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The Impact of Teachers' Attitudes on the Effectiveness of Teaching with the Student in the Center

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Abstract

Student-Centered Teaching has become a term in everyday use among teachers. Competency-based curriculum implementation and comprehensive school change efforts in the constructivist context promote this paradigm. This climate of discussions and constructive debates has encouraged educational researchers to undertake various studies. Teachers change more slowly as they are closely tied to traditional teaching. Experience, familiarization with formative practice, assessment of work in the results of students' learning made the teachers distrustful of the new. Specifically, this paper studies the impact of teachers' attitudes on the effectiveness of student-centered teaching. Driven by the impressions during the training of primary education teachers, dilemmas were observed from their conception, belief and convictions on the effectiveness of teacher-centered learning. The conducted study sheds light on the influence of the teacher's attitude on the effectiveness of this approach. The study was based on the online survey through the Google Forms platform of 203 teachers from the schools of ZVA Durrës. Data were analyzed through the SPSS program and discussed through meta-analysis with publications in the field mainly in the last ten years. The study concluded that teachers' attitude towards student-centered learning determines the level of implementation of active learning and overcoming difficulties for its effective implementation. The more convinced the teachers are in the effectiveness of student-centered teaching, the greater their and the students' commitment will be. Other factors affecting this process are strongly influenced by this attitude. Factors such as limited time, physical environment, material base, overload, student motivation and the preparatory work itself, which in many studies are defined as barriers, are easily overcome under the influence of the teachers' positive attitude. The paper closes with some recommendations for teachers and other studies in this field.

Keywords: *student-centered approach, teacher, effectiveness, interactivity, collaboration*

1. Introduction

Student-Centered Teaching has already become part and object of many studies in the field of education. Various studies are proving that more and more teachers are distancing themselves from teacher-centered teaching (Calvo 2007; Tang, 2023). At the same time, we must accept that the shifting of teacher and student positions during the learning process creates confusion in the application in practice. Traditionally, the teacher has been the axis and epicenter of the learning process. If we remove the teacher from the podium by placing the student there, then where will his position be? Metaphorically, the center is a geometric notion, therefore metaphorically, geometrically, we must also define a place for the teacher.

Tang (2023), in his work poses the problem of how learning can be implemented and how it can work effectively with the student in the center, while the role of the teacher is still superior (Tang, 2023). Similarly, Trinidad in his study (2020), has found that during the implementation of student-centered teaching methods, defining the role of the teacher in relation to the student is as important as it is subtle.

Different studies see the teacher's role more as a facilitator and learning expert than as a leader of the learning process. In this process, the teacher's ability to engage students in active learning in the classroom by handling and carefully maintaining the balance between his speech and the students' speech becomes important (Sina et al. 2024). This education starts in the primary education classes, or perhaps as education in preschool education as well. With the rise in levels in higher classes, the role of the teacher increasingly takes the form of a learning coach, an expert or, at higher levels, even as a designer of knowledge (Trinidad, 2020).

The effectiveness of each approach does not depend only on the desire or preparation of the teacher. We should not be content with a selective answer as to which approach is most effective; teacher-centered or student-centered. The effectiveness of each approach also depends on the environment, the nature of the teaching material, the readiness of the students, etc. Both methods can be used to improve effective learning at different levels (San, et al, 2019; Sina et al, 2024).

Student-centered teaching is an educational approach that prioritizes students' needs, interests, and learning styles over traditional teacher-led content delivery. It involves students actively participating in their learning, collaborating with peers, and taking responsibility for their education. This method fosters critical thinking, problem-solving, and self-directed learning. Techniques like cooperative learning, project-based learning, and personalized learning pathways are often used to help students engage more deeply with the material and develop essential skills for the future.

2. Background

2.1 Historical context

To perceive the student-centered approach, we must understand that this term is not unknown in the history of pedagogy. O'Neill et al. (2005), makes a valuable contribution to the conceptual treatment of student-centered learning, as it provides a chronology in the historical context of this constructivist approach. In the historical context this approach is not a genuine innovation in the philosophy of education, since it has been part of the humanistic treatment of education since Froebel, Hayward, Dewey, Rogers, Knowles, Piaget, etc. (O'Neill, et al 2005).

The return of this approach is neither a reflection nor a preference, but a necessity dictated by social political progress in the reality of globalization (Sina, 2024). The demographic changes of the free movement of people, the rapid development of information resources, the need for life skills, the market economy focused on the consumer as well as the new culture in today's society have provided a suitable climate for the design of school curricula on the learner-centered learning approach (O'Neill, et al 2005).

Creating the climate that creates and brings about a positive atmosphere is the spirit of school

change. The positive climate in the operation of the school affects the safety of the school, the teacher's satisfaction with the work he performs, the student's motivation for learning results, etc. Creating a positive climate is not just about desire and decision-making. Therefore, the formation and development of a positive school climate is not enough just to declare the readiness to transform the school atmosphere. Change does not come with top-down imposition, but as an organic part of the necessity of the need for change (Dernowska, 2017, Sina, 2024).

A positive climate is created with the contributions of the entire group of stakeholders. In interactive learning, which gives students attributes of the protagonist, the teacher needs allies, teachers and sources of information on the students' data more than in direct learning, in which he is the protagonist himself (Sibley et al 2017). Therefore, this combination creates the atmosphere of the school climate.

2.2 The student-centered learning approach model

Based on the model of the student-centered teaching approach, we remember that the active learning process, learning by doing and the priority of personal experience led us to see the solution of the dilemma of the teacher's positioning with that of the student precisely through interactive and collaborative techniques in class, which make the student the leader of his learning. Project-based learning, problem-solving-based learning, inquiry-based learning organization (IBL), debates and extensive discussions with arguments for and against are techniques, where the student becomes the protagonist of the realization of learning tasks (O'Neill, et al, 2005; Aytaç & Kula, 2020; Tang, 2023). Referring to Simon (1999), O'Neill, et al (2005) relates the success of the application of student-centered learning to the level of development, or "readiness" of the student to take responsibility for learning.

The learner-centered teaching approach transforms the role of the teacher from one who conveys information to one who creates learning environments that facilitate learning, this means that learning activities focus on student learning and not on what the teacher does. In this way, the teacher respects the learning needs of the students, the learning styles and strategies followed by the student himself (Zulkuf, & Trombly, 2001). These terms orient the teacher towards the cognitivist orientation, as there is a need to improve the abilities of the students' thinking levels. In addition to the formation of basic learning habits, the teacher becomes the trainer of the education of high-level thinking habits. Creative thinking, critical thinking, the ability and competence to solve problematic life situations, are the challenges of cooperative work between teachers and students. The teacher has the responsibility to provide students with the environment, tools and opportunities necessary to apply creative talent by analyzing and processing learning information (Aytaç & Kula, 2020).

2.3 Student's attitude towards constructivist learning

Following the geometrical metaphor of explaining the positioning of the teacher with that of the student, we notice that we have a close relationship between them regarding reliability and independence. The teacher, mainly the one of primary education, is sensitive and intuitively distinguishes the level of his confidence in the readiness of the student to be positioned in the center. The less trust the teacher has in the student, the more stable the teacher remains at the center of the process. Thus, according to Tang, the level of student-centeredness is a process that remains between the two extremes of teacher-centered and student-centered. The regulatory mechanism of this constructivist process to place the student in the center is the commitment of the student to self-direct his learning process, engaging in interactive interactions (Sina, 2024). In this self-regulating process of learning by the student himself, the teacher must adapt to the student's maturity level, becoming a facilitator of his progress (Tang, 2023). Following this attitude, the study of Trinidad (2020) also follows, which links the student's engagement as a factor through his interest in the content of the teaching material. The content of the teaching material is acquired by the student also

by the level of likeability and interest it arouses in them. The more the learning material is related to their real life, the more applicable it is, the higher it boosts the level of imagination, impression and motivation of the students, the more engaged the students will be (Hoidn, 2016).

According to Trinidad, (2020), the achievement of learning by students is closely related to the engagement, motivation and activities of students in lessons and during other learning activities (Trinidad, 2020). The engagement of students, according to the author, is under the influence of their conscience. This consciousness is not only addressed to the student, but also to the teacher, since within it the establishment of the equilibrium between power and decision, or otherwise the level of the teacher's authoritarian attitude and the attitude of the students' challenges. Its equilibrium setting is influenced not only by awareness, but also by the hierarchical culture in the society of that community where the school is located (Zulkuf, & Trombly, 2001; Trinidad, 2020).

The process of preparing the student to be at the center of the process should also be supported by parents and other actors. In this case, the parent supports the teacher in monitoring the child's behavior and becomes the teacher's assistant if necessary. It is not enough for the teacher to only have the readiness and commitment of the students, but also the involvement of the parents and in more specific cases also the guardians who perform the role of parenting. These allies provide information to the teacher to know the student not only in their academic performance but also in other psychosocial dimensions displayed in extracurricular activities. In this way, the teacher engages in the approach of reconceptualizing the knowledge and multidimensional evaluation of the student on the basis of group perceptions and cooperation as a team (Sibley et al 2017).

Practically, the placement of the student presents difficulties and, according to studies, the teacher in the center is the most useful in schools. Placing the student in the center is not a simple geometric or mechanical action, but a process in which the student must be prepared, trained by the teacher as a coach with his athlete (Tang, 2023).

2.4 Classroom management during student-centered learning

In their study Latif Nurwahida and colleagues. (2020), found significant correlational relationships between effective classroom management and exploratory, investigative learning. They emphasize that the content of the teaching material, the school environment are important factors in the effectiveness of student-centered learning. According to this attitude, learning extends to the period before the time of learning in the lesson, continues with classroom activities and continues with learning after the lesson. All these activities before, during and after the lesson are carried out by the student under the guidance and direction of the teacher (Nurwahida et al. 2020).

Effective classroom management is not usually seen by teachers as a function of applying student-centered teaching or teacher-centered teaching, as they tend to the effectiveness of learning material acquisition (Tracey Garrett, 2008). Teachers spend a lot of time organizing, engaging and directing students in learning activities. The rationality of spending time depends on the individual interaction between the students and the teacher, the management of behaviors and the creation of an attractive environment for the student's feelings. The wider the mobility of students during activities and the more intense the intensity of social interaction in the classroom, the higher the need for monitoring and management of the learning process by the teacher (Tracey Garrett, 2008).

Studies suggest that the greater the amount of student choice and mobility and the greater the complexity of the social space, the greater the need for open monitoring and management of teacher actions. Communication is often treated as a priority factor in classroom management. However, not all communication is effective in classroom management. Communication oriented towards the solution of a problem effectively affects the management of students. Initially, communication should be focused on problem situations, which can be resolved within the lesson. Students are constantly trained to build a structured communication during discussions on the analysis and synthesis of argumentation on the solution of problem situations. Then the object of communication is expanded with tasks outside the classroom, which keep the students engaged and structured on

the bridges of communication. The formation and education of a constructivist communication is directly related to critical thinking and life skills of the student (Zulkuf, & Trombly, 2001: Griffith & Lim, 2010).

To reach the level of constructivist communication, students need sources of information that are guaranteed and controlled so as not to misinform or confuse students' beliefs. For this, schools should create information resource centers. The development of learning resource centers is a necessity, because they not only provide appropriate learning resources that influence the improvement of the quality of learning, but also enable the use of distance learning (Februanti et al, 2023).

2.5 Advantages of the learner-centered approach.

Acat and Dönmez (2009) in their study found that the application of student-centered teaching brings higher results than the application of teacher-centered teaching methods. The priority between these two applications, according to the students' perception, appears mainly in the creation of a positive climate in the classroom and as a whole in the effectiveness of creating a psychosocial environment. The school climate is expressed and manifested in its dimensions and is perceived individually by students and teachers. The findings of this study have value as they originate from the attitudes and statements of the students themselves (Acat & Dönmez, 2009).

Dernowska's (2017) study found discrepancies between climate dimensions and their perception. Although school life, experiences and process involve all the people who work in the school, their perceptions do not match. The discrepancies say that school climate is used more as a slogan than as a planned and studied process with the priority it deserves. This climate is built based on cooperative and interactive activities where respect, trust, understanding and commitment are important.

Teachers when planning the teaching task should include collaborative assessments with students and provide sufficient time as an effort to encourage students to engage in classroom activities (Santyasa, 2020). The constructivist school life promotes active learning and achieving results from the level of cooperation. For the students to feel free in cooperation among themselves, to have the opportunity to use the computer and bring original concepts according to their ideas and methods. Teaching practice, where the student through observation learns by comparing their work with the work of other peers, requires a reflective collaboration and communication to synthesize the knowledge created by the students (Baltzersen, 2024).

The researchers concluded that in the psychosocial context, the application of teacher-centered methods inhibits and hinders the affective development of students. Similarly, in other studies, they have evidenced the advantages of student-centered learning in student motivation, ability in the application of digital technology, individualized learning, flexibility in learning, feedback and self-release (Calvo 2007; Aytaç & Kula, 2020; Nurwahida, 2020; Kerimbayev, 2023;

2.6 Teacher training

Teachers need knowledge of effective learner-centered techniques. Universities that prepare new teachers should professionally prepare teacher candidates during their studies with the spirit and professional competencies for implementing this approach (Ahmed et al, 2022). The teacher is a pedagogical personality, but he is also an individual who has his own character, individuality and identity. It is the teacher's personality that affects the students' attitudes and interactive interactions between them. The model of teachers' interaction between colleagues and the way it is involved in collaborations with students has a positive impact on the behaviors of their students (Keiler, 2018). So, the change of mentality starts from the teachers themselves within themselves and then extends to the student. Teachers should be a model of cooperation among themselves. Thus, when they communicate with each other in professional networks, they expand the understanding of contexts,

exchange experiences, reflect on their performance, create and apply authentic techniques. They pay special attention to the needs of the students, which is reflected in the efforts to adapt the programs and learning materials that they will use in the classroom to the students (Calvo 2007). However, they need support from specialized and university centers to support teaching with concrete techniques and practices in the development of the process of placing the student at the center of the process (Brenner et al. 2020). In countries and areas that are not favored by proper social and cultural development, teachers are not fully prepared to implement student-centered learning (Baghoussi, 2021). In cases where teachers dare to apply student-centered methods, they start from students' preferences and reactions and use these mixed practices (Murphy et. Al, 2021). This also affects the non-acquisition of learning habits and techniques and the benefit of competences. The heads of schools and higher education institutions also agree with this situation. As a result, even the authorities do not effectively monitor teaching and learning in schools in these areas. (Nyimbili, et al. 2018)

2.7 The shortcomings of the learner-centered approach

The implementation of the student-centered learning approach also presents some difficulties stemming from a clear misunderstanding of the philosophy, technical barriers during implementation, mistrust of students, teachers and uncertainty in achieving the expected results. For this reason, O'Neill and his colleagues (2005), referring to Simon (1999), warn that if it is not understood and not organized in accordance with the principles of this approach, it can negatively affect the learning process. Uncertainty and difficulty emphasize Dong with colleagues (2019), to take responsibility is accompanied by anxiety and stress above average in students (Dong et al, 2019).

The delegation of learning from the teacher to the student and the engagement of the student as a "teacher" for peers on their experiences and ideas, is hardly realized as it is expected to happen. During this process, the student must maintain a balanced balance between anxiety during the process and his social motivation. Social motivation is related to the creation of fair relations with the group the student belongs to. While the emotional level and cognitive habits related to anxiety are influenced by the closeness the student has to the subject. In relation to the subject, the student expresses his needs and interest in learning, including his practical experience (Baltzersen, 2024).

Therefore, placing the students at the center of the learning process means adapting and meeting the needs of the students, achieving the learning of what is considered important and arouses interest by motivating the students without stressing them and without causing them anxiety and uncertainty. Just as in the case when students are made anxious by tasks that are impossible for them to complete, so also in the case when they are asked to learn familiar lessons, they do not arouse interest and do not feel the challenge of learning. Repetitions are frequent in the teaching process, as the tendency of teachers is to conduct the lesson face-to-face with all students. This practice leaves many students at high and low levels of difficulty. Traditional learning time limited to minutes, classes as a whole and facing the thresholds of passing or evaluation according to achievements make it difficult to develop learning centered on the student. (Edwards, 2001).

3. Methodology

The methods used in this paper are according to the mixed model between qualitative and quantitative methods. Meta-analysis on research of similar published articles, three interviews with education specialists and 7 school leaders were accompanied by a questionnaire addressed to teachers online via the Google Forms platform. 203 teachers from ZVA Durra schools answered the questionnaire.

During the interviews, it was understood that the teachers' attitude towards student-centered learning determines the level of implementation of active learning and overcoming difficulties for its effective implementation.

The level of teachers' attitude affects the level of effectiveness of placing students at the center of learning. The more convinced the teacher is in the effectiveness of student-centered teaching, the more engaged, motivated and creative the teacher will be in its implementation, facing and overcoming barriers and difficulties. In this way, the teachers' attitude was treated as an independent variable, which guided the study in measuring how confident the teacher is in achieving learning outcomes, in understanding concepts and in the formation and development of social habits and self-regulation of behaviors. to students.

Attitudes were reflected in questions about how the teacher's attitude affects the academic results and the behavior of students in the classroom of students in primary education during the implementation of the student-centered approach

The independent variable is studied in relation to two dependent variables. The first variable is the level of implementation of teaching methods according to the student-centered approach and the second variable is the difficulties in their implementation.

Table 1: Matrix of questions by variables

Attitude of teachers	Level of implementation	Difficulties
• Position on the impact of the student-centered approach on the academic results of students in primary education? • The position on the influence of cooperative learning between the teacher and the students on the students' understanding of new concepts? • The position on the effects of the student-centered approach on the social development and behavior of students in the classroom?	• Is there a relationship between teachers' perceptions of the learner-centered approach and their attitudes toward active student involvement in teaching? • What is the role of cooperative learning between teachers and students in improving understanding of new concepts? • How do interactive discussions between students affect the understanding and acquisition of new concepts? • What is the impact of the student-centered approach on the active involvement and engagement of students in the learning process? • What is the impact of teaching methods that promote responsibility and problem solving in improving student outcomes? • What is the impact of teaching methods that promote responsibility and problem solving in improving student outcomes? • How do methods of active involvement of students affect the development of their social skills and critical thinking? • What are the best practices to support students in discovering and solving problem situations during learning?	• What are the main barriers that teachers face in implementing the student-centered approach in the classroom? • How does the lack of time and space in the classroom affect the implementation of active learning methods? • How does the support from the school directorate affect the implementation of the student-centered approach by the teachers? • What is the role of learning resources and materials in the implementation of active learning methods in the classroom? What is the impact of time constraints on the implementation of active learning techniques in primary classrooms? • How does the lack of space and material resources affect the effectiveness of active learning? • What are the main challenges that teachers face in managing student behaviors during active learning? • What are the main perceptions and challenges of teachers towards active learning and how do they affect the implementation of this method? • What is the impact of students' involvement in active learning on teachers' workload? • How does the large number of students in the class affect the effectiveness of the development of active learning?

Based on this, the questionnaire was designed and tested for reliability. Reliability statistics show Cronbach's Alpha value of 0.796 based on 34 questions and 10 questionnaires. This value suggests a good level of internal consistency. In general, a Cronbach's Alpha value above 0.7 is considered acceptable, above 0.8 is considered good, and above 0.9 is excellent. Therefore, our value of 0.796 reflects that the questionnaire is relatively reliable and consistently measures the underlying construct. This makes the scale or test suitable for research purposes where moderate reliability is required.

Table 2: Reliability Statistics

Cronbach's Alpha	N of Items
.796	34

Statistical data processing was performed through the SPSS program

4. Results

203 primary education teachers were included in the study. Gender data show that 196 of them or 96.6% are women, while only 7 of them or 3.4% are men. This means that the percentage of female teachers clearly dominates compared to that of male teachers. It should be noted that all participants are included 100% in the valid percentages.

In terms of age groups, the figures show that the largest group of participants is over 46, making this the dominant age group in this study. This shows that there is a high concentration of participants in the older age groups, which may affect the interpretation of the study results depending on the research topic in other studies.

Regarding the classes where teachers teach, a higher concentration of teachers is observed in the lower classes, with a decrease in the number of teachers in the fifth grade and especially in collective classes. This type of information can be important for understanding which classes are most involved in certain learning activities or research projects in cross-curricular studies.

4.1 Attitude of teachers

The level of teachers' attitude affects the level of effectiveness of placing students at the center of learning. The more convinced the teacher is in the effectiveness of student-centered teaching, the more engaged, motivated and creative the teacher will be in its implementation, facing and overcoming barriers and difficulties. Student-centered learning is an approach that can no longer be called new, as it has been aspired and implemented in Albanian school environments for over two decades. For this reason, the majority of teachers (66%) deny that they hold a negative attitude towards the application of these methods. Given the fact that 23.2% hold a neutral position and 10.9% of respondents hold a negative position, it shows that the process is still in development.

This indicates an ongoing debate and a clear division of opinion about the effectiveness and acceptability of the student-centered approach in primary education.

Table 3. Teachers hold negative attitudes towards the learner-centered approach

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not agree at all	40	19.7	19.7	19.7
	Disagree	94	46.3	46.3	66.0
	Neutral	47	23.2	23.2	89.2
	Agree	20	9.9	9.9	99.0
	Totally agree	2	1.0	1.0	100.0
	Total	203	100.0	100.0	

Likewise, we have comparative data regarding the belief that teaching at the primary education level is generally more teacher-centered than student-centered. 38.9% do not agree and 37.9% of them agree, alongside 23.2% maintain a neutral position. These data show a division of opinion among teachers on the center of focus in teaching in primary education. A good number of teachers believe that teaching is too teacher-centered, but a significant number also dispute this idea, suggesting a need for more balance or a more inclusive approach to students.

Changing the model from the traditional teacher-centered one to the student-centered one is related to comparative aspects between the belief that the methods of one approach dominate the other approach, the differences between the influence on student motivation from one approach to another, and the facilitation of effective management from one approach to another. other approaches. Thus, when comparing typical methods in both approaches, statistically significant results were obtained. For the teacher-centered one, the explanation method was taken, while for the student-centered methods, active learning methods were used.

Table 4: Teacher's attitude towards two approaches on academic results

	The student at the center	**The teacher in the center**
	"Active learning provides students with opportunities for rapid progress in learning outcomes."	*"The explanation method is the most effective teaching approach in primary education"*
Disagree	2.0%	17.8%
Neutral	9.9%	21.2%
Agree	87.6%	61.1%

These data show a strong positive attitude towards active learning on the part of teachers, with most of them believing that this method offers significant opportunities for rapid learning progress for students. This consensus reflects the widespread appreciation of the positive effects of active learning in education.

Whereas, regarding traditional methods, despite the presence of a significant number of teachers who support them, there is also a large group that opposes it or has neutral attitudes, suggesting a need for more interactive or different matching methods better with the needs and preferences of students in primary education.

The attitude of the teacher towards the effectiveness of the approaches is related to the reaction of the students. From the results of the teachers' answers, we notice that 78.4% of the respondents are convinced that the students prefer the student-centered approach more than the teacher-centered one. This testifies to a clear trend on the part of teachers who believe that students like and value a learning approach that puts them at the center of the learning process, thus challenging the myth that student-centered learning is disliked by theirs. This evidence is also proven in the answers to the question which of these approaches motivates the students the most. 53.7% of the teachers questioned disagree with the statement that the teacher-centered approach motivates students more than the student-centered one, while 26.1% are neutral and only 20.2% favor it.

Opinions are often given that cooperative and interactive learning creates chaos and causes inappropriate behavior of students in the classroom. However, the teachers questioned oppose this possibility, as 76.7% of them do not agree with it. At the same time, 95.6% agree that student-centered learning increases students' socialization.

These data show that many teachers not only do not believe that active learning contributes to inappropriate student behavior, but rather improves learning processes and helps develop students' social skills, making them more able to interact and cooperated with others.

4.2 The level of application of student-centered methods

The application of student-centered learning also expresses the teachers' attitude towards this approach. According to this paper, it turns out that 98.1% of teachers claim that they apply student-centered learning techniques during lessons.

This data must be confronted with questions about the specific techniques that coincide with this approach. For this, the teachers were asked about the level of implementation of the technique of closed questions as a traditional technique and interactive discussions between students according to the student-centered approach. As can be seen from the table, 96.1% of teachers apply interactive learning compared to 36% of them who use closed questions.

Table 5: Comparison of the implementation of the two approaches

	Teacher-centered approach	**Learner-centered approach**
	Closed questions to students	Interactive discussions
Not agree at all	7.4%	0%
Disagree	23.2%	0%
Neutral	33.0%	3.9%
Agree	34.0%	40.9%
Totally agree	2.0%	55.2%

This proves the teacher's conviction about the effectiveness of student-centered techniques at the level of their application.

4.3 Barriers to the application of the learner-centered approach

The factors that make it difficult and become a barrier to the application of the approach refer to insufficient time in assessing and enabling the involvement of students, consent of the approach by students, overload, daily preparation and adaptation of the learning environment.

Regarding the time, these data were obtained from the answers of the respondents (Table 6)

Table 6: Time as a sufficient barrier

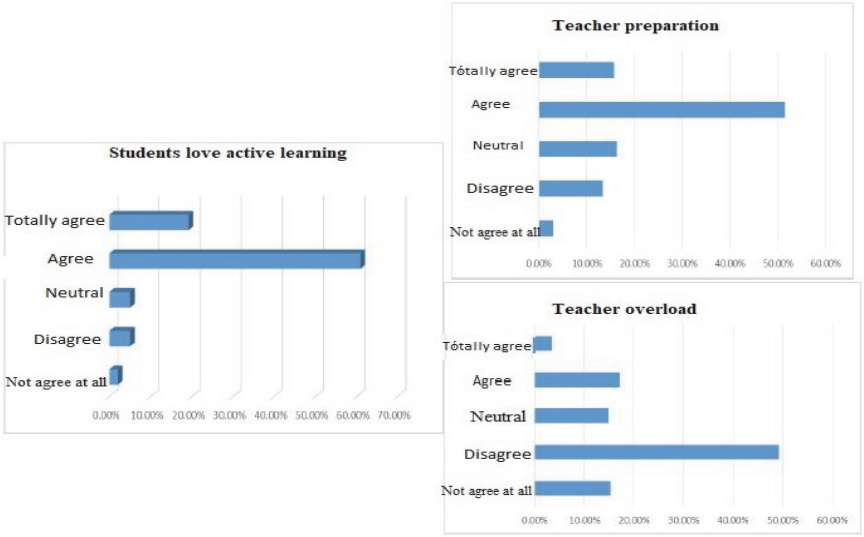
	Time for assessment and possibility of student involvement	
	Assessment of students	Active involvement
Not agree at all	7.9%	12.3%
Disagree	24.6%	44.3%
Neutral	18.2%	12.8%
Agree	42.9%	26.6%
Totally agree	6.4%	3.9%

According to table 6, we notice that 49.3% of teachers are faced with the lack of adequate time to carry out the evaluation according to the required criteria and 30.5% of them claim that time does not allow them to include students in interactive activities. This shows the need for continuous training of teachers on how to effectively manage time during the learning pro.

The relationship between student satisfaction and teacher satisfaction affects the effectiveness of student-centered learning. Therefore, the data obtained from these three variables were examined in a cross table. The data obtained from these three variables were examined in a cross table. (Table 7)

Table 7: Comparison between consent, overload and preparation

	Barrier to the effectiveness of the learner-centered approach		
	Student consent	Teacher overload	Teacher preparation
Not agree at all	2.00%	15.3%	3.0%
Disagree	5.00%	49.3%	13.4%
Neutral	5.00%	14.8%	16.3%
Agree	60.90%	17.2%	51.5%
Totally agree	19.20%	3.4%	15.8%



The majority of teachers (67.3%) feel that active teaching requires a high commitment and extra effort on their part, reflecting the challenges that can be encountered in implementing this educational methodology in the classroom. At the same time, 64.6% of them do not feel the overload, even though 67.3% of them affirm that this approach requires even higher commitment than the traditional approach in the preparation of the organization of the lesson. This is explained by the satisfaction and commitment of the students, as 80.1% of them affirm that they either agree or completely agree with this fact.

As can be seen from the comparison of the graphs, it is clear that, the satisfaction of the students affects the satisfaction of the teachers. This means that the motivation of the students also affects the motivation of the teacher.

Therefore, if teachers create an attractive environment and a positive climate, the process becomes more effective.

4.4 Conclusions from factorial analysis

The variables used in this study measured more than one question. To group these questions into a single variable, the need to do factor analysis arises. A criterion that helps factor analysis is the criterion of the percentage of variance explained for the factors (Hair et al., 2009). There is no absolute rule for this criterion, but it is preferable that the explained variance is above 60%. *(Component Matrix . Table 8).*

Table 8: Component Matrix

Extraction Method: Principal Component Analysis.	Component			
	1	2	3	4
I use a student-centered approach during teaching	-.300	.493	.261	-.274
I always try to create a classroom environment that supports active learning	-.312	.554	.251	-.201
I think that the student-centered approach enables the active involvement of the student in the learning process	-.305	.670	.193	-.219
I believe that cooperative learning between teacher and student is necessary to help students better understand new concepts	-.332	.611	.088	.022
I think that interactive discussions between students about the new lesson are necessary to deeply understand the concepts	-.218	.588	.183	-.127
During the lesson, I don't have time to constantly assess the students.	.510	.118	-.255	-.122
I often ask students closed questions for which there is only one correct answer	.357	.376	-.248	.335
I help students take responsibility for their own learning.	-.154	.530	-.122	.421

Extraction Method: Principal Component Analysis.	Component			
	1	2	3	4
I often assess students when they solve problems in groups	-.079	.466	-.261	.421
I support the students to discover data of the problem situation themselves in the learning process	-.127	.530	-.268	.527
I think that teachers in general hold negative attitudes towards the learner-centered approach	.642	.137	.223	-.073
There is a lack of time to actively involve students in classroom instruction	.737	.185	-.088	-.159
Engaging students in active learning will add even more to my workload.	.706	.068	.081	-.139
I think active learning creates problems in managing student behavior in the classroom.	.719	.096	.124	-.052
In classes with many students, the development of active learning is practically not effective	.591	.191	-.163	-.162
In the lesson, the amount of learning material provided in the program hinders active learning in the classroom.	.667	.061	-.197	-.112
Limited class time prevents the application of active learning techniques	.775	.188	-.142	-.118
I think students don't like active learning techniques	.719	.057	.188	.000
Lack of classroom space hinders group work	.364	.331	-.283	-.291
Active learning requires a lot of effort on the part of the teacher	.283	.348	-.344	-.224
The school administration has no interest in the implementation of active learning	.614	.034	.322	.088
I think that the lack of base materials prevents the implementation of active learning in the classroom	.395	.274	-.397	-.198
I believe that the explanation method is the most effective teaching approach in primary education.	.246	.098	.295	.257
I believe that active learning becomes the cause of inappropriate behavior of students in the classroom	.569	-.080	.206	.187
I believe that active learning increases the socialization of students	-.214	.502	.094	.120
I believe that students do not like the learner-centered approach to learning.	.742	.031	.340	.166
I believe that well-structured teacher-centered instruction increases student motivation more than student-centered instruction.	.472	-.053	.331	.308
Active learning provides students with opportunities for rapid progress in learning outcomes	-.207	.435	.412	-.198
I believe that students learn more effectively if they work individually than in groups	.560	-.053	.106	.203
I believe that teaching at the primary level is generally teacher-centered	.456	.149	.033	.137

4.5 Component 1: Logistical Obstacles in Active Learning

The components matrix shows how each question contributes to each of the components that were discovered by the Principal Components Analysis. The specific weights, or loadings, indicate how strong the association is between each statement and the corresponding component. Higher loadings indicate a stronger association and help interpret the meaning of each component. Let's examine the loads for each question and each component.

4.6 Component 2: Support for Learner-Centered Learning

This component includes statements that promote and support the use of learner-centered approaches and their active involvement in learning. These statements positively value cooperative learning and interactive discussions among students as useful methods to better understand concepts.

This component contains high loadings for statements that support the use of student-focused approaches and their active involvement in learning.

- .670 - I think that the student-centered approach enables the active involvement of the student in the learning process.
- .611 - I believe that cooperative learning between teacher and student is necessary to help students better understand new concepts.
- .588 - I think that interactive discussions between students about the new lesson are necessary to deeply understand the concepts.

4.7 Component 3: Challenges and Negative Perceptions towards Active Learning

This component focuses on the challenges and negative perceptions teachers have toward active learning, including perceptions that active learning increases teacher workload, creates classroom management problems, and is impractical in large or crowded classrooms.

The third component concerns the use of active learning techniques and the involvement of students in learning, including learning through group work and problem solving.

- .412 - Active learning provides students with opportunities for rapid progress in learning outcomes.

- .340 - I believe that students do not like the student-centered approach to learning.
- .331 - I think that well-structured teacher-centered teaching increases student motivation more than student-centered teaching.

4.8 Component 4: Student Engagement and Classroom Management

This component addresses practical ways in which teachers help students take responsibility for their own learning, as well as involving them in group problem-solving and problem-solving. It also contains perceptions about logistical challenges such as lack of space and material constraints.

This component relates to the classroom management and logistical challenges that teachers experience when using active learning.

- .527 - I support the students to discover the clues of the problem situation themselves in the learning process.
- .421 - I help students take responsibility for their learning.
- .421 - I often evaluate students when they solve problems in groups

5. Conclusion

This paper, based on the results and conclusions of the main findings, reached the conclusion that the level of teachers' attitude affects the level of effectiveness of student-centered teaching. The more convinced the teacher is in the effectiveness of student-centered teaching, the more engaged, motivated and creative the teacher will be in its implementation, facing challenges and barriers. A close positive relationship was found between student satisfaction and teacher engagement. This shows that primary education teachers' job satisfaction is positively influenced by students' motivation and satisfaction. This finding is important to guide the work of teachers to nurture and increase the internal motivation of students.

Attractive teaching techniques, collaborative environment and creativity in creating the learning environment and using the didactic material base strongly influence the effectiveness of teaching.

From the factorial analysis, four important components were determined in the findings of this study. *The first component* is "Logistical Barriers to Active Learning", *the second component* "Support for Learner-Centered Learning", *the third component* "Challenges and Negative Perceptions of Active Learning" *and the fourth component* "Student Involvement and Classroom Management".

The first component appears to contain high positive loadings for statements related to challenges and obstacles in implementing active learning, including lack of time and insufficient resources. In order to overcome these barriers, the teacher should be given more space to apply learning activities not only in the classroom but also in digital form outside the classroom, work with projects and other forms of active learning techniques.

The second component includes statements that promote and active involvement of students in learning. This finding suggests teachers to apply techniques that support cooperative learning and interactive discussions among students as useful methods to better understand concepts and higher-level thinking skills. This component, through the active involvement of students in learning, gives importance to the formation of social habits and their civic education.

The third component focuses on the challenges and negative perceptions that teachers have towards active learning. The perception and experience of emotional and motivational states related to the implementation of active learning was reflected in the increased workload of teachers. It was reflected in the creation of problems in classroom management in the conditions of overcrowded classrooms. This component showed that teachers see the effectiveness of using attractive techniques for students during active learning.

The fourth component deals with the practical ways that teachers use to organize and manage

students during the learning process. It was concluded that teachers must find effective ways through which they help students to take responsibility for learning. Techniques such as active involvement of students in interactive group problem solving and discovery of problem situations are preferred by both students and primary education teachers.

6. Recommendations

Recommendations for teachers: Teachers should clarify their beliefs about the effectiveness of student-centered learning, considering this not as a trend but as a didactic challenge. The teacher's preparation for planning such lessons should foresee techniques that encourage students' research, cooperation and their individual experiences.

The teacher must creatively apply digital activities outside the classroom, work with projects and other forms of active learning techniques.

The effective management of the learning process should be based on positivity and increasing student motivation, making them an active part of organization, development and evaluation.

Recommendations for school principals: School principals insist on the application of non-directive teaching methods. Placing the student at the center of the process should be reflected in the philosophy of school management and management, where each individual feels at the center of the process in his work sector.

Recommendations for text authors: Texts should be separated from traditional formats and models, as they influence by imposing on teachers the conception of the organization of the lesson. The text should not remain the only source of information, but in addition to the teaching materials, it should encourage and guide students towards the research of new information.

Recommendations for training agencies: Training agencies should be more practical in terms of applying student-centered learning methods. Theoretical aspects often become clichés and rhetoric that say nothing to teachers. Therefore, we need concrete application models illustrated and accompanied by real videos.

Recommendations for parents: Parents feel somewhat distanced from the current programs, so they should collaborate more concretely with teachers to support their children's learning.

To foster a positive attitude toward student-centered teaching and overcome barriers, teachers should work with small student-centered activities, co-create learning goals, and use flexible grouping.

Providing choices in learning activities, scaffolding, and gradually encouraging independence helps teachers maintain a positive attitude toward teaching. Encouraging reflection and feedback ensures engagement, while professional development and collaboration with colleagues' support teachers in refining their methods. Clear communication of results and the use of technology to personalize learning further enhance the learner-centered approach to teaching.

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7.1 Limitations

The findings of this study are valid only for the area of ZVA Durrës. *For stretching*

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