

Overcoming Student Absenteeism: Teachers' Perceptions of Student-Centered Learning in a Bangladeshi College

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ABSTRACT

Student-centered pedagogy has gained immense popularity among the educators and learners of the educational system for its' theoretical compatibility and diverse learning options. Educational researchers in Bangladesh urge that educational institutions should adopt SCL to enhance the competence of their students to cope with the 21st century job market. In Bangladesh this pedagogy is unfamiliar and vague to the majority. Teacher dominated classroom culture is so intrinsic that the instructors and students can hardly perceive the norms of SCL. This research was undertaken to explore how much teachers perceive the conception of SCL. There were five research questions to measure the level of perception and qualitative approach was adapted to elicit the subjective view of the teachers. Data were collected through semi-structured interview using six open-ended questions and data were analyzed using thematic analysis method. The findings revealed that teachers of the college are well-perceived regarding some aspects of SCL such as the role and responsibilities of teacher and learner, benefits, potentiality and challenges of implementing SCL. The educators also felt that Student-Centered Learning (SCL) can significantly address the issue of student absenteeism. At the same time, the study suggested that teachers are not sufficiently acquainted with the aspect of power relationship between teacher and students and inconsistent assessment procedures of TCL and SCL. It is expected that the findings of the study will instigate all to take necessary measures to bring potential changes. Finally, as the research was a small-scale study and represented teachers' subjective view, it is recommended that future research in this regard should adopt a mixed method approach for better outcome.

1. Introduction

The concept of student-centred learning represents a significant pedagogical shift (McCabe & O'Connor, 2013) within the domain of education, facilitating a comprehensive transformation of the learning environment. This approach to instruction emphasizes the learner's autonomy, allowing students to engage with their own experiences and actions, thereby fostering the

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development of critical thinking and problem-solving abilities (Serin, 2018). The concept of student-centred learning was initially introduced in 1905 through the contributions of Hayward, and subsequently further developed in 1956 by Dewey (O'Sullivan, 2003). The contributions of Carl Rogers, Piaget, and Malcolm Knowles were instrumental in the evolution of the concept of student-centred learning (Burnard, 1999). Rogers (1983a:25) described it as a transition in authority from the proficient educator to the student learner, aiming to instigate potential transformations in the conventional educational setting where students often exhibit passivity, apathy, and indifference. The growing discontent with conventional educational settings, coupled with the rise of constructivist learning theory, has significantly contributed to the widespread acceptance of the concept of student-centred learning (O'Neill and McMahon, 2005).

Nonetheless, despite the widespread application of the term, the reality is that the establishment of a student-centered learning environment remains a distant goal for the majority of higher educational institutions in South Asia. Despite the assertions made by universities and educators regarding the implementation of student-centred learning, the reality is that they fall short of this goal (Lea et al. 2003). The transition from traditional teacher-centered instruction to a student-centered approach appears to be challenging to implement within the context of Bangladesh. The current pedagogical approach has become so ingrained in our collective consciousness that any alterations to it are scarcely recognized by both educators and learners alike. Student absenteeism has escalated into a significant issue within the educational environment. It continues to be one of the most significant barriers hindering educational institutions from achieving their objectives (Akkus & Cinkir, 2022). This leads to various particular problems, including reduced academic performance, decreased motivation, and heightened dropout rates (Gottfried et al., 2024). To address these difficulties, SCL can facilitate a significant pedagogical transformation within the context of Bangladesh.

1.1. Problem Statement

In the majority of educational institutions in Bangladesh, a conventional approach to pedagogy that emphasizes the teacher's role is predominantly practiced. The teaching-learning environment is predominantly influenced by educators. This prevailing disposition is passed down through cultural frameworks. Conversations with the educators reveal that certain individuals exhibit such a commanding disposition that they seem incapable of considering the possibility that students might challenge their viewpoints. Consequently, there is a gradual decline in student engagement with attending classes. The decline in class attendance has emerged as a significant challenge to the quality of education in this nation. Government officials and relevant authorities are endeavoring to address this situation by equipping teachers with training, enabling them to adapt their pedagogical approaches in alignment with the attributes of 21st-century learners. The situation remains largely unchanged. It appears that neither the educators nor the students are adequately prepared to embrace the transformation. Consequently, this study aims to examine the extent to which educators are cognitively equipped to recognize the transition from a teacher-centered approach to a student-centered paradigm and address the issue of student absenteeism.

