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THE PSYCHOLOGICAL INFLUENCE OF TEACHER-CENTERED VS. STUDENT-CENTERED PEDAGOGIES ON STUDENT SATISFACTION IN KAZAKHSTANI UNIVERSITIES

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Abstract. This study examines the psychological impact of teacher-centered and student-centered approaches to pedagogy on student satisfaction in Kazakhstani universities. As educational systems worldwide continue to evolve, understanding the psychological effects of different teaching styles on student satisfaction is critical. Teacher-centered approaches, which focus on the transfer of knowledge from the teacher, and student-centered approaches, where the emphasis is on the active participation of students in the educational process, have different effects on students' psychological perceptions and satisfaction with their learning. The paper provides a comparative analysis of these methods based on student surveys at several universities in Kazakhstan. The results of the study demonstrate how different pedagogical approaches influence psychologically the level of students' satisfaction, their academic performance and readiness for independent learning. The findings may be useful for teachers and administrators of higher education institutions seeking to improve the quality of education and increase student engagement through a psychologically informed pedagogical framework.

Key words: teacher-centered method; student-centered method; student satisfaction; pedagogy, pedagogical approaches.

Introduction

Pedagogical thought in the world is one of the oldest, it is born by the practice of the existence of generations of people [1, p. 6]. The science of 'Pedagogy' itself is universal, dynamic and multifaceted. The universality of pedagogy is manifested in the fact that its knowledge is necessary at the present stage of society's development not only for a future specialist-teacher, but also for any person. Knowledge of pedagogy helps professionals in modern society to independently acquire lifelong knowledge, and thus to self-learn and self-educate. Mastery of educational technologies realizes the modern paradigm of education 'lifelong learning' [1, p. 8]. In addition, most of the specialties working in the system 'human - human' actually have a pedagogical, in other words, educational function [1, p. 8], whether it is a lawyer or police inspector, economist, manager or marketer, journalist or guide, art historian or writer, political scientist or psychologist, even engineer or programmer, etc., and the person himself acts as a 'teacher' in the family and at work with colleagues.

The university student should be able to distinguish from the surrounding reality pedagogical facts, phenomena, and events; describe them in the language of pedagogical science; explain and predict their development based on the regularities of pedagogical theories struct the educational process based on the new learning concepts and predict the results of activity; and plan the process of self-improvement. Higher education helps them to acquire skills and techniques of pedagogical analysis; a system of updating knowledge in the process of professional activity; skills in choosing an adequate method of organizing the educational process and a culture of professional and pedagogical communication [2, p. 1].

Both constructivism and connectivism are educational philosophies with distinct benefits and drawbacks. When developing their teaching strategies, educators should take into account the advantages and disadvantages of both techniques in order to give their students successful and interesting learning opportunities [3, p. 3]. One of the key indicators of the success of the educational process in higher education institutions is the level of student satisfaction. Student satisfaction reflects not only their perception of the educational process, but also how effectively different pedagogical

approaches are used [4, p. 1]. In the context of modern educational systems, special attention is paid to the comparative analysis of two models of learning teacher-centered and student-centered pedagogy. These approaches differ both in the way the learning process is organized and in the methods of interaction between teacher and students.

Teacher-centered pedagogy is based on the traditional model where the teacher acts as the main source of knowledge and students play a passive role in the learning process [4, p. 1]. The teacher-centered approach may have psychological effects on students' self-esteem and motivation. Three psychological needs—autonomy, competence, and relatedness—must be met for intrinsic motivation to exist, according to Deci and Ryan's self-determination theory [5, p. 4]. These demands could be undermined by a system that limits student choice and places a higher priority on performance, which would lower motivation and increase anxiety. Whereas student-centered methods involve active involvement of students in the learning process, which promotes their autonomy, critical thinking, and creativity [4, p. 2]. In a student-centered learning environment, the instructor provides the necessary guidance while encouraging students to learn on their own. It supports educational programs that give pupils the opportunity to complete free work in groups or alone. Their desire to understand far more than what the teacher demonstrates in class motivates the students to read, research, and analyze independently [6, p. 167]. These two approaches have different effects on student satisfaction, and researching these differences in the context of Kazakhstani universities is a relevant task. In a study conducted from Pakistani students about teacher-centered method, it concluded that this method is proven effective as the result showed that discipline comes from teachers, and they find a good balance in being a demonstrator and not just a facilitator or an instructor [7, p. 426].

It intersects with management psychology and studies the psychological impact of these educational styles on students' perception and satisfaction levels [8, p. 3]. While management psychology studies the impact of leadership styles on employee satisfaction, student-and teacher-oriented approaches serve as "leadership styles" in the classroom. Teacher-oriented approaches can provide structure and orientation, while student-oriented approaches meet the needs of student autonomy and active participation. By exploring this dynamic, teachers and managers acquire concepts similar to what effective managers are looking for, that is, they create a balanced environment that enhances satisfaction, encourages engagement, and supports performance.

Purpose of the study: The purpose of this study is to examine the psychological impact of teacher-centered and student-centered pedagogical approaches on student satisfaction in Kazakhstani universities. The study aims to identify the advantages and disadvantages of each approach, as well as to determine which one contributes to higher student satisfaction and engagement in terms of psychology in the learning process through conducting a survey among students of Kazakhstan's Higher Education Institutions.

Research questions:

- 1) How do teacher-centered and student-centered pedagogical approaches impact psychologically on student satisfaction?
- 2) What are the perceptions of students regarding these pedagogies in Kazakhstani universities?

Significance of the study:

The significance of this study is that it provides a deeper understanding of how different pedagogical approaches affect student satisfaction, which is an important factor for improving the quality of education in Kazakhstani universities. The results of the study may contribute to the improvement of educational practices, better interaction between teachers and students, and the formation of more effective teaching methods, which will ultimately affect academic performance and the training of qualified specialists.

Methods

This study uses a quantitative approach based on an online survey to collect data from undergraduate and graduate students in Kazakhstani universities, the survey aims to understand how these educational styles affect the psychological activity, motivation and readiness of students to study independently. The results may be important for teachers and administrators who want to

change teaching methods in accordance with the needs of students, which will lead to an increase in the quality of education and psychological well-being of students in Kazakhstani universities. The participants of the study were undergraduate and graduate students from different universities in Kazakhstan. A purposeful method was used for sampling to ensure the representativeness of different academic programs. Students with at least one full semester of study in a higher education institution participated in the survey. The target sample size is about 100 students. Data were collected through an online survey hosted on the Google Forms platform. The survey was distributed to students via university chat rooms. It remained open for four weeks to ensure a sufficient number of responses.

This study takes into account all the basic principles of ethics aimed at protecting the rights and interests of the participants. Initially, participation in the study was entirely voluntary and students had the option to opt out at any time without results. At the beginning of the study, all participants were informed about the aims of the study and the guarantee of anonymity and confidentiality. The data collected was used for research purposes only and excluded the identification of respondents' personal data to ensure its exceptional reliability. In addition, informed consent was obtained from each participant before the study began. The study also did not include any questions that could cause students discomfort or stress, and all information was presented neutrally. Methods were used in data processing that took into account security and retention standards and kept participants' responses completely confidential. Compliance with these ethical principles ensures the loyalty of the study participants and the reliability of the data obtained, which in turn contributes to improving the quality of scientific knowledge and the representativeness of the results obtained.

The survey included both closed and open-ended questions, allowing both quantitative and qualitative data to be collected. The closed-ended questions were designed using a 5-point Likert scale, where responses ranged from “Very Satisfied” to “Very Dissatisfied,” to measure student satisfaction and perceptions of pedagogical methods.

The survey was structured as follows:

Demographic Information: This section collected data on the participant's age, gender, level of education (undergraduate or graduate), and major.

Satisfaction with teaching approaches: This section contained questions about student satisfaction with traditional teaching methods, focusing on aspects such as teacher professionalism, lecture clarity, and overall passive learning experience.

Student Satisfaction with Student-Centered Approaches: This part of the survey explored student perceptions of active learning methods, including participation in discussions, group projects, and opportunities for independent thinking and creativity.

Comparison of Pedagogical Approaches: Participants were asked to compare their experiences with teacher- and student-centered methods, indicating which one was more engaging and conducive to learning.

Overall satisfaction and learning outcomes: In the last section, participants rated their overall satisfaction with the educational process as well as their self-ratings on academic performance and readiness for independent learning in each pedagogical approach.

Results and discussion

In recent years, the Kazakhstani higher education system has seen an interest in improving pedagogical methods that promote active involvement of students and increase their satisfaction with the learning process. With the development of digital technologies and globalization, today's students seek flexible and interactive teaching methods that could promote deep understanding of the material and the development of critical thinking skills. The present study is devoted to analyzing students' perceptions of different teaching methods at universities in Kazakhstan, as well as their impact on their overall satisfaction with the learning process. This survey was conducted in Russian as it is the common language used among students regardless of their language of study.

Students of different levels of education and age categories took part in the survey. According to Figure 1, the majority of respondents (77%) are bachelor's degree students aged 17 to 22 which is 87% percents (Figure 2) and more than 80% of them are female students (Figure 3).

Figure 1. Choose your education degree.

112 replies

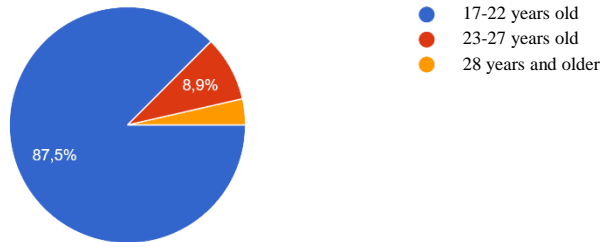


Figure 2. Your age.

112 replies

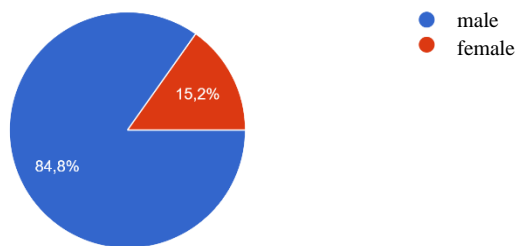


Figure 3. Your gender.

Among the respondents, almost 75% of them study on a budget basis, and the rest - on a fee-paying basis (Figure 4).

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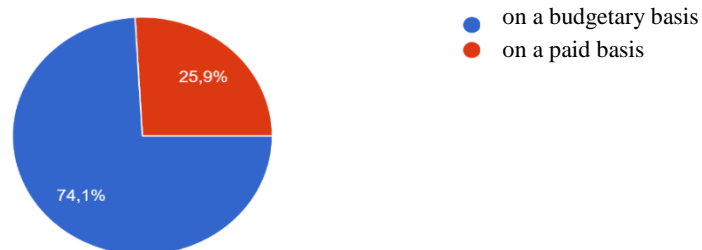


Figure 4. Are you studying on a budget or fee-paying basis.

The most common type of method according to the survey results on Figure 5 is student-oriented method such as practice classes, self-learning which has 43%.

112 replies



Figure 5. What teaching method is commonly used in your studies.

The greatest interest among students is in practice-oriented teaching methods, such as practical classes and discussions, as well as lecture format. According to Figure 6 about 70% of respondents indicated that they prefer a combined or student-centered format (34%), reflecting their interest in flexibility and interactivity in the educational process.

112 replies

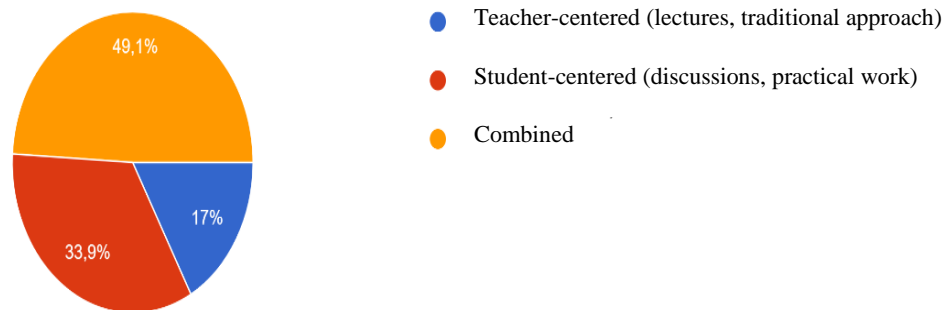


Figure 6. Which format method do you prefer?

Overall, more than half of the students expressed satisfaction with the lecture format of teaching, while the practical work-focused classes and discussions were satisfactory for more than 75% of the participants (Figure 7 & 8).

112 replies

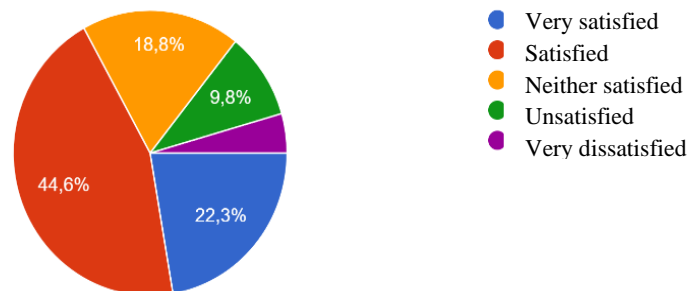


Figure 7. How much are you satisfied with lecture format.

112 replies

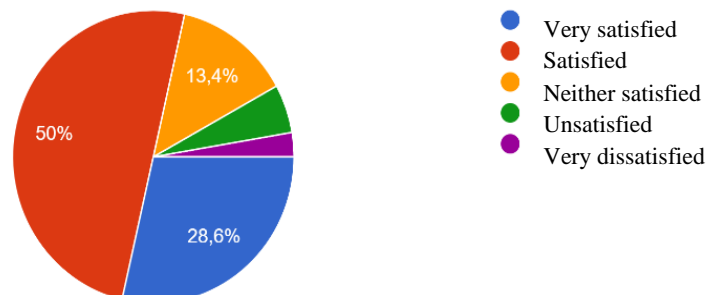


Figure 8. How much are you satisfied with practice classes format.

Teachers' activity in engaging students in the learning process was assessed in different ways: 26% of respondents rated it as insufficient, whereas 53% found it active and 19% very active (Figure 9).

112 replies

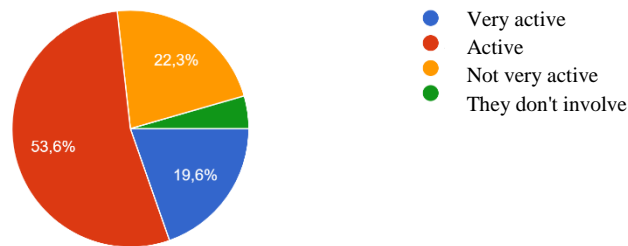


Figure 9. How much teachers engage you in classes.

Students identified the most valuable aspects of teacher-centered approaches as the structured and clear material (Figure 10), while student-centered methods attracted students by their flexibility, active participation and opportunity for self-learning (Figure 11). According to Ghaleb, teacher-centered approaches help to maintain a well-organized and disciplined learning environment, contributing to better learning outcomes for students [9, p. 615], which corresponds with the answers of survey respondents. However, Ghaleb argues that teacher-centered learning can decrease student progress in learning by limiting opportunities for active engagement and participation, which is necessary for deep understanding and the development of advanced cognitive skills [9, p. 615]. Survey results show that these qualities can be gained from student-centered approach which aligns with more constructivist methodologies that view learners as active knowledge creators, and the teacher takes the role of coordinator rather than leader of learning.

112 replies

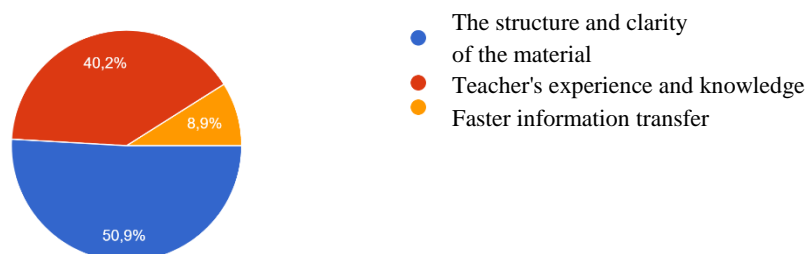


Figure 10. Which aspects of the teacher-centered method do you think are most useful.

112 replies

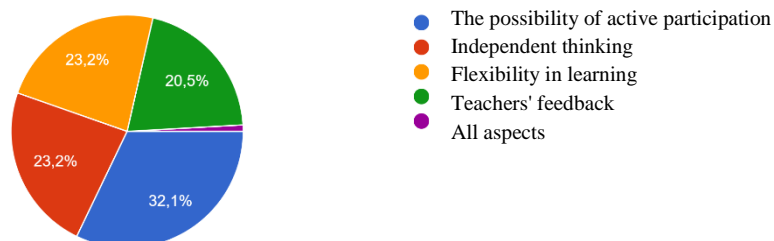


Figure 11. Which aspects of the student-centered method do you think are most useful.

The majority of students (about 95%) believed that the type of teaching influenced their overall satisfaction with the educational process, with 52% of them reporting a significant influence (Figure 12).

112 replies

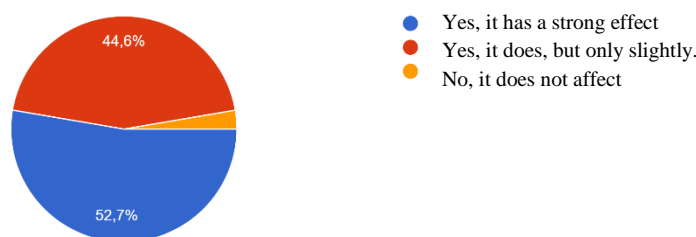


Figure 12. Does the type of teaching influence your overall satisfaction with the educational process.

112 replies

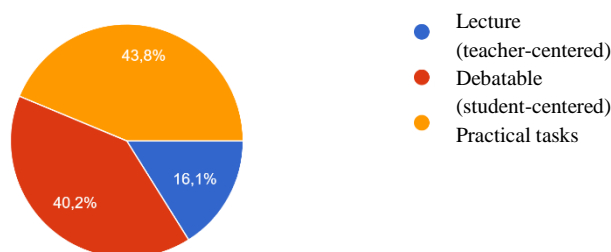


Figure 13. Which teaching methods affect better understanding of the material.

Introducing interactive teaching methods and increasing the number of independent projects and practices were cited as suggestions for improving teaching methods (Figure 14).

112 replies

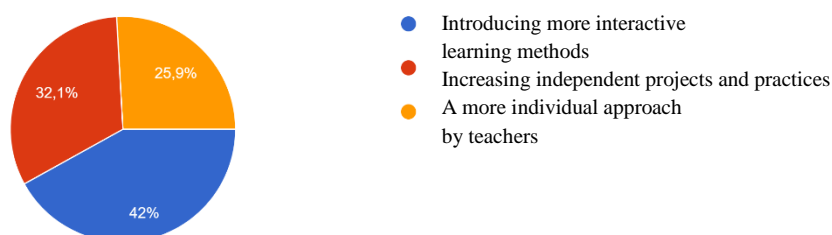


Figure 14. What can be improved in teaching methods in your educational placement in order to increase student satisfaction?

These results of the study confirm the importance of adapting teaching methods to the needs of students. The combined and student-oriented approach is recognized as the most attractive. Students emphasize the value of flexibility, interactivity and practical tasks in the learning process. At the same time, they point to the structure and systematic work of traditional teachers as useful aspects of learning. As Woods and Copur-Gencturk [10, p. 6] researched the most suitable approach to develop teaching skills and knowledge in teachers, they highlighted that while teaching teacher-centered method might seem to be the best as it focuses on teachers. However, it was revealed that student-centered approach was better to develop teaching skills. Therefore, this survey also shows that

focusing mainly on teacher-based learning is not really effective. These results indicate the need to expand the use of interactive methods, which can lead to a better understanding of the materials by Kazakhstani universities and greater student satisfaction.

Conclusion

The results of the study demonstrated the different psychological effects of teacher-centered and student-centered approaches on student satisfaction with the learning process. The teacher-centered approach, focusing on clear structure and teacher control, provides students with a sense of stability and organization, which has a positive effect on their perception of learning and reduces anxiety, especially among students who prefer more traditional teaching methods. However, such methods may limit the sense of autonomy and reduce motivation for independent learning, especially among students who prefer active participation in the learning process.

On the other hand, a student-centered approach aimed at active participation and the development of independence contributes to a higher level of psychological satisfaction and motivation among students who value flexibility, the ability to make independent decisions and commitment. The perception of these methods among students at Kazakh universities has shown that they positively evaluate interactive and adaptive forms of learning, as such approaches help them to develop critical thinking and independent work skills. However, students also note the value of the structurality inherent in the teacher-centred approach, which indicates the need for a balanced combination of these pedagogical models.

Therefore, the combined use of teacher- and learner-centered approaches can meet the psychological needs of different groups of students and increase overall satisfaction with the educational process at Kazakh universities. This, in turn, contributes to increased student participation, higher academic motivation and the quality of training of future specialists.

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ОҚЫТУШЫҒА БАҒДАРЛАНҒАН ПЕДАГОГИКАНЫҢ ЖӘНЕ СТУДЕНТКЕ БАҒДАРЛАНҒАН ПЕДАГОГИКАНЫҢ ҚАЗАҚСТАНДЫҚ УНИВЕРСИТЕТТЕРДЕГІ СТУДЕНТТЕРДІҢ ҚАНАҒАТТАНУЫНА ПСИХОЛОГИЯЛЫҚ ӘСЕРІ

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Аңдатпа. Бұл зерттеу Қазақстандық жоғарғы білім беру орындарындағы оқытушы мен студентке бағытталған педагогикалық көзқарастардың студенттердің қанағаттануына психологиялық әсерін жан-жақты қарастырады. Қазіргі таңда білім беру жүйелері қарқынды дамып, жаңашыл бағыттарға бет бұрып жатқандықтан, әртүрлі оқыту стильдерінің студенттердің қанағаттануына, мотивациясына, өзін-өзі бағалауға және оқу процесіне қызығушылығына психологиялық тұрғыда қалай әсер ететінін түсіну маңызды. Оқытушыға бағытталған дәстүрлі тәсілдер білімді құрылымды және жүйелі түрде жеткізуге бағытталса, студентке бағытталған әдістер олардың белсенділігін, өз бетінше білім алу ынтасын арттыруға септігін тигізеді. Зерттеу барысында студенттердің қанағаттануы жоғары білім сапасының маңызды көрсеткіші ретінде қарастырылады, және әртүрлі педагогикалық тәсілдердің студенттердің оқу нәтижелеріне қалай әсер ететінін талдау мақсат етіледі. Педагогика тек болашақ мұғалімдер үшін ғана емес, сонымен қатар басқару, заң және психология сияқты түрлі салаларда қызмет ететін мамандар үшін де маңызды білім болып табылады, өйткені тиімді қарым-қатынас, эмпатия және мотивация дағдылары кез келген кәсіби ортада бағаланады. Қазақстандық жоғары оқу орындарындағы білім беру жүйесін дамытуға бағытталған бұл зерттеу студенттердің қажеттіліктеріне сай келетін оқыту әдістерін жетілдіруге, олардың әл-ауқаты мен академиялық табыстылығын арттыруға бағытталған ұсыныстар береді.

Түйін сөздер: оқытушыға бағытталған әдіс; студентке бағытталған әдіс; студенттердің қанағаттануы; педагогика; педагогикалық тәсілдер.

ПСИХОЛОГИЧЕСКОЕ ВЛИЯНИЕ ПЕДАГОГИКИ, ОРИЕНТИРОВАННОЙ НА ПРЕПОДАВАТЕЛЯ, И ПЕДАГОГИКИ, ОРИЕНТИРОВАННОЙ НА СТУДЕНТА, НА УДОВЛЕТВОРЕННОСТЬ СТУДЕНТОВ В КАЗАХСТАНСКИХ УНИВЕРСИТЕТАХ

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Аннотация. Данное исследование всесторонне рассматривает психологическое влияние педагогических подходов, ориентированных на преподавателя и студента в казахстанских университетах, на удовлетворенность студентов. Поскольку сегодня системы образования стремительно развиваются и движутся к инновационным направлениям, важно понимать, как различные стили обучения психологически влияют на удовлетворенность студентов, мотивацию, самооценку и интерес к учебному процессу. В то время как традиционные подходы, ориентированные на преподавателя, направлены на структурированную и систематическую передачу знаний, методы, ориентированные на студента, способствуют повышению их активности, мотивации к самостоятельному обучению. В исследовании удовлетворенность студентов рассматривается как важный показатель качества высшего образования, и цель состоит в том, чтобы проанализировать, как различные педагогические подходы влияют на результаты обучения студентов. Педагогика является важным образованием не только для будущих учителей, но и для профессионалов, работающих в различных областях, таких как управление, право и психология, поскольку навыки эффективного общения, сочувствия и мотивации ценятся в любой профессиональной среде. Данное исследование, направленное на развитие системы образования в казахстанских вузах, дает рекомендации, направленные на совершенствование методов обучения, отвечающих потребностям студентов, повышение их благосостояния и академической успешности.

Ключевые слова: метод ориентированный на преподавателя; метод ориентированный на студента; удовлетворенность студентов; педагогика; педагогические подходы.