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Teachers' Perception of Student-Centered Instruction in Public Schools of Baku, Azerbaijan

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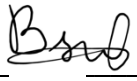
Signed: 

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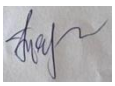

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Teachers' Perception of Student-Centered Instruction in Public Schools of Baku, Azerbaijan

Introduction

There are various teaching and learning methods outlined in the literature that provide the educators with a deeper understanding of how children learn, the possible ways students can acquire knowledge, and different opportunities available for teachers to impart that knowledge. Among these methods, a gradual transition has been noted towards student-centered instruction (SCI) within educational discussions worldwide. This transition is expressed as "a move from directly transferring knowledge from teacher to students to learning through student discovery and construction of knowledge" (Froyd &Simpson, 2008, p.1). It started with the launch of Education for All (EFA) in 1990, which initiated the dissemination of student-centered instruction (SCI), with donor agencies advocating for "learner-centered and participatory" curricula. Since then, SCI has been embraced in various international educational agendas, from the Millennium Development Goals to the Sustainable Development Goals, emphasizing the importance of active learning (Bremner et al., 2022, p.2). In this context, "the SCI is a learning method that places the learner in the center of the learning process. It includes such techniques as substituting active learning experiences for lectures, assigning open-ended problems and problems requiring critical or creative thinking that cannot be solved by following text examples, involving students in simulations and role plays, and using self-paced and/or team-based learning" (Froyd &Simpson, 2008, p.1). Considering the growing emphasis on SCI, Azerbaijan has implemented reforms that highlight the differences between traditional educational programs and modern curriculum. According to the Ministry of Education of the Republic of Azerbaijan (2010), the traditional programs were knowledge-focused and teacher-centered, whereas modern curriculum is more student-centered, improves personal development and addresses the interest and needs of learners. Now, according to state standards of the general education level and programs (curriculum), one of the general requirements for the content of general education is to define content based on the principles of result-oriented, personality-oriented, student-centered, and integrative approaches (Cabinet of Ministers, 2010). This shift is needed because the traditional teaching model in Azerbaijan schools does not promote interactions between teachers and students, nor does it encourage collaboration among students in the educational environment

(Sattarova et al., 2023). Moreover, according to data presented in Programme for International Student Assessment (PISA) Azerbaijani pupils show improvement in development of modern competencies including creative thinking, problem-solving, teamwork, inquisitiveness, intercultural skills, and individual initiative; however, there are still some areas where scores remain lower (Sattarova et al., 2023).

Furthermore, public education in Azerbaijan includes both Russian and Azerbaijani medium classes. Although the language of the instruction in those mediums is different, the national curriculum standards are the same for both mediums (Cabinet of Minister, 2010). According to recent research, parents prefer their children to study in Russian medium classes. One of the reasons is that there is a lack of educational and literature resources in Azerbaijani language, as well as teachers in Azerbaijani medium classes show strict and traditional approach in the lessons (Huseynzade, 2022). These factors can create an environment less conducive to adopting SCI. As a result, due to the availability of literature resources and cultural environment, teachers in Azerbaijani and Russian medium classes might perceive SCI differently. Apart from that, the willingness to implement new methods among teachers in schools varies and depends on such factors as the classroom size and the level of noise, that negatively impact perceptions of teacher, as well as the overloaded subject curriculum, and conflicting criteria in the assessment of students' knowledge (Khalafov, 2021). Consequently, these kinds of challenges highlight the complexities of transitioning from the traditional teaching model to a student-centered educational approach in Azerbaijan, which, in turn, emphasizes the need for ongoing support and training for educators.

Problem Statement

Considering these challenges, it is essential to explore teachers' overall perceptions of SCI. Although many of the existing studies have highlighted the factors obstructing the implementation of SCI and the government's viewpoint on this learning method, there is limited research done focusing on the teachers' perspective on SCI. Thus, the aim of this research is to investigate and understand how teachers perceive SCI and how their perception aligns with educational reforms in Azerbaijan. Additionally, it will explore whether there are differences between teachers' perceptions in Russian and Azerbaijani medium classes.