1.2. Rationale of the Study

Globally, there have been significant changes, particularly in the field of education (Dilekçi & Karatay, 2023). The approach of student-centred teaching and learning has garnered extensive examination and implementation as a pedagogical method globally in recent years. The term "student-centered method" or "student-oriented teaching" is frequently employed in the field

of education to denote a significant departure from teacher-driven learning in the present day (Tang, 2023). In this institution, the predominant approach among educators is a teacher-centered lecture method, which fails to address the requirements of contemporary learners in the 21st century. To enhance the effectiveness of learning, it is essential to prioritize the creation of a student-centered classroom environment. Student absenteeism has become a substantial problem within the educational setting. SCL can enable a significant educational revolution in Bangladesh to tackle the challenges. However, the truth is that many of our educators lack a comprehensive understanding of student-centered pedagogy. This research endeavors to present a comprehensive overview of the viewpoints held by educators at my institution concerning student-centered learning. It additionally emphasizes the contemplation of educators regarding contemporary teaching methodologies. Consequently, this research aims to assess the viability of establishing a learning environment that prioritizes the needs and engagement of students.

1.3. Research Objectives

The objectives of this study are as follows:

- To know about the current teaching methods used by the teachers.
- To look for teachers' viewpoint about the benefits of current teaching methods.
- To pursue teachers' point of view about the disadvantages of current teaching methods.
- To look into how teachers think student-centered learning can help cut down on student absences.
- To seek for teachers' standpoint about the drawbacks of SCL.

1.4. Research Questions

To meet the requirements of the study and achieve goals, the following research questions are determined:

RQ1. What are the contemporary pedagogical approaches employed by educators in undergraduate courses?

RQ2. What are the teachers' perspectives of the benefits of the current teaching methods?

RQ3. What are the teachers' perspectives of the drawbacks of current teaching method?

RQ4. What do teachers think are the benefits of SCL? Does the SCL address the issue of student absenteeism?

RQ5. What are the perceived drawbacks of student-centered pedagogy according to teachers?

1.5. Significance of the Study

Student-centered pedagogy has garnered significant attention from educators and educational scholars globally in recent years. However, in Bangladesh, the practice, execution, and even establishment of a SCL environment are significantly lacking. No significant study exists concerning this topic. Consequently, this work would represent a substantial contribution to this field. The study's findings will elucidate teachers' perceptions of their instructional approaches. Educators may have been aware of the advantages and disadvantages of both TCL and SCL. The study's recommendations will encourage college authorities to organize training for educators to facilitate their understanding and implementation of student-centered learning

(SCL). The study's findings are anticipated to enable teachers to assess their instructional techniques and identify opportunities for pedagogical modification.

2. Literature Review

Student-centered learning serves as an overarching concept that encapsulates the active engagement of students in their education and the facilitation of streamlined learning processes by educators (Hoidn, 2017). Jones (2007) distinguished SCL from TCL based on certain characteristics, including autonomous learning, classroom management, motivation, fluency and accuracy, as well as the roles and actions of teachers. Conversely, Lea et al. (2003:322) delineated many major characteristics of SCL by synthesizing pertinent literature. The elements encompass dependence on active learning, prioritization of deep comprehension, student responsibility and accountability, learner autonomy, interdependence between educators and students, mutual respect in the teacher-learner relationship, and a reflexive methodology in the teaching and learning process. In her book "Learner-Centred Teaching" (2002), Maryellen Weimer delineated five contrasting aspects between Teacher-Centred Learning (TCL) and Student-Centred Learning (SCL) in higher education: the distribution of power in the classroom, the function of course content, the role of the educator, the accountability for learning, and the objectives and methodology of evaluation. Considering the aforementioned perspective, the subsequent themes are identified to examine various features of SCL in relation to TCL.

2.1. Theoretical basis of SCL

Although discourse regarding the theoretical foundation of student-centered learning is seldom in the literature (O'Neill and McMahon, 2005), it is intrinsically linked to constructivist learning theory, which emphasizes activity, innovation, and autonomous learning (Carlile & Jordan, 2005). Furthermore, the constructivist perspective on learning is based on the assumption that learners can formulate their own concepts through experiences (Serin, 2018). This perspective is further endorsed by Hoidn (2016), who asserts that the foundation of SCL lies inside constructivist philosophy, which positions the learner at the center of the educational process. The cognitive perspective posits that learning occurs within the mind, while the constructivist viewpoint emphasizes the need of engaging in physical activities, such as projects and practical tasks (O'Neill & McMahon). Moreover, student-centered learning is intrinsically linked to the social constructivist perspective, which underscores the importance of action and community engagement in the educational process; nevertheless, SCL does not fundamentally emphasize the critical role of peers in learning (Cobb, 1999; Bredo, 1999).

2.2. Shift of Power

Student-centered learning empowers learners, a shift from the previous teacher-dominated approach in traditional classroom learning. Maryellen Weimer (2013) addressed major components of student-centered learning (SCL) in higher education, characterizing it as a 'balance of power,' wherein authority is shared between professors and students during activities, decision-making, and the execution of given duties. In a conventional educational setting, all choices regarding courses are made by the instructors in a dictatorial manner. Weimer (2002) articulated the issue by posing inquiries regarding the determination of subject matter, timelines, learning environments, attendance regulations, and evaluation methods, thereafter asserting that the teacher is predominantly responsible for these decisions with an authoritative approach. Contemporary university students exhibit anxiety and hesitation,

lacking confidence and self-motivation; yet, if educators were to share authority with their students over course content, the situation would improve (Weimer, 2002).

