. *Teachers college record*, 103(6), 1013-1055.
3. Mascolo, M.F. (2009). Beyond student-centered and teacher-centered pedagogy: Teaching and learning as guided participation. *Pedagogy and Human Sciences*, 1(1).
4. Tan, A. (2001). Elementary school teachers' perception of desirable learning activities: A Singaporean perspective. *Educational Research*, 43 (1), 47-61.
5. Huba, M. E., & Freed, J. E. (2000). Teacher-centered vs. learner-centered paradigms. Retrieved from: http://assessment.uconn.edu/docs/TeacherCenteredVsLearner_CenteredParadigms.pdf.
6. Liu, Qiao & Liu (2006). A paradigm shift of learner-centered teaching style: Reality of illusion? In *Arizona Working Papers in SLAT*, 13 (1), 65-73.
7. Kausar, G. (2010). Educational implication of Piaget and Vygotsky language learning theories in Pakistani context: A Dialogue, 5(3), 255.
8. Brackenbury, T. (2012). A qualitative examination of connections between learner-centered teaching and past significant learning experiences. *Journal of the scholarship of teaching and learning*, 12(4), 12-28.
9. Duckworth, E. (2009). Helping students get to where ideas can find them. *The New Educator*, 5(3). 185-188.
10. Pritchard A (2005). *Ways of Learning: learning theories and learning styles in the classroom*. Great Britain: David Fulton Publishers.
11. UNESCO- Working Document (2008) Voluntary Contributions by Speakers on Inclusive Education (http://www.ibe.unesco.org/fileadmin/user_upload/Policy_Dialogue/48th_ICE). Retrieved 18/03/16.
12. Tabulawa R (2006). International aid agencies, learner centred pedagogy and

political democratisation: A critique.
Comparat. Educ. 39(11):7-26.

13. Osberg D, Biesta G (2010). Complexity theory and the politics of education. United Kingdom: Sense Publishers.
14. Singal N (2010). Including „children with special needs“ in the Indian education system: Negotiating a contested terrain. In R. Rose (Ed.) Confronting obstacles to inclusion: International responses to developing Inclusive Education. Oxon: Routledge.