Research questions that are addressed in this study are following:

- What are middle school teachers' perceptions of the SCI in public schools of Azerbaijan?
- Is there a difference in the perceptions of teachers regarding SCI across Russian and Azerbaijani mediums of instruction?

Literature Review

Introduction

The aim of this research is to investigate and understand teachers' perceptions of student-centered instruction in public schools of Baku, specifically exploring teachers' views on SCI in both Russian and Azerbaijani medium classes. Moreover, the literature review of this study incorporates definitions of teacher - centered instruction and student - centered instruction, overview curriculum reforms in Azerbaijan, the experience of post - Soviet and Eastern European countries with SCI, and a review of previous studies on teachers' perception of SCI in the Azerbaijani context.

Research questions that addressed in this research are the following:

- What are middle school teachers' perceptions of the SCI in public schools of Azerbaijan?
- Is there a difference between the perceptions of teachers regarding SCI across Russian and Azerbaijani mediums of instruction?

Definition

Definition of Teacher-centered Instruction

According to Arends (2012) teacher - centered instruction (TCI) is an educational approach with the focus on the structured lessons and direct teaching methods, where a teacher provides clear, explicit instructions and demonstrates concepts to ensure students understand the material. TCI was designed to teach procedural and factual knowledge in a clear, step by-step way. This approach often involves lectures, drills, and guided practice, with assessments aimed at measuring the students' ability to recall and apply the information presented by the teacher. TCI is supported by various historical and theoretical ideas. One of them is behavioral theory of

learning that has made significant contributions to TCI. B.F. Skinner, a prominent behaviourist, argued that learning is most effectively achieved through direct teaching and reinforcement, with the teacher as a primary source of knowledge. The teacher reinforces correct behaviour and responses while shaping student learning through repetition and positive reinforcement (Arends, 2012).

Definition of Student-centered Instruction

Student-centered instruction (SCI) is an educational approach that shifts the focus of teaching from the teacher to the students, emphasizing active participation, collaboration in the learning process, and development of critical skills. In SCI approach the teacher serves as a facilitator and guide, encouraging students to take responsibility for their learning, rather than being the primary source of the knowledge (Arends, 2012). There are several types of student-centered approaches, such as inquiry- based learning, project-based learning, problem - based learning, collaborative learning, personalized learning, experiential learning, and the flipped classroom. All these approaches prioritize student autonomy and active student engagement, fostering a learning environment where students take an active role in shaping their educational experiences (Davis & Arend, 2013). Theoretical foundations for this approach come from constructivist theories by scholars like Jean Piaget and Lev Vygotsky. Piaget's work on cognitive development highlights the importance of students actively constructing knowledge through interaction with environment, while Vygotsky's concept of the zone of proximal development emphasizes the importance of providing students with tasks that are within their reach but require support from knowledgeable others, such as teachers (Arends, 2012).

Curriculum reforms in Azerbaijan

Between 1991- 2013 Azerbaijani education system underwent extensive reforms, particularly, in curriculum content, as well as in teaching and learning practices across all stages of education (Karimova et al., 2014). At the policy level, a new understanding of education quality emerged, highlighting significant values such as student - centered learning, critical thinking, and creativity. To address these needs, the new national curriculum adopted in 2006 aimed to transform traditional schooling by shifting the focus from academic knowledge to a learner - centered approach that recognized diverse learning styles. This shift required teachers to adopt a new vision of students as active learners with their own interests, strengths, and paces. Additionally,

it demanded that teaching materials and resources reflect the learner-centered approach and provide opportunities for active learning and creative thinking (Karimzade & Mikayilova, 2010). As a result, the reform redefined the role of the teachers, expecting them to act as curriculum developers, who actively shape learning outcomes, create instructional materials and organize effective lessons to achieve targeted outcomes rather than simply deliver knowledge.

The curriculum reform in Azerbaijan have directly influenced teachers' perception of SCI. While many teachers might acknowledge the value of SCI, there is limited research on whether the adoption of SCI has gone smoothly or how teachers perceive it in practice. Hence, understanding how teachers perceive and adapt to SCI can provide insights into educational reform, helping to identify areas that need more support and training.