2.3. Learner's Autonomy and Responsibility

In a student-centered classroom environment, the responsibility for learning transitions from educators to learners, who are afforded the autonomy to determine what and how to study, as well as how to evaluate their own progress. This notion is articulated in Burnard's work, where he depicted student-centeredness as the idea that 'students might not only choose what to study but also how and why that topic might be an engaging one to study' (1999:244). Trinidad (2019) examines the works of Wright (2011) and Weimer (2013), emphasizing the premise that the onus of learning lies with independent and self-motivated learners. Furthermore, O'Neil & McMahan (2005) indicated that peer and self-assessment in student-centered learning bestow certain authority and responsibility upon students, which Lea et al. (2003) characterized as 'an enhanced sense of autonomy in the learner.' Additionally, students establish objectives based on their learning deficiencies through discussions with their instructor (Knight, 2002).

2.4. Teacher's Role and Responsibility

Educators assist their students in recognizing their abilities, completing assignments, and formulating specific interpretations of the instructed material. Furthermore, by assuming the role of students, educators can cultivate a more equitable relationship with learners and foster a dynamic exchange of ideas that enhances the learning process (Ly, 2024). In a learner-centered classroom, teachers are regarded solely as guides and facilitators, as learners are presumed to be self-motivated and autonomous. In TCL, it is the responsibility of teachers to establish objectives and devise activities that enable students to achieve those objectives, as learners are not deemed capable of independently constructing the process (Pederson & Liu, 2003). Conversely, educators in Student-Centered Learning (SCL) initially present a fundamental concept or problem and thereafter assist students, who are expected to formulate and cultivate their own responses (Pederson & Liu, 2003). Teachers in the educational setting assist pupils in surmounting challenges. Jones (2007) said that while students collaborate in the classroom, teachers should circulate and engage with various groups. Richards and Clark-Howard (2023) investigated the viewpoints of New Zealand students regarding the factors contributing to school absenteeism in various domains: relationships, family, school environment, curriculum, pedagogy, and personal well-being. Significantly, teacher-student connections surfaced as the predominant theme.

2.5. Learner's Engagement

In contrast to teacher-directed learning, student-centered learning provides superior chances for learners to engage actively in the educational process. Students' active participation in the learning process is referred to as engagement (Lei et al., 2018). It is a crucial factor in education that affects students' learning results in various ways. Students who are actively involved demonstrate superior academic outcomes compared to their less engaged counterparts (Finn & Zimmer, 2012). Furthermore, they attain superior marks and a greater course completion rate (McClenney et al., 2012), and their class attendance rate surpasses that of less engaged learners (Rissanen, 2018). Fostering student involvement necessitates certain prerequisites, including proficient educators, interactive pedagogical methods, reduced class sizes, and established classroom standards (Finn & Zimmer, 2012). Conversely, Jones (2007) proposed activities suitable for collaborative learning in a learner-centered classroom, including reading, listening,

discussion and idea sharing, role play, information gap tasks, writing assignments, and problem-solving exercises.

2.6. Assessment Procedures

The objectives and methodologies of the assessment system differ between TCL and SCL. In TCL, educators conduct assessments to evaluate student performance and furnish parents with progress reports regarding their children (Kohn, 1994). Conversely, assessment processes in SCL do not just focus on attaining grades determined and assessed by teachers; instead, they provide as a mechanism for students to engage in self-directed learning, practice skills, and obtain feedback (Trinidad, 2019). Shepard (2000) proposed the utilization of open-ended assessment strategies to engage students in evaluating their own learning, directing their attention to learning requirements, and altering perspectives. Thanh-Pham (2011) identified assessment as a crucial factor influencing students' learning approaches and recommended that Asian educators create assessment procedures that promote active student engagement rather than passive reliance on teachers. Hong (2011) endorsed the notion that Asian educators had to reform their evaluation systems to promote and encourage active learning among students.

2.7. Skill Development

The deficiency of critical professional and personal skills among university graduates has increasingly alarmed educators and scholars. Student-centered pedagogy encompasses various concepts such as active learning, collaboration, engagement, and problem-based learning (Trinidad, 2019). Moreover, SCL class activities can foster the cultivation of higher-order abilities, including critical thinking and problem-solving (Brush & Saye, 2000). Moreover, Hoidn (2016) underscored the importance of skill development in students to foster self-regulation and problem-solving abilities. He asserted that in a student-centered learning environment, educators can facilitate the acquisition of these skills by offering a variety of cognitive and engaging tasks, as well as implementing diverse assessment methods. Conversely, teacher-centered pedagogy is critiqued for its learning environment, which is inadequate for cultivating critical thinking and problem-solving abilities (Serin, 2018).

2.8. Practical Challenges to Implement SCL

Implementing student-centered learning in higher education presents numerous challenges. The notion is regarded as problematic due to misconceptions and assumptions around the phrase, educators' instructional preferences, and the practical feasibility of shifting the student-centered learning environment (Trinidad, 2019). Certain societies encounter cultural limitations. Hong (2011) indicated that societies characterized by 'high power distance,' such as those in Asia, may have significant challenges in implementing Student-Centered Learning (SCL) due to the hierarchical interactions between teachers and students. This notion is further corroborated by Yasmin, Nasrin, and Masso (2019), who assert that culturally, pupils anticipate teachers to be experts, and deference to elders is deemed of paramount importance. The lecture technique remains the predominant approach for information transmission in colleges and universities, despite criticism about issues such as student absenteeism and diminished involvement (Schmidt et al., 2015). Although both learners and instructors advocate for student-centered learning (SCL), they aim to strike a balance between teacher-centered and student-centered methodologies, as students have doubts regarding the practical efficacy of the methodology (Lea et al. 2003). O'Sullivan (2003) emphasizes another facet of the practical ramifications of SCL, characterizing it as a modernist perspective on learning that may be

inapplicable to developing nations due to their resource constraints and diverse learning cultures.

The review indicates that SCL provides diverse chances for learners to attain their objectives, hence alleviating some of the limitations associated with TCL. The effectiveness of student-centered learning is demonstrated via the examination of diverse disciplines, including science, technology, and social sciences. In Bangladesh, student-centered learning practices will be implemented at the secondary education level starting with the next academic year, in accordance with the National Education Policy of 2010. In higher education, the character of pedagogical practice is predominantly dictated by universities and individual educators, with less research conducted on the application of student-centered learning (SCL). To the best of my knowledge, there are no studies available concerning teachers' perspectives of student-centered learning at any government college in Bangladesh. Consequently, the current work seeks to overcome this deficiency.

3. Research Methodology

Research methodology includes several approaches, methodologies, and procedures. This research adopts a qualitative method. Data will be gathered through the interview method. The sample size is six, and non-probability sampling techniques are utilized for sample selection. The gathered data will undergo thematic analysis.

3.1. Research Design

Aims and significance: This study seeks to examine the degree of teachers' perspectives of student-centered learning at the college. SCL is an increasingly significant phenomenon, as it is thought to fulfill the learning needs of contemporary learners. In this college, the pedagogy of student-centered learning remains an ambiguous notion for both educators and learners. The conclusions of this study would compel policymakers to implement required measures to expedite the adoption of student-centered learning.

General approach: The research topic encompasses narrative and attitudinal concerns. A qualitative technique is employed for the investigation.

Sample/respondents: The participants are educators at a government college. The college employs 152 teachers who instruct more than ten thousand students across fifteen undergraduate disciplines. Out of 152 teachers, six have been chosen for interviews through purposive sampling.

Data collection method: The semi-structured interview method will be employed for data collection, utilizing an interview schedule.

Data analysis: The gathered data will undergo analysis through thematic analysis techniques.

3.2. Research Context and Sampling

Sampling is the process of selecting a representative segment of a population for the purpose of data collecting. The research location is Chittagong College. The educators of this college are participants in this investigation. Non-probabilistic strategies are employed for data collection. The sampling criteria are faculty, age, and gender. The divergence in teachers' understanding and perception of contemporary pedagogical development is attributable to those criteria. Younger educators are more inclined to influence their perceptions and exhibit adaptability. The college comprises three faculties: Physical Sciences, Arts, and Social Sciences. Two instructors are chosen from each department. The population's sex ratio is 2:1;

therefore, four male and two female teachers are picked based on gender. Teachers are categorized into three age groups: 30-40, 41-50, and 51-59 years, with two teachers picked from each category.

3.3. Methods of Data Collection

Data gathering constitutes the predominant aspect of all research methodologies. The technique involves systematically collecting information on a certain issue to enable researchers to address research questions (Kabir, 2016). Numerous data collection methodologies exist. The selection of an appropriate data collection strategy is contingent upon the types and characteristics of data necessary for a certain research plan. Data can be classified into two primary categories: quantitative, or numerical data, and qualitative, or non-numerical descriptive data. Data can be classified into primary and secondary categories based on its sources. Primary data are obtained from direct experiences, while secondary data consist of published information.

This research necessitates primary data, which will be qualitative in character, as the research questions pertain to the subjective experiences of the respondents. Suitable techniques for gathering qualitative data include case studies, observations, focus group discussions, and interviews. The interview method is employed for data collection. The interview approach is deemed appropriate and convenient for addressing the study questions and achieving the objectives. Moreover, the respondents are occupied with their professional responsibilities, making it more easy and pleasant for them to participate in one-on-one interviews at their preferred time and location. The interview was audio-recorded, and the respondents conversed in their own native language.

3.4. Research Validity and Reliability

Reliability in research means producing same result in different context over time. On the other hand, validity refers to measuring the concept exactly what researcher intends to measure. Both the term are ways of exhibiting and notifying rigidity of research process and authenticity of research findings (Roberts and Priest, 2006). As the research is a qualitative one, several ways are strictly followed to ensure its' validity and reliability. First, a thorough review of the literature is done that is linked to the main idea of the topic and the qualitative research method. Second, the academic tutor was consulted before and after the study questions and interview schedule were made, and approval was given. Lastly, a test interview with two teachers was done to make sure the interview plan was correct.

3.5. Research Instruments

Interviews are being used as a data collection method for this study. It will be a semi-structured interview, which means that the interviewer and respondents will have a formal conversation. The interview will be guided by a list of six open-ended questions that make up the interview plan. The study questions and goals are in alignment with what is on the interview schedule.

3.6. Method of Data Analysis

Thematic analysis is a way to look at facts. It's a way to find, organize, and gain insight into meaningful trends in a set of data in a planned way (Braun and Clarke, 2012). It is thought to be the best choice for the study because it is easier to get to and can be done in a variety of ways (Braun & Clarke, 2012). There are, however, some steps that need to be taken before the data can be analyzed. First, all of the conversation data is transcribed and translated. Second,

the material is dug up in great detail. Next, the facts are coded using a method called deduction. In this case, deductive means that certain SCL ideas, concepts, and words were used to figure out codes from data. Several different colored highlighters were used to draw attention to the codes. Lastly, the codes are put into groups based on ideas that mostly came from literature.

3.7. Pilot Study

In research, the goal of a pilot study is to see if research tools, sampling methods, and other things work. A test study is not as important for qualitative research as it is for quantitative research. For ongoing research, a pilot study was done before the real data collection to make sure the interview plan works and that the questions are still being answered. That's why two teachers were interviewed, and the interview plan was changed to fit their needs.

4. Findings and Discussion

The preceding section of the article delineates the overarching methodological characteristics of the research. Present the research findings and examine the alignment between these findings and the research questions. The results are organized here according to the themes uncovered through data analysis. The themes are clarified based on the respondents' present activities and their opinions of SCL.

4.1. Lecture as Current Teaching Method

The respondent instructors of Chittagong College are in general agreement regarding the teaching method they employ in undergraduate classes. Three of the educators reported that they occasionally integrate technology into their lectures and frequently organize group discussions, problem-solving exercises, and group activities to enhance the diversity of their instruction. A chemistry instructor stated, "I primarily employ the teacher-centered lecture method in my teaching, and I occasionally incorporate multimedia, a tablet, and a mobile phone to enhance my instruction." In addition, I occasionally employ the problem-solving method to involve students in the teaching-learning process. The teacher from the Botany department expressed his opinion on this matter, stating, "I frequently facilitate group discussions and demonstrations." Conversely, the Sociology department instructor stated, "I initially provide an explanation of the material, and subsequently, I ask questions and attempt to address their inquiries."

4.2. Students' Engagement

The primary focus of the respondents' response was the engagement of term students. It was regarded as the primary drawback of their current teaching approach, which is the lecture method. A respondent stated, "The primary disadvantage of my current teaching method is that it fails to involve students in the teaching-learning process." In contrast, a youthful teacher stated, "Students do not participate in class directly in my current teaching method," while another participant reported that lectures cannot involve students.

When discussing the advantages of student-centered learning, each participant has identified student engagement as the most significant aspect of SCL. A teacher stated, "The primary advantage of SCL is that it involves students in the teaching-learning process." The political science teacher stated, "Students are fully engaged and participate actively in SCL." Other participants felt that Student-Centered Learning (SCL) has the ability to boost student engagement and active participation, directly including them in the learning process, and agreed that SCL can improve student attendance in Bangladeshi colleges. Enderle (2025)

identified that good and supportive relationships with instructors were a consistent factor. These encounters were marked by constructive communication, empathy, active listening, encouragement, and commendation, which facilitated the establishment of trust among pupils. Teachers' help was frequently crucial in re-engaging pupils during school transfers, hence enhancing student attendance.

4.3. Classroom Management

Classroom management is a primary concern for the majority of respondents. Respondents find the lecture method to be advantageous due to the larger class size, as it is a one-way method that does not necessitate active participation from students. One educator stated, "I am capable of effectively managing a large class by adhering to the lecture method," when discussing the advantages of the current approach. Another individual stated, "It allows me to regulate the classroom and prevents students from disrupting the class." According to a social science faculty member, "I have complete control over the class."

While discussing the drawbacks of SCL, all participants described class administration as a difficult task, which was once again attributed to the large class size. According to a respondent, "Managing a class in SCL is more difficult." Another female respondent stated, "The classroom may be noisy and classroom management may be more of a challenge for the teacher because students are permitted to talk." The Economics instructor stated, "The classroom may become chaotic or noisy as students are permitted to interact." Gottfried et al. (2024) also found that the deterioration of classroom quality due to a student's absence from educational institutions adversely impacts their peers, leading to disengagement. Thus, we propose that educators may be affected by student absenteeism in a similar manner. We focused on the challenge of reducing student absenteeism by employing the SCL pedagogical approach.

4.4. Role of Teachers and Students

The majority of respondents were in agreement about the roles of instructors and students in the lecture method, however, they did not appear to have a clear understanding of the same in SCL. In TCL, the teacher assumes an active and dominating role, while the students remain passive learners. According to a female educator, "I am capable of delivering a substantial amount of content to a large number of students simultaneously." She also stated, "I believe that this method promotes students' passivity, it is a one-way approach."

One participant stated, "Students learn independently, and the teacher serves as a facilitator in student-centered pedagogy," when discussing the advantages of SCL. A teacher from the Department of Islamic History and Culture responded, "Students are entirely autonomous in their decision-making regarding the content they wish to study and the manner in which they wish to pursue it at SCL." According to an additional educator, "Students are granted greater autonomy and there is an increase in the level of interaction between students and teachers in SCL." According to a botany instructor, SCL fosters a sense of accountability and responsibility among students.

4.5. Inclusive Education

Accessing, attending to, and addressing the differing requirements and diversity of students is the essence of inclusive education. According to the participants, their present practices are a

hindrance to inclusivity. "I am unable to accommodate the individual needs of all students due to the fact that I am responsible for a large number of students." Another educator concurred, "Lecturing is not beneficial for addressing the unique requirements of students." One of the educators acknowledged that it is challenging to sustain the interest of students. While discussing the advantages of SCL, a respondent stated, "I am capable of inspiring students who are unmotivated and are not paying attention."

4.6. Skill Development

The current teaching practice is unable to facilitate the development of students' skills, as indicated by the data that has been disclosed. "I believe that the lecture method tends to place minimal emphasis on the transfer of learning, analytical thinking, decision-making, or problem-solving," stated a political science instructor. In this context, another respondent stated, "The current practice does not provide students with the opportunity to develop critical thinking and communicative skills."

In a SCL environment, students are afforded an increased number of opportunities to cultivate a variety of skills. According to one respondent, "The students' communicative abilities are enhanced as they are permitted to engage in conversation." According to the Sociology instructor, "SCL has the potential to improve the problem-solving, communicative, and cooperative abilities of students." He also stated that the implementation of SCL could result in the attainment of higher-order learning outcomes. Additional studies have underscored the importance of skill application in interest-driven, participatory, and individualized activities (Halligan & Cryer, 2022, Hejl et al., 2024, Heyne & Brouwer-Borghuis, 2022). These attributes correspond with enhanced engagement and cultivate a sense of belonging (Allen et al., 2016). This diminishes the intention to be absent from class.

4.7. Attentiveness, Motivation and Class Attendance

The primary cause of the poor attendance, motivation, and attentiveness of students at their institution, according to the respondents, is the current teaching practice. According to a participant, pupils are less attentive during lectures. Another individual declared, "Students' attention is diminished by lengthy lectures." On the other hand, the teachers' responses indicate that these characteristics are readily apparent in the SCL environment. According to a respondent educator, "SCL fosters a natural desire to learn." Another individual asserted that SCL has the potential to enhance students' motivation and attentiveness to the material and to attend the classes. Again, individual student absence correlates with diminished outcomes for their peers (Gottfried et al., 2024).

4.8. Practical Challenges in Implementing SCL in Chittagong College

The primary cause of the poor attendance, motivation, and attentiveness of students at their institution, according to the respondents, is the current teaching practice. According to a participant, pupils are less attentive during lectures. Another individual declared, "Students' attention is diminished by lengthy lectures." On the other hand, the teachers' responses indicate that these characteristics are readily apparent in the SCL environment. According to a respondent educator, "SCL fosters a natural desire to learn." Another individual asserted that SCL has the potential to enhance students' motivation and attentiveness to the material and to attend the classes.

5. Discussion

In this part of essay, discussing the findings with a view to find answers to the research questions. Here all the five research questions are used as sub-headings.

- What are the contemporary pedagogical approaches employed by educators in undergraduate courses?

The research reveals that teachers of Chittagong College basically use lecture method in conducting undergraduate classes. In addition, some other methods and strategies such as demonstration, question-answer, group discussion or problem-solving activities are used occasionally by the teachers with a view to engage their students and make their class interactive. From the comments of the respondents, it can be said that all the respondents are not equally acquainted with the pedagogical aspect of lecture method or teacher-centered learning and though they are aware of the benefits of SCL, they find their method convenient considering the context of learning environment. However, science faculty and younger teachers are more likely to bring about change in their pedagogical practices.

- What are the teachers' perspectives of the benefits of the current teaching methods?

The study manifested that teacher-centered lecture method is beneficial to them for a number of constraints they faced with in their institutional setting such as bigger class size, shortage of class hour, class accommodation and large content. The comments of the participants inferred to some benefits of lecture or teacher-centered methods. As far their opinion, lecture method is eligible for bigger class size, easier to manage the class, flexible to use any kind of technology and economical-consume less time to deliver more information. Another beneficial aspect of lecture method as elicited from the study is that both the students and teachers are habituated with it because teacher-student hierarchical relationship is inherent in culture.

- What are the teachers' perspectives of the drawbacks of current teaching method?

The findings of the research exposed some of the general drawbacks of teacher-centered pedagogy experienced by the participants at their institution. Using lecture method, they cannot engage the students. So, students remain passive and lack attentiveness to study. According to the response of the participants, lecture method is a hindrance of inclusive education as it cannot address the individual needs of the learners. One of the fundamental drawbacks of lecture method as revealed from the study is that it is not suitable to meet the need of 21st century learners because there is no scope for skills development such as problem-solving, critical thinking and higher order thinking skills (Bloom's Taxonomy). Overall, it is appeared that the participant teachers are very much conversant of the limitations of their pedagogical practice.

- What do teachers think are the benefits of SCL? Does the SCL address the issue of student absenteeism?

From the study it can be said that all the participants are fairly informed about the student-centered learning because the pedagogical aspects of SCL are revealed in the comments of the respondents while they were stating the benefits of SCL. According to the participants' comments, student-centered pedagogy can engage students in learning process which ultimately increases attentiveness, cooperation and motivation. Students' freedom of what and how to learn was the second most emphasized benefit commented by the teachers that fosters sense of responsibility among students. Another benefit as emerged from the study is that student-centered learning strategy is essential in developing different kinds of practical skills of the students. Class activities like problem-solving, group discussion and presentation and interactive session foster these skills.

Similarly, the students advocate for adaptable frameworks and diminished academic expectations to alleviate stress responses (e.g., studying at their own pace, in secure environments, and aligned with their interests). Although alternative education programs provide practical learning opportunities and flexible schedules, each institution can enhance student engagement by establishing student-centered, stimulating learning environments that integrate flexible teaching methods, differentiated instruction, and customized academic support. These features also reflect practices from inclusive pedagogy.

- What do teachers think are the drawbacks of student-centered learning?

Most of the drawbacks of student-centered learning represented by the respondent teachers are factual in terms of their institutional context. Due to huge class size (mentioned in the above findings) class management would be challenging and classrooms would be noisy and chaotic. Secondly, syllabus and assessment system designed for undergraduate courses are not consistent with the principles of SCL because the controlling authority of the college and the curriculum development is not the same. Some other drawbacks as reported by the participants are teacher crisis, lack of teacher training, shortage of class hour and classroom accommodation. However, considering all the positive and negative aspects of student-centered pedagogy, all the respondent teachers concluded that implementing SCL in the institutional setting of Chittagong College would be challenging though it would certainly be beneficial for the students.

6. Conclusion and Recommendation

The context of the research was a government college in Chattogram, Bangladesh where all the teachers mainly use teacher-centred lecture method for teaching-learning activities. But this pedagogical strategy cannot meet the learning goals of today's learners. As a result, students are demotivated in attending the classes that hampers quality of education in Bangladesh. A suggested way to revitalize the quality of education is to bring change in pedagogy by implementing student-centred learning. But the students, teachers and educators seemed to be not well-informed of SCL. Extensive data encompassing academic, socio-emotional, and behavioral dimensions can inform the formulation of universal preventative initiatives (Tier 1) to cultivate an educational culture that enhances well-being, fosters belonging, and encourages attendance. Targeted interventions (Tier 2) are implemented to address identified needs and heightened risks in these areas, whereas Tier 3 provides intense support for adolescents with significant mental health and/or educational issues (Graczyk & Kearney, 2023, Melvin et al., 2025a).

This research aims at exploring how much teachers are concerned and informed about the student-centred pedagogy. With a view to achieve research goals, five research questions were determined. The research was a qualitative study. Data were collected through semi-structured interview. Using purposive sampling six participants were selected and interviewed with the help of an interview schedule comprising six open-ended questions. As collected data was accordant with the research questions, findings of the research should be verified with the literature review to draw conclusion.

First, findings of the study unanimously denoted that teachers of Chittagong College practices teacher-centred lecture method as mode of instruction and they find it convenient for some contextual factors like large volume of students, bigger syllabus, shortage of class hour etc. But the teachers are at the same time concerned about the demerits of their current method of teaching. First and foremost, they consider as demerit of lecture method is lack of engagement of the students in learning process. However, students' engagement is one of the prime facets

of student-centred pedagogy as considered by the respondent teachers while they were talking about the benefits of SCL. They opined that by engaging students in learning process, class attendance can be increased and learning outcomes would be long lasting. These two aspects are also supported by Finn & Zimmer (2012), and Rissanen (2018) who found respectively higher academic achievement and higher rate of class attendance among the actively engaged students than less engaged.

Second, to characterize SCL, Maryellen Weimer (2013) used a term 'balance of power' which denotes that power is shared by both instructor and learners in a learning environment. This power relationship was absent in the findings or the respondent teachers were not cognizant of this aspect of SCL though they admitted teachers' authority to control and manage the class while using lecture method in teaching.

Third, from the study it is evident that teachers are well-perceived regarding their role and responsibilities and learners' as well. That is, teachers are facilitator or guide and students are self-motivated and independent learners who construct meaning from experiences. This idea confirms literature as Pederson and Liu (2003) denoted that teachers provide a central idea or issue, and then facilitate the students who are assumed to determine and develop the responses of their own.

Fourth, the study does not confirm the assessment procedures of SCL as reflected in literature review that termed assessment as means for students to learn by themselves, exercise skills themselves and receive feedback (Trinidad, 2019). Though the participants seemed to be unacquainted of assessment procedures in SCL, one of them mentioned that syllabus and examination system of their institution are not consistent to SCL.

Fifth, the study revealed that today's learners need to develop several skills such as communication, collaboration, problem-solving and higher order thinking skills that can only be achieved through student-centred learning strategies. But relevant literature has not given this aspect of SCL as emphasis as given on other facets like engagement, assessment, power relationships etc.

Sixth, both the literature and the findings of this study reported some challenges in implementing SCL. Among them, Hong (2011) illustrated 'high power distance' or hierarchical relationships between teachers and students as a practical challenge that especially prevails in Asian societies. This aspect was not confirmed by the study. Rather the findings reveal lack of teacher training, huge class size, and shortage of class hour, inconsistent syllabus and assessment procedures and some other institutional context as the practical challenges of implementing student-centred learning. Extensive data encompassing academic, socio-emotional, and behavioral dimensions can inform the formulation of universal preventative initiatives (Tier 1) to cultivate a school culture that enhances well-being, fosters belonging, and encourages attendance. Targeted interventions (Tier 2) are implemented to address identified needs and heightened risks in these areas, whereas Tier 3 provides intense support for adolescents with significant mental health and/or school attendance issues (Graczyk & Kearney, 2023, Melvin et al., 2025a).

To talk about limitations of the study, it must be admitted that, the research was rigorous mainly due to limited timeframe. Sample size of six was not up to the mark. Selecting sample using purposive technique was a difficult task because most of the teachers are not familiar with the concept of student-centred pedagogy. Besides, the respondents seemed to be in haste while participating in interview.

Finally, the study was small-scale research in the arena of our professional practice. Yet, it has revealed a significant gap in between the literature and teachers' perceptions of SCL. That is,

none of the respondents mentioned the two important aspects of SCL namely power relationships among teachers and students and assessment procedures. So, it is recommended that future research should focus on the various facets of SCL highlighting the above two. In this case, a mixed method research incorporating teachers and students as respondents might be more potential. Challenges of implementing SCL as revealed from the study such as lack of teacher training, and other infrastructural drawbacks should be addressed by the administrative body of the college. The study provides an insight on the teachers' perceptions on their current teaching practice and the trend of pedagogical changes. By taking them into account, teachers, educators, concerned authorities and tertiary level students should pay attention and step forward to find a way to pedagogical shift in Chittagong College and in Bangladesh as well.

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Appendix 1

Interview Schedule (For teachers)

Dear Sir,

Thank you for taking time to answer the questions and agreeing to be part of this research study. I am also happy to have you as part of my study. I guess it will take 15-20 minutes to answer the questions.

Personal Information:

Name:

.....

Position.....Age:

Dept.:Sex:

1. Would you please tell me about teaching methods that you usually follow in conducting undergraduate classes?

Answer:

2. What do you think are the benefits of your current teaching methods?

Answer:

3. What do you think are the drawbacks of your current teaching methods?

Answer:

4. Would you please tell me about the benefits of student-centred pedagogy? Does the SCL address the issue of student absenteeism?

Answer:

5. What do you think are the drawbacks of student-centred pedagogy?

Answer:

6. Would you please tell me about the possible impacts of implementing student-centred pedagogy in your undergraduate classes?

Answer: