

Investigating Student-Centered Learning's Effect on Academic Achievement in Education Classrooms

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Abstract:

This research study aimed to explore the impact of student-centered learning on academic achievement in Kuwaiti classrooms. Student-centered learning is an approach to education that places the learner at the center of the educational process, with teachers acting as facilitators of learning rather than just dispensers of information. The study was conducted in a sample of Kuwaiti primary and secondary schools, with a mixed-methods research design that included both quantitative and qualitative data collection and analysis.

Introduction:

The traditional approach to teaching in Kuwaiti classrooms has been teacher-centered, where the teacher is the central figure in the classroom and students are passive learners. However, recent educational research suggests that student-centered learning may be a more effective approach to teaching and learning. In this study, we explore the impact of student-centered learning on academic achievement in Kuwaiti classrooms.

Data was collected through surveys, interviews, and classroom observations of teachers and students. The findings indicated that student-centered learning had a positive impact on academic achievement in Kuwaiti classrooms. Students who were exposed to student-centered learning methods reported higher levels of motivation, engagement, and academic performance than those who were taught through traditional, teacher-centered approaches.

The study also revealed that there were challenges in implementing student-centered learning in Kuwaiti classrooms. These challenges included resistance from some teachers who were accustomed to traditional teaching methods, limited resources, and a lack of support from school administration.

The implications of this study suggest that student-centered learning is a promising approach to improving academic achievement in Kuwaiti classrooms. However, in order for this approach to be successful, it is important for teachers to be provided with the necessary training and resources to implement it effectively. Additionally, policymakers need to prioritize student-centered learning in the education system and provide the necessary support to ensure its successful implementation.

Methodology:

This study employs a mixed-methods research design, where both quantitative and qualitative data are collected. A sample of 150 students from three public schools in Kuwait are selected, and they are randomly assigned to either a student-centered learning or a teacher-centered learning group. The academic achievement of the students is measured through pre- and post-tests, and the data is analyzed using descriptive and inferential statistics. Additionally, qualitative data is collected through interviews with teachers and students, as well as classroom observations.

Results:

The findings of the study reveal that student-centered learning has a positive impact on academic achievement in Kuwaiti classrooms. The results of the pre- and post-tests show that the students in the student-centered learning group performed significantly better than the students in the teacher-centered learning group. The qualitative data also suggests that student-centered learning is more engaging, interactive, and promotes critical thinking skills among students. Moreover, the teachers in the student-centered learning group reported higher levels of job satisfaction and felt that their students were more motivated and active in their learning.

Discussion:

The results of this study have important implications for educational policy and practice in Kuwait. The study highlights the need for a shift towards student-centered learning in order to enhance academic achievement and promote critical thinking skills among students. It also underscores the importance of professional development for teachers to adopt student-centered teaching methods and adapt to the changing needs of their students.