Experiences of post-Soviet and Eastern Europe countries

In this part of the study, we would like to highlight the experiences of post-Soviet countries in terms of applying student centered instruction. As Chankseliani and Silova (2018) mentioned in their study, transforming educational institutions is a challenging process; however, implementing educational reforms is even more difficult. They also highlight the power of education for shaping society. Every country's educational system is an image and reflection of society. Therefore, the struggle arose around two main concepts after the collapse of the Soviet Union. One of these concepts was about being faithful to the traditional educational structures and society's norms; however, another mission was about transformation of the educational approach. In the Soviet Union, education was seen as "public good" and a teacher centered approach was dominating the educational institutions (Chankseliani & Silova, 2018). Moreover, Yerken and Luu (2022) noted in their studies that the teacher centered method utilized in post-Soviet countries was characterized primarily by lecture-style lessons. Their study (2022) raises the possible disadvantages of teacher-centered instruction and highlights the emergency of educational reforms. However, educational reforms are complex processes that each country progresses at its own pace. Even though post-Soviet countries share similar educational backgrounds, those countries exhibit both similarities and differences in their educational reform. It is crucial to observe the pass way of post-Soviet countries to analyze the adaptation of student-centered instruction on educational settings.

According to de la Sablonnière et al. (2009), Kyrgyzstan is one of post-Soviet countries that deals with challenges while applying student centered instructions in the primary education context. After the collapse of the Soviet Union, Kyrgyzstan initiated important educational reforms to shift from a teacher centered approach. Even though these reforms were beneficial, it required both teachers and students to be ready for changes. The study highlights that approximately 80% of teachers continue to rely on teacher centered education, as a result it becomes difficult to apply student centered instruction. Additionally, the study emphasizes that only a few educators were able to adapt student centered instruction in Kyrgyzstan, therefore the reforms cannot be considered fully effective (de la Sablonnière et al., 2009).

Moreover, Abdullayeva (2024) highlights SCI in the context of higher educational institutions of Uzbekistan. Students' cultural and linguistic competencies are the key focus area for SCI. The author indicates that even though Uzbekistan is also undergoing a gradual shift to student-centered instruction, direct teaching is still prevalent in Uzbekistan's educational institutions (Abdullayeva, 2024).

Kisel et al. (2020) highlights the perception of student-centered instruction in the higher education context of Russia. The research was conducted among 12 instructors and 146 students at Nosov Magnitogorsk State Technical University. The authors concluded that instructors and students are familiar with student-centered instruction, but SCI is not practically utilized at the university. Students mainly focus on getting high grades and passing the course. Hence, SCI is not a widely utilized method in Russian modern higher education, and students' lack of motivation is considered as a limitation to progress (Kisel et., 2020).

On the other side, Georgian schools are trying to achieve widespread use of SCI; however, it is not common among public and private schools. According to the Tvaltchrelidze (2019), the National Center for Teacher Professional Development organizes training to prepare teachers for SCI; however, scarcity of facilitation and resources makes teachers struggle to apply it (Tvaltchrelidze, 2019). The study emphasizes that private schools are more likely to attempt to use SCI rather than public schools in Georgia. The author highlights that lack of resources slows down the transmission. Even though the piloted practices started, still it covers the school in the city center. As a result, regional schools are not completely involved with transmission.

Tvaltchrelidze's analysis indicates the importance of proper resource allocation, even though it is a gradual process the whole country's schools should be allocated with proper transmission.

The study of primary schools in Kazakhstan can be also helpful to get the whole picture. The studies among 290 primary school teachers conducted by Naimanova et al. (2023) highlights that teachers' understanding of SCI is in the middle level; however, their technology integration is even below than the middle level (Naimanova et al., 2023). Another significant finding that was identified in the authors' study is the effect of gender factors on the transformation of student-centered instruction. It shows that female teachers are more successful in applying the SCI and developing teaching competencies rather than male teachers. Additionally, this study indicates that the role of technology plays a significant role, and teachers can utilize SCI more effectively with the effective adaptation of technology.

According to Schreurs and Dumbraveanu (2014), in Moldova and Ukraine, similar shifts were observed through Western Eastern Teachers' Education Network (WETEN) project under the Tempus Program. This project focused on introducing student-centered concepts and developing student-centered courses.

Moreover, Boyadzhieva (2016) highlights that Bulgaria presents different perspectives on implementation of student-centered approaches: learner autonomy is considered as an essential component of student-centered instruction. Cultural factors influence the realization of learner autonomy. These cultural differences create challenges in equalizing teacher-student relationships. Integration of learner-centered strategies is a step to improve educational outcomes while respecting different cultures.

Balagiu et al. (2014) underscore that there was a shift from teacher-centered instruction to student-centered instruction in Romania. There was a transition from teachers lecturing and students taking notes to student-centered methodology. Using group projects and cooperative learning activities, educators in Romanian universities enhance active learning and development of collaborative skills. This transition led to increased student involvement in future group projects.

On the other side, Karimova et al. (2014) conducted a study regarding student centered instruction in Azerbaijan. They specifically underlined the role of teachers in current reforms; the study reports that teachers feel uncertainty and ambivalent emotions regarding current changes. The increasing gap highlights the need to explore teachers' perceptions of these reforms.

Previous Studies in the Azerbaijani Context

Several studies have been conducted to examine the SCI approach in Azerbaijan. One study specifically focused on the factors obstructing the application of SCI at schools in Azerbaijan.

Khalafov (2021) conducted a study evaluating the teaching methods at public schools and identified factors that support or obstruct the development of student-centered instruction (SCI). The research was conducted in two stages, both in schools located in the center of Baku and suburban areas. In the first stage, the author used a descriptive research method, where the questionnaire was applied to assess teachers' self-evaluation of their student-centered teaching practices, revealing high levels of experience. However, focus group discussions with 12 teachers in the second stage of the research showed that, while the teachers had some familiarity with methods and strategies of student-centered teaching, they were usually applying a traditional teacher-centered style of instruction in classrooms. Several factors contribute to this, including teachers' low level of competence in student-centered teaching and learning, the fact that the distribution of subject hours is not determined by the teacher, a disproportionate ratio of classroom size to the number of students, challenges in managing noise, and classroom order during interactive activities. There are also challenges in differentiating instruction to meet students' learning needs, excessive paperwork that does not support lesson organization and takes additional time for teachers, conflicting assessment criteria due to discrepancies between curriculum content, textbooks, and entrance exam requirements, and limited teaching resources (Khalafov, 2021).

This study highlights teachers' lack of skills and confidence in SCI, linking these issues to contextual problems, such as class size and curriculum overload. While the study researched the factors obstructing the implementation of SCI in public schools in Baku, it did not address whether the teachers from both Russian and Azerbaijani mediums participated in the research or if they faced different challenges.

Another study conducted by Sattarova et al. (2021) assessed the impact of problem-based learning (PBL), which is one of the approaches within the SCI, on academic performance compared to the traditional teaching approaches at the Azerbaijan University of Architecture and Construction. The study highlighted that Azerbaijan, like other post-Soviet countries, struggles with adapting modern teaching methods, relying instead on traditional approaches focused on theories. Despite reforms between 2009-2013 to promote student-centered instruction, universities continue to prioritize lectures. The research showed that PBL significantly improved final exam scores compared to traditional methods, suggesting its effectiveness, particularly in subjects like mathematics in both elementary and higher education. Thus, this study recommends providing tutors with additional methodological support and training to foster broader adoption of PBL in higher education.

The findings of this study have important implications for teachers' perception of SCI. The success of PBL suggests a need for educational institutions to recognize the value of student-centered approaches in fostering successful learning environments and improving learning outcomes. Moreover, the recommendation of the study to provide instructors with methodological support and training emphasizes the importance of supplying them with necessary tools and confidence in order to implement innovative teaching methods. Thus, embracing SCI approaches can foster the transformation of teaching practices and enhance student engagement.

Russian and Azerbaijani mediums in public schools of Azerbaijan

According to the research study conducted by Abizada & Seyidova (2021) more than a hundred thousand students' study in schools with Russian – medium of instruction in Azerbaijan, making up about ten percent of the student population. In addition to the historical background that makes Russian language prominent in the country, the study underlines that sociolinguistic factors and social demand position Russian language as a first choice of the parents for a second language. Huseynzade (2022) notes that parents prefer Russian – medium classes because of conservative approach in Azerbaijani medium and lack of the resources in Azerbaijani. Additionally, a study by Rzayeva et al. (2020) highlights that many parents believe the teaching quality differs between the two mediums. This suggests that teaching quality and instructors' methods, including SCI, may vary based on instructors' perceptions of different teaching approaches. This highlights a gap and provides an opportunity for further research on teachers' perception of SCI in different mediums.

Methodology

This research aims to explore and analyze teachers' perception of student-centered instruction (SCI) in public schools of Baku. Both Russian and Azerbaijani medium classrooms will be the focus area of this research. The qualitative research methodology and interpretivist paradigm will be used. Interviews conducted within focus groups, along with documents such as lesson plans, curricula and policy papers will be utilized as data collection methods.

Research questions that are addressed in this research are the following:

- What are middle school teachers' perceptions of the SCI in public schools of Baku?

- How do the perceptions of teachers regarding SCI differ across Russian and Azerbaijani mediums of instruction?

Research Design and Paradigm

This study will focus on the interpretivist paradigm which suggests that reality is not objective and shaped by individuals' unique perspectives (Sipe & Constable, 1996). This approach aligns well with exploring teachers' perceptions of SCI, as it acknowledges that each teacher's understanding and implementation of student-centered practices is based on their personal experiences, beliefs, and teaching contexts.

Qualitative research

This study adopts a qualitative research methodology to explore teachers' perceptions of student-centered instruction (SCI) in public schools. A qualitative approach is chosen to gain an in-depth understanding of participants' experiences and explore teachers' perception of SCI. According to Creswell (2012) the qualitative approach focuses on exploring and understanding social issues that groups aim to address, using interpretation of data collected through texts, images and language to answer research questions.

Research Site and Participants' Sampling

For this study 4 public schools located in Baku and offering both Russian and Azerbaijani medium classes will be involved in the data collection process. The selection will be based on convenience sampling. The rationale behind choosing these schools is that they will be accessible in terms of location and permission for data collection. Additionally, the schools include both Russian and Azerbaijani mediums of instruction, which is important in exploring teachers' perceptions in a bilingual educational context.

In this study, participants will be selected using purposive non-probability sampling. This approach was chosen to intentionally select individuals to learn about their specific experience and perspectives related to the phenomenon (Creswell, 2012). Secondary school teachers were the focus of this study, with interviews conducted among those who meet the following criteria: age between 30-40, having a minimum of 5 years of teaching experience, and teaching mathematics, science, and languages. The rationale behind selecting teachers at secondary school is based on the understanding that this stage marks a critical transition, with significant developmental, emotional, and academic changes. These changes can impact the implementation of SCI, as middle school teachers must address diverse learning needs and engagement strategies. Additionally, teachers with the age range of 30 to 40 typically possess a combination of experience, professional maturity, and critical perspective on how teaching methods have evolved over time, while remaining actively engaged in contemporary educational practices. The criterion of having at least 5 years of experience ensures that the participants have a strong foundation in pedagogy. Hence, teachers with this level of experience are better equipped to provide informed perspectives on the implementation of SCI. Finally, the rationale behind selection of teachers based on the subject lies in the recognition that each subject presents unique instructional challenges and opportunities for implementing SCI. For instance, Mathematics is highly procedural, and students might struggle with misconceptions without clear and step-by-step guidance. In science subjects, complex concepts often require direct instruction for better understanding. Thus, implementing SCI might be challenging as these subjects require specific strategies for conceptual understanding, problem-solving, and communication. Interviewing these subject teachers can provide valuable insights into how they perceive the SCI and its possible application in the classroom.

Convenience sampling will be used in this study due to its convenience and practicality in collecting data from accessible participants in four schools (Creswell, 2012). This sampling method allows for quick and efficient data collection. Purposeful sampling ensures that only middle school teachers are selected, as they are the most relevant group for this research study. However, it should be noted that findings may not be generalizable to all high schools teachers in Baku due to the non-random nature of sampling. Despite this limitation, the selected schools provide relevant and practical context for exploring teachers' perception of SCI.

Data Collection

According to Creswell (2012), interviews are the main data collection method of qualitative study. He further explains that open - ended conversation and focus groups are effective tools for gathering detailed insights. The study will involve focus groups which is an economical way to collect a relatively large amount of qualitative data to gather in-depth insights into teachers' perception of SCI (Dörnyei, 2007). Moreover, 4 schools were involved in the data collection process, with 20 teachers participating: 12 through semi-structured interviews and 8 in two focus groups. The size of each focus group was chosen to ensure diverse perspectives and allow every participant to contribute. According to Hunter (2006), the interaction between the researcher and research participant in a qualitative interview provides an opportunity for individuals to tell his or her story regarding the specific area under investigation (Hunter, 2006).

Interviews

DiCicco-Bloom and Crabtree (2006) emphasize that interviews are among the most familiar techniques for gathering qualitative information. The different qualitative interviewing strategies based on different disciplinary paradigms result in a wide variation among interviewing approaches. In this study, semi-structured interviews were utilized as data collection methods. Teachers were asked to answer open-ended questions to engage with various aspects of SCI, such as potential challenges in implementing SCI and their perception of it. This approach is effective in gathering diverse perspectives. Semi-structured interviews are anticipated to elicit a deeper understanding of the teachers' views on SCI. To ensure the reliability and credibility of the interview questions, a pilot study was conducted with a small group of teachers who will not take part in the

study. This helped to identify issues with clarity, wording, format and make changes in accordance with the feedback before the study begins (Creswell, 2012).

Data Analysis

For this qualitative study data is gathered and analyzed through interviews. After conducting each interview, the coding process and transcription took place. In terms of the coding process, significant segments within the data were identified. This method helped to understand how each interview contributes to the broader data collection process. According to Merriam and Tisdell (2016) coding involves assigning labels to different parts of the data to easier identify specific information. These labels could be words, numbers, or phrases. Moreover, Saldana (2013) highlights 32 coding methods in his studies that are helpful to map qualitative coding processes. Coding methods helped to organize and categorize our data in a way that highlights the key themes and concepts. The coding process helped to provide structured understanding of the data and allowed us to identify key patterns that address the research questions. On the other hand, we will transcript finding into documents for our analysis. According to Creswell (2012), in qualitative studies transcription is utilized to convert field notes and recordings into text data (Creswell, 2012). Transcription is helpful for systematic analysis of data.

Trustworthiness

To ensure the accuracy of the study, the research draws on Lincoln and Guba's framework discussed by Merriam and Tisdell (2016) in "Qualitative Research: A Guide to Design and Implementation". The framework highlights trustworthiness through four criteria: credibility, dependability, confirmability, and transferability. In this study **credibility** is ensured through triangulation strategy comprising three methods: methodological triangulation, data source triangulation, investigator triangulation. For methodological triangulation multiple data collection methods as focus groups and document analysis are utilized to achieve detailed overview of the experiences. Data source triangulation is utilized to cross-verify the collected data, which includes interviews, lesson plans and curricula. One of the types of data triangulation, space triangulation, is also used to gather data from different public schools in Baku to enhance the reliability of the findings. In terms of investigator

triangulation, five individuals take part in this study with different backgrounds and perspectives to collect and analyze data. This helped to reduce individual biases and achieve a holistic view of the research topic. Additionally, to ensure the credibility and dependability of the study member checking is utilized, where interviewees are asked to review and verify the findings. This will validate the findings and reduce the misinterpretations. Furthermore, in this study **transferability** is ensured through thick and rich description of the research setting, data collection methods, context, and participants, which helps to understand the details of the research and allows readers to assess the applicability of the findings to similar settings and population (Merriam & Tisdell, 2016).

Ethical considerations

Creswell (2015) discusses the ethical considerations in qualitative research, highlighting the importance of maintaining integrity, respect, and responsibility throughout the research. To pursue ethical guidelines, informed consent is signed by the participants, in which they acknowledge understanding of the purpose of the study and their role. To ensure confidentiality, the identity of the participants, the data, and names of the schools are kept confidential. Additionally, Creswell stresses the importance of respecting participants' rights. This means participants have a right to withdraw from the study. Additionally, to ensure ethical compliance and obtain access to the research sites, Baku City Education Department (BCED) was contacted to acquire permission letters, which allowed us to attend selected schools for the purpose of conducting focus group interviews. This process ensures that all institutional requirements are met, and the study adheres to ethical rules to conduct research in an educational setting.

Findings

The main focus of this study was to investigate middle school teachers' perceptions of Student-Centered Instruction (SCI) in public schools in Baku, particularly comparing the views of teachers in Russian and Azerbaijani medium classes. To explore these perceptions, a series of semi-structured interviews with 12 secondary school teachers was conducted, along with one focus group consisting of four teachers. Among the participants, six of the interviewed teachers and two teachers in the focus group represented the Russian-

language sector, while the remaining participants were from the Azerbaijani-language sector. For the focus group, four participants took part, with two representing the Russian sector and two from the Azerbaijani sector. The interviews were conducted in the Azerbaijani language. The participants were between 30 and 40 years old, each with a minimum of five years of teaching experience in subjects such as Mathematics, Physics, Geography, History, Azerbaijani, English and Russian language. Two schools from the Narimanov district and two from the Khatai district were chosen because they had similar numbers of students and staff. Purposeful sampling was used to ensure an equal distribution of teachers from both Russian- and Azerbaijani-medium instruction. This helped ensure a fair comparison between teachers, as they were alike in size and available resources. This was done to ensure a fair comparison in terms of scale and scope, by selecting schools with similar numbers of students. Additionally, staffing levels were also taken into consideration, ensuring that the selected schools have similar numbers of staff. This comparison allows for selection under similar conditions, making the results more reliable and applicable across both districts. Moreover, convenience sampling was used in selecting Baku as the research setting, as it was accessible and feasible for the researcher. Data collection took place between February and March 2025.

Research questions that addressed in this research are the following:

- What are middle school teachers' perceptions of the SCI in public schools of Azerbaijan?
- How do the perceptions of teachers regarding SCI differ across Russian and Azerbaijani mediums of instruction?

Participant Profiles

During this study, 16 teachers were interviewed: 12 through semi-structured interviews and 4 in a focus group. The names of the teachers were replaced with numbers to ensure anonymity. The participants included both female and male teachers, all with a background in teaching and a minimum of five years of work experience.

Participant Information	
Interviewee 1	Work experience: 18 years Programme: National curriculum Medium: Azerbaijani Subject: English
Interviewee 2	Work experience: 6 years Programme: National curriculum Medium: Azerbaijani Subject: Mathematics
Interviewee 3	Work experience: 20 years Programme: National curriculum Medium: Azerbaijani Subject: Chemistry
Interviewee 4	Work experience: 15 years Programme: National curriculum Medium: Azerbaijani Subject: Physics
Interviewee 5	Work experience: 5 years Programme: National curriculum Medium: Russian Subject: Mathematics
Interviewee 6	Work experience: 8 years Programme: National curriculum Medium: Russian Subject: History

Interviewee 7	Work experience: 12 years Programme: National curriculum Medium: Azerbaijani Subject: Azerbaijani language
Interviewee 8	Work experience: 20 years Programme: National curriculum Medium: Azerbaijani Subject: History
Interviewee 9	Work experience: 48 years Programme: National curriculum Medium: Russian Subject: Chemistry
Interviewee 10	Work experience: 5 years Programme: National curriculum Medium: Russian Subject: English
Interviewee 11	Work experience: 7 years Programme: National curriculum Medium: Azerbaijani Subject: Geography
Interviewee 12	Work experience: 10 years Programme: National curriculum Medium: Azerbaijani Subject: History

Focus group 1	Number of participants: 4 teachers Work experience: more than 10 years Medium: 2 Azerbaijani, 2 Russian Subject: Mathematics, Literature (Russian medium) Mathematics, English (Azerbaijani medium)

Research Question 1

The first research question guiding this study is: **"What are medium school teachers' perceptions of Student-Centered Instruction (SCI) in public schools of Azerbaijan?"**

All the questions used in the interviews and focus group were formulated after reviewing existing literature reviews. The aim was to gain in-depth insights into teachers' lived experiences, their methodologies, and the challenges associated with implementing student-centered instruction. Semi-structured interviews were chosen because they provide a balance between consistency and flexibility. This format allows the researcher to explore specific topics while also giving participants the freedom to elaborate on their experiences and perspectives. As widely discussed in qualitative research literature, semi-structured interviews are effