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AN IN-DEPTH ANALYSIS OF APPLICABILITY AND EFFECTIVENESS OF LEARNER-CENTERED APPROACH AT UNDERGRADUATE LEVEL IN PAKISTANI CLASSROOM CONTEXT

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ABSTRACT

This research aims to anticipate the learner's perspective regarding the study method, which is quite different from their learning strategies before the university classroom setting exposure. The researchers run SPSS to examine the collected data from the university students based on the restraints and tracts of the learner-centered approach. Hence, it is more valuable to discuss the applicability of learner-focused classrooms with comprehensive data rather than making productions. The data collection involves the ten students from SHS UMT main campus views through the questionnaire enrolled in English I course. Universities offer it as a compulsory subject for the freshers. The learner-centered approach is a thread of the learning and teaching procedure. Still, output effectiveness is much more than the traditional methods implemented in a Pakistani teaching environment until the undergraduate level. In universities, more focus is on students' needs and goals because the students at that level are aware of their needs as per their selection of the relevant subject field. The results are determined from the gathered data, keeping the learner-centered approach on priority, to explore the effectiveness of students' perception under the learner-focused classroom approach and their vision regarding the learner-centered classroom environment as ESL students.

INTRODUCTION

Learning and teaching are mutual apprehension procedures related to the gap between the learner and the instructor (Barzani et al., 2021). Along with learning

from the class material and teacher instructions, students also play an essential role in building the class environment according to the needs and aims of their perception (Zimmerman, 2000). The learner-centered approach is an applied method that motivates, justifies the learner goals, and increases the effectiveness in success indicators to make the learning more effective and decrease the gap between learner and teacher.

The learner-centered approach has also been recognized as the communicative teaching method, an advanced way of teaching through student-generated discussion (Yamada, 2009). Dewey (2010) provides an evident theoretical approach to communicative teaching and a significant framework in generating an intense gap in the class with teacher instructions and learners' participation. Primarily, the barriers of students are the important aspects based on which the gap between learner and teacher increase in a session that comprises hesitation of speaking, lack of knowledge about the target language (Rumlus, 2020), and the concepts which are more rigid for a student to understand a language skillfully (Baig et al., 2020). By analyzing the issues of ESL learners of undergraduate level, this research narrows down the focus on the student-driven classroom environment. Moreover, the prominent aspects of the study are the learner dispensation, aims, profile, and the targeted objectives they want to grasp in a second language learning session. Similarly, to execute the exact results of the data, SPSS uses an electronic tool of analysis.

As indicated by Lev Vygotsky's (1896-1934) hypothesis of the zone of the proximal turn of events (ZPD), learners regularly adapt vicariously through each other. The platform is significant when encouraging free reasoning aptitudes. Vygotsky proclaims that comprehending, positioned in the direction of formative stages that have just been reached, is insufficient from the perspective of the language learner's general turn of events. It does not focus on another phase of the formative sequence but instead lingers behind this progression.

Learner-focused learning conditions have been proven successful in higher education (Donnelly & Fitzmaurice, 2005; Garnjost & Lawter, 2019). They have been characterized explicitly inside advanced education as both an attitude and a culture inside a given instructive organization and as a learning approach extensively identified with and upheld by constructivist speculations of learning. They are portrayed through inventive techniques for instructing, which plan to advance learning in correspondence with educators and different students, pay attention to learners as dynamic members in their learning, and encourage adaptable aptitudes, e.g., critical thinking, basic reasoning, and intelligent reasoning (Rasool et al., 2020).

Aims

The aims of the research work precisely are to explore them;

1. Flexibility in learner-oriented sessions regarding student preferences
2. Effectiveness of the learner-centered approach from the learner's perspective

Significance

The significance of this research is to project the opinion of the students about the learner-centered classroom environment as they are near to give the final exams at the end of their first semester, so they are well aware of the difference in the learning environment. Their opinion is based on the shift from college to the university learning setting; the impact of their expression projects the significance of the learner-centered approach and its usefulness for adult students.

Research Gap

The traditional learning approach is considered a teacher-centered approach, and it always stays as an opposite pole of the learner-centered classroom environment. Hence, to justify the more competent approach, learners' experience is an encounter to clarify the more practical approach of learning in which students can digest the knowledge more efficiently and achieve their learning goals.

Research Question

This research work elevates the descriptive explanation of the following research question. Why is a learner-centered approach more considered significant than the traditional way of learning for a learner?

LITERATURE REVIEW

The learner-centered approach is a constructive learning theory given by Dewey (2010). It is a crucial turning point from traditional teaching and learning towards the most effective way of knowledge transition. Suhendi and Purwarno's (2018) consideration paper is an immense contribution to ESL learners' foreign language learning. For clarifying the constructivist school of thought, the principles regarding the learner center approach and the effectiveness of task-based learning are significant. Furthermore, several articles and data analysis research is in the discourse, but proper streamlines concerning constructivism for ESL learners are drawn step by step, implementing the traditional learner-centered classroom domain (Antón, 1999; Mattar, 2018).

Learner-centered education was sprawled in the 20th century. The consequence of the learners mainly depends on the model of the teacher's assertiveness. It should be more precise and quite organized in English language class. ELT is how learners improve their English language deficiencies and learn English undoubtedly as a second language (McLean et al., 2013). Their deficiencies include a shortage of vocabulary, grammatical errors, and limited ideas. Learner-Centered Education in ELT enhances a theoretical and practical field of learning to overcome these issues.

In learning the second language, task-based methods increase the quality and quantity of learner productivity (Badjadi, 2020).

Scrutinization of Alqarawi (2018) conjoins with American Native speakers (EFL) and Saudi English language learners (ESL) to find the gap between culture and language. Face acts also play an important role in intellectual capacity. The communication became also comprehended with the use of facial responses. Second language learners face difficulties in forming the English face acts. Hence, Alqarawi (2018) prefers the learner-centered methodology to overcome hesitation and rely more on the equally shared environment to cover this gap.

Likewise, the cultural response of teachers and instructors plays an essential role in the class participation of ESL students when it is a partially dependent situation (Umer et al., 2018). A student receives a positive and lenient response from the teacher when he tries to participate in the class. Learners may feel anxiety and apprehensiveness in the ESL classroom environment as they only know the first language. So, the teacher should use learner-centered strategies that provide a comfort zone to ESL learners. With mutually shared thoughts in their first language, teachers should help them reach the target language from the native language, expanding the learner's comfort zone for interaction (Chen, 2017).

Duncan and Redwine (2019) contribute the same perspective in learner-centered courses with perceptions and practice by considering the two fundamental features for teacher and learner. Perception includes an organized lesson plan for the learners by keeping the student interaction active. It makes students aware of the goals and objectives (Duncan and Redwine, 2019). From a student's point of view, the drill of exercise gives them motivation, collaboration, connection to the profession, and scholarly significance. The feature of learning boosts when the learners are involved in practical activities. Similarly, the ideas of the teachers and students should collaborate and discuss in the interactive learning environment more efficiently.

Incorporating the vision of Herranen et al. (2018), Higher Education students' behavior shows how pedagogies are used in learner-centered courses. Interchange from learner-centered to learner-driven sustainability leads to freedom, meaningfulness, and natural learning environment. In the learner-driven pedagogy, learners design things by their ideas and efforts. In this approach, students debate with teachers and create their activities through critical thinking (Herranen, Vesterinen, & Aksela, 2018). In higher education, this drive learning gives enthusiasm to students to read their lectures earlier and try to understand before going to the class, which constructs a learner-centered environment.

The primary concept of cooperative learning with relation to the learner-centered approach is elaborated by Renzaho et al. (2020) in terms of active participation and leaner interactive session. Their work is more based on the survey to collect the effective outcome from the learner-centered settings. More efficient results are

established with data usage based on students' educational performance through the success indicators. Moreover, Renzaho et al.'s (2020) survey also reflect the difference between traditional and cooperative learning environments.

A constructive environment is supportive in the reasoning of teaching and learning spontaneously. Neutzling et al. (2019) include physical teaching (PETE). With the help of the survey, interview, and questions, they analyze the limitations and implementation of the learner-centered approach. Equalizing the balance among input and output of the task, materials, and goals is incorporated through the vision of the learner's needs and aims which gives the more learner autonomy. The learner-centered approach utilizes spontaneous and innate methodologies to engross the students for building up their competencies. This aptitude assists learners through forming knacks. It demonstrates that constructive learning is the most critical and effective strategy for learning background and educational achievement.

Kaymakamoglu (2017) contributes to the learner's cantered approach with an analytical study to explore the perceived practices of teachers' beliefs. The survey is based on the interviews for understanding the reflective vision that all the teachers expressed their favor for learner-centered teaching. It also has an impact on methodological assumptions about the teacher's beliefs. The content work imitates primarily on the learner's cantered approach because students are involved in the interview with the teacher and build their critical thinking to tackle the questions with spontaneous rationale.

Effective constructivist teaching-learning in the classroom explores how students learn and how knowledge is twisted from the learner's edge. Kumar (2019) highlights the glitches concerning constructivism. It reveals that learners are moving from traditional modes of teaching and developing their understanding. The author's theoretical perspective proposes that constructivism produces extraordinary results if used correctly and produces ineffective learning when it is not used correctly (Mattar, 2018). In contrast, teaching influential constructivism will produce several criteria for learner cantered approach. In the gist of the survey, traditional methods are not supposed to be effective for many learners

The study of Matter (2018) cooperates with constructivism and connectives in education. Matter research provides a ground for revision of active, situated, authentic, experiential, and anchored learning ways, favoring the learner-centered approach. Under the stream of the educational canon, a well-constructed mechanism is precisely developed to make the session interactive even in the dehydrated subjects. Students did not lose their track or attention if they took an interest and actively participated in the session.

A learner-centered classroom environment is the most beneficial and advanced learning strategy, coalescing the entire descriptive referential hierarchy in a gist. Furthermore, this perspective is analyzed through the data collected from the actual

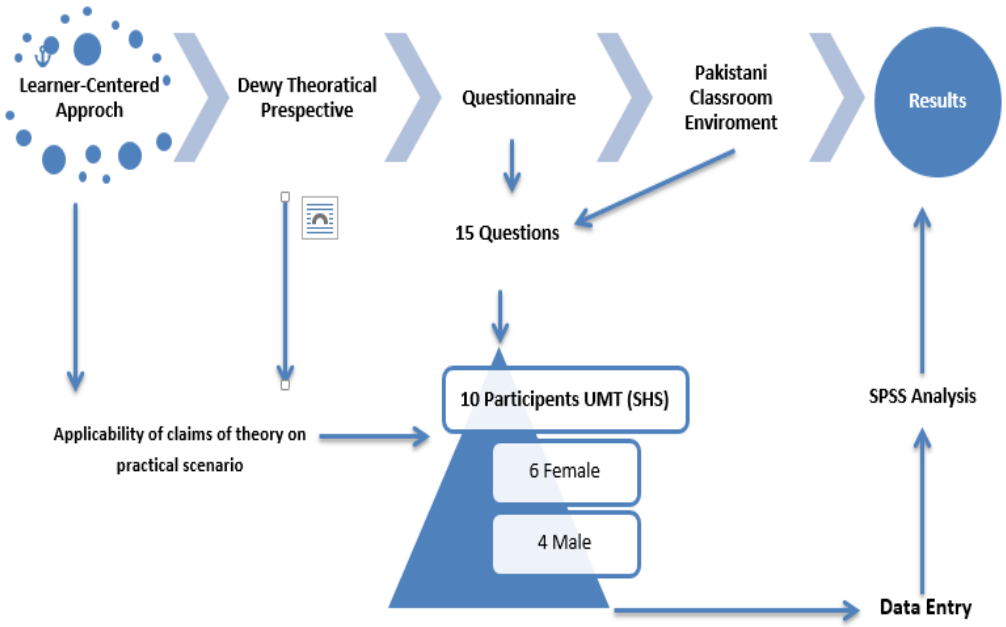
implementation of constructive learning in an undergraduate ESL learner's session for integrating the results using SPSS pilot and general test analysis.

METHODOLOGY

A mixed methodology is applied to accomplish the scrutinization of the effectiveness of the learner-centered approach. It blends the qualitative data in terms of the research model of learner-focused learning by Dewey (2010) on the undergraduate students of the SHS from the University of Management and Technology (UMT). The quantitative method is utilized to fill the data based on the gap between teacher and learners with a comprehensive questionnaire of 15 questions completed by the students of English Language class from batch 2020. The collected data is analyzed through the SPSS for the mean, median, alpha value, and graphical representation of the questionnaire data for a better understanding of the vision and perspective of learners regarding the learner-centered approach. Significantly, the data collection is from the real implicated scenario of the selected theoretical framework. Similarly, the results are also precise from the ambiguity and the self-assumptions of the instructor.

Theoretical Framework

The theoretical approach of John Dewy (2010) is utilized for building up the questionnaire thread. The theory is a projection of a learner-centered approach with the help of which the opinion-based results are generated. Collected data is analyzed with the help of SPSS to extract the actual stance from the questionnaires about the learner's opinion regarding the learner-centered approach and its reliability compared to the traditional learning approach.



Statement: Theoretical Underpinning of the Study

To balance opinion and avoid ambiguity in the results, all the participants have the same age group of 18 years. From the results, this research justifies Dewy's claim regarding the usefulness of the learner-centered approach in the Pakistani classroom environment, which is the primary aim of this research.

Data Collection

The data collection is accomplished with the help of questioners. The printed questionnaires were given to the students who are enrolled in English 1 course, which is compulsory for the students of all departments in the first semester. Due to the pandemic situation, only the students who are attending labs in the UMT are available. The ten students of SHS filled the questionnaire, of which six are female and four are male participants. The age group of students remains 18 years which is maintained consciously and asked from the students before filling the questionnaire for a linear output of the data analysis. Based on their experience and understanding, they selected the options which are further preceded in data analysis through SPSS. The first 6 participants in the data entry are female participants, and the last 4 participants are male.

Data Analysis

The SPSS computational statistic test is applied to find Chronbach's Alpha value for the authenticity of the objectives and research gap on the collected data of questionnaires. Every question with its coordinates is descriptively discussed through the data tables and the comprehensive details to understand technical data proceedings.

Case Processing Summary

		N	%
Cases	Valid	10	100.0
	Excluded[a]	0	.0
	Total	10	100.0

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.898	.898	15

The case processing summary includes the total number of participants and the excluded participants who cannot complete the questionnaire. In this manner, the percentage of analysis is descriptively portrayed with numerical configuration and the percentage value of the participants. Reliability statistics is the gist of the whole questionnaire result, which shows the validity of the claim's authenticity. In an ideal condition, it should be 1. On the other hand, In the case of a negative report, it may show the value of .001, but the Chronbach's Alpha value must be in between these two predetermined numeric. Otherwise, the data is considered faulty as the researcher claim is about the beneficial conditions of the learner-centered approach. Hence, the ratio value of 0.96 shows that most students prefer the learner-oriented classroom environment rather than learning in a traditional classroom environment.

Case Summaries[a]

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15
1	Agree	Agree	Disagree	Agree	Agree	Agree	Agree	Agree	Agree	Disagree	Agree	Agree	Agree	Agree	Agree
2	Agree	Disagree	Agree	Agree	Agree	Agree	Agree	Agree	Agree	Agree	Disagree	Agree	Agree	Agree	Agree
3	Agree	Agree	Neutral	Neutral	Agree	Agree	Neutral	Agree	Neutral	Agree	Neutral	Agree	Disagree	Neutral	Disagree
4	Disagree	Disagree	Agree	Agree	Disagree	Agree	Agree	Agree	Agree	Agree	Disagree	Agree	Agree	Agree	Agree
5	Agree	Agree	Agree	Agree	Agree	Agree	Agree	Agree	Agree	Agree	Agree	Agree	Agree	Agree	Agree
6	Neutral	Neutral	Disagree	Neutral	Disagree	Disagree	Disagree	Agree	Disagree	Neutral	Disagree	Agree	Agree	Agree	Disagree
7	Disagree	Disagree	Disagree	Neutral	Neutral	Neutral	Disagree	Neutral	Neutral	Neutral	Agree	Neutral	Neutral	Neutral	Disagree
8	Disagree	Agree	Agree	Agree	Agree	Agree	Agree	Agree	Agree	Disagree	Agree	Agree	Agree	Agree	Neutral
9	Agree	Agree	Agree	Disagree	Agree	Agree	Agree	Agree	Disagree	Agree	Agree	Agree	Agree	Disagree	Agree
10	Agree	Agree	Neutral	Agree	Neutral	Agree	Agree	Neutral	Agree	Neutral	Neutral	Agree	Neutral	Agree	Neutral
Total N	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10

Statement: Case Summaries of the Study

This table contains the whole data of the research and covers each entry of the survey. The purpose of adding the case summaries table inside the research is to describe the co-relation of objectives and data through database explanations. This table shows how many undergraduate students agree, disagree, and are neutral with the statements. The evaluation through this would be more convenient to understand the survey is conducted with ten students. So serial number is also present on the table's left side, and the participation of all students is also in these columns. All the entries provide similar and authentic data as discussed statically. It is challenging to bring all the hardcopies and to evaluate that. Moreover, it is beneficial for the understanding of the data and enhances the research authenticity as well. The SPSS codebook is descriptively elaborated below.

Q1

		Value	Count	Percent
Standard Attributes	Position	1		
	Label	<none>		
	Type	Numeric		
	Format	F8.2		
	Measurement	Nominal		
	Role	Input		
Valid Values	1.00	Agree	6	60.0%
	2.00	Disagree	3	30.0%
	3.00	Neutral	1	10.0%

Statement: Student-centered classroom is more effective than the traditional classroom

Question 1 contains the valid values of three options of agree, disagree, and neutral.

Six participants voted for the option of agreeing, and the mean is 60%. Similarly, 3 participants voted for the option of disagreeing, and the outcome of this option is 30%. At last, the option of neutral was voted by 1 participant with a mean of 10%. It means that most students feel comfortable in student-centered classrooms.

Q2

		Value	Count	Percent
Standard Attributes	Position	2		
	Label	<none>		
	Type	Numeric		
	Format	F8.2		
	Measurement	Nominal		
	Role	Input		
Valid Values	1.00	Agree	6	60.0%
	2.00	Disagree	3	30.0%
	3.00	Neutral	1	10.0%

Statement: Learners Autonomy makes the session more informative and up to date.

In question 2, 6participants voted the option of agreeing, and the mean is 60%. Similarly, 3 participants voted for the option of disagreeing, and the outcome of this option is 30%. At last, the option of neutral was voted by 1 participant with a mean of 10%. Hence, most of the participants believe in their updated learning.

Q3

		Value	Count	Percent
Standard Attributes	Position	3		
	Label	<none>		
	Type	Numeric		
	Format	F8.2		
	Measurement	Nominal		
	Role	Input		
Valid Values	1.00	Agree	5	50.0%
	2.00	Disagree	3	30.0%
	3.00	Neutral	2	20.0%

Statement: Participation of the learners really matters to form a great learner-centered atmosphere.

For question 3, 5 participants voted the option of agreeing, and the mean is 50%. Similarly, 3 participants voted for the option of disagreeing, and the outcome of

this option is 30%. At last, the option of neutral was voted by 2 participants with a mean of 20%. Likewise, most of the participants voted for the participation and the presence of students in the class.

Q4

		Value	Count	Percent
Standard Attributes	Position	4		
	Label	<none>		
	Type	Numeric		
	Format	F8.2		
	Measurement	Nominal		
	Role	Input		
Valid Values	1.00	Agree	6	60.0%
	2.00	Disagree	1	10.0%
	3.00	Neutral	3	30.0%

Statement: Only the stage of evaluation survives among the undergraduate students of ESL.

In question 4, 6 participants voted for the option of agreeing, and the mean is 60%. Similarly, 1 participant voted the option of disagreeing and the outcome of this option is 10%. At last, the option of neutral was voted by 3 participants with a mean of 30%. Most of the participants believe that they become critical thinkers at the undergraduate levels.

Q5

		Value	Count	Percent
Standard Attributes	Position	5		
	Label	<none>		
	Type	Numeric		
	Format	F8.2		
	Measurement	Nominal		
	Role	Input		
Valid Values	1.00	Agree	6	60.0%
	2.00	Disagree	2	20.0%
	3.00	Neutral	2	20.0%

Statement: The guidance of the instructor involves the critical thinking of advanced-level students.

In Question 5, 6 participants voted for the option of agreeing, and the mean is 60%. Similarly, 2 participants voted for the option of disagreeing, and the outcome of this option is 20%. At last, the option of neutral was voted by 2 participants with a mean of 20%. Most of the participants agreed with the statement because they could work with the help of the instructor.

Q6

		Value	Count	Percent
Standard Attributes	Position	6		
	Label	<none>		
	Type	Numeric		
	Format	F8.2		
	Measurement	Nominal		
	Role	Input		
Valid Values	1.00	Agree	8	80.0%
	2.00	Disagree	1	10.0%
	3.00	Neutral	1	10.0%

Statement: Undergraduate students can maintain the learning criteria of class without traditional teaching methods.

In question 6, 8 participants voted the option of agreeing, and the mean is 80%. Similarly, 1 participant voted for the option of disagreeing, and the outcome of this option is 10%. At last, the option of neutral was voted by 1 participant with a mean of 10%. Moreover, the senior students can be able to maintain the learning environment.

Q7

		Value	Count	Percent
Standard Attributes	Position	7		
	Label	<none>		
	Type	Numeric		
	Format	F8.2		
	Measurement	Nominal		
	Role	Input		
Valid Values	1.00	Agree	7	70.0%
	2.00	Disagree	2	20.0%
	3.00	Neutral	1	10.0%

Statement: Learning is more balance in a learner-centered classroom environment.

For question 7, 7 participants voted the option of agreeing, and the mean is 70%. Similarly, 2 participants voted for the option of disagreeing, and the outcome of this option is 20%. At last, the neutral option was voted by 1 participant with a mean of 10% because the majority got balanced learning in a learner-centered approach.

Q8

		Value	Count	Percent
Standard Attributes	Position	8		
	Label	<none>		
	Type	Numeric		
	Format	F8.2		
	Measurement	Nominal		
	Role	Input		
Valid Values	1.00	Agree	8	80.0%
	2.00	Disagree	0	0.0%
	3.00	Neutral	2	20.0%

Statement: Goals of students regarding learning are achieved more efficiently in a learner-centered learning environment.

For question 8, 8 participants voted for the option of agreeing, and the mean is 80%. At last, the neutral option was voted by 2 participants with a mean of 20%, and no one disagreed with the statement. The majority can achieve the goals in the learner-centered learning environment.

Q9

		Value	Count	Percent
Standard Attributes	Position	9		
	Label	<none>		
	Type	Numeric		
	Format	F8.2		
	Measurement	Nominal		
	Role	Input		
Valid Values	1.00	Agree	6	60.0%
	2.00	Disagree	2	20.0%
	3.00	Neutral	2	20.0%

Statement: In a learner-centered classroom, the teacher counsels students and directs them to take the right path of learning compared to the traditional approach. In question 9, 6 participants voted the option of agreeing, and the mean is 60%. Similarly, 2 participants voted for the option of disagreeing, and the outcome of this option is 20%. At last, the option of neutral was voted by 2 participants with a mean of 20%. Most learners believe that the teacher is himself a motivator.

Q10

		Value	Count	Percent
Standard Attributes	Position	10		
	Label	<none>		
	Type	Numeric		
	Format	F8.2		
	Measurement	Nominal		
	Role	Input		
Valid Values	1.00	Agree	5	50.0%
	2.00	Disagree	2	20.0%
	3.00	Neutral	3	30.0%

Statement: Students explore their interests through student-centered learning.

For question 10, 5 participants voted the option of agreeing, and the mean is 50%. Similarly, 2 participants voted for the option of disagreeing, and the outcome of this option is 20%. At last, the option of neutral was voted by 3 participants with a mean of 30%. This question got the majority to agree because they accept that a teacher is a controller and a great guide.

Q11

		Value	Count	Percent
Standard Attributes	Position	11		
	Label	<none>		
	Type	Numeric		
	Format	F8.2		
	Measurement	Nominal		
	Role	Input		
Valid Values	1.00	Agree	5	50.0%
	2.00	Disagree	3	30.0%
	3.00	Neutral	2	20.0%

Statement: In a student-centered classroom, learning is more independent.

In question 11, 5 participants voted for the option of agreeing, and the mean is 50%. Similarly, 3 participants voted for the option of disagreeing, and the outcome of this option is 30%. At last, the neutral option was voted by 2 participants with a

mean of 20% because when students participate in learning, their interests and skills automatically develop.

Q12

		Value	Count	Percent
Standard Attributes	Position	12		
	Label	<none>		
	Type	Numeric		
	Format	F8.2		
	Measurement	Nominal		
	Role	Input		
Valid Values	1.00	Agree	9	90.0%
	2.00	Disagree	0	0.0%
	3.00	Neutral	1	10.0%

Statement: Student-to-student interaction is more effective in transferring knowledge.

In question 12, 9 participants voted for the option of agreeing, and the mean is 90%. Similarly, 0 participants voted for the option of disagreeing. At last, the neutral option was voted by 1 participant with a mean of 10% because students are independent learners in this stage.

Q13

		Value	Count	Percent
Standard Attributes	Position	13		
	Label	<none>		
	Type	Numeric		
	Format	F8.2		
	Measurement	Nominal		
	Role	Input		
Valid Values	1.00	Agree	7	70.0%
	2.00	Disagree	1	10.0%
	3.00	Neutral	2	20.0%

Statement: Learners' focus enhances on the study in a friendly environment.
In question 13, 7 participants voted the option of agreeing, and the mean is 70%. Similarly, 9 1 participants voted for the option of disagreeing, and the outcome of this option is 10%. At last, the option of neutral was voted by 2 participants with a mean of 20%. The interaction of one student with another explores new ideas and helps them to so work in a friendly environment.

Q14

		Value	Count	Percent
Standard Attributes	Position	14		
	Label	<none>		
	Type	Numeric		
	Format	F8.2		
	Measurement	Nominal		
	Role	Input		
Valid Values	1.00	Agree	7	70.0%
	2.00	Disagree	1	10.0%
	3.00	Neutral	2	20.0%

Statement: Learners' focus enhances on the study in a friendly environment

In question 14, 7 participants voted for the option of agreeing, and the mean is 70%. Similarly, 1 participant voted for the option of disagreeing, and the outcome of this option is 10%. At last, the option of neutral was voted by 2 participants with a mean of 20%. The majority favor a friendly environment because, with the help of this, a student can focus on their studies and feel more comfortable thinking new things.

Q15

		Value	Count	Percent
Standard Attributes	Position	15		
	Label	<none>		
	Type	Numeric		
	Format	F8.2		
	Measurement	Nominal		
	Role	Input		
Valid Values	1.00	Agree	5	50.0%
	2.00	Disagree	3	30.0%
	3.00	Neutral	2	20.0%

Statement: The teacher understands the pressures and limitations of the students through their discussion

In question 15, 5 participants voted the option of agreeing, and the mean is 50%. Similarly, 3 participants voted for the option of disagreeing, and the outcome of this option is 30%. At last, the option of neutral was voted by 2 participants with a mean of 20%. Most participants agreed to this statement because teachers sometimes could not understand the students' limitations and exceeded the learning level.

Descriptive statistics is an abundant part of data analysis. It can be quantitative and qualitative, but here it is designed in a quantitative approach. The target participants

have answered each question, and not a single question has been skipped, which also help to analyze the good results. The majority choose the options of agreeing, and the minority goes to disagree and neutral options. With the help of a case summary, a reader can easily go through the included data of this research.

FINDINGS AND DISCUSSION

The main focus of this research is on the learner-centered approach that how undergraduate students make their learning more productive and more informative. The role of the teacher is considered as the instructor and as the receptor of the class. This research contains both qualitative and quantitative approaches. Data is collected from the opinions of undergraduate students from the University Management and Technology SHS.

The questionnaire technique has been used to get the opinion of the students. These questions are designed on the facts which are a part of the learner-centered classrooms. The main scope of this study is to enhance the potential of critical thinking and to avail the higher-level approach of learning, i.e., evaluation among the undergraduate student to make them independent learners. Students are the primary source of the learning environment in the learner-centered classroom, and they share new perspectives and make the environment more productive. It is opposite to the traditional learning classrooms. The findings and the outcomes of this research are that students agree to make the classroom environment more experimental and more yielding.

CONCLUSION

In a nutshell, the result is generated through the SPSS analysis. Research is precisely established on a learner-centered approach and to fill the gaps between student and teacher. All the aspects of this research aim, profile, and objectives are done by providing data on the learner-centered approach. Data is based on the real implication of the theoretical framework. This research incorporates the qualitative and quantitative approaches. The results show that the undergraduate students are more productive and more informative in a learner-centered approach. Concluding the whole descriptive analysis, the implementation of SPSS to know the opinion of students is very effective.

Moreover, the learning is more stable in a learner-centered environment. As the research gives an overview, the targeted participants learn through traditional methods until college level, and now, they have shifted to an undergraduate high level. Hence, at the undergraduate level in Pakistan, students are more in favor of learner-centered classrooms. The outcomes of the research show productivity and cohesiveness through peer shared knowledge which leads to the achievement of covering the research gap that is projected in favor of stance regarding the learner-centered approach.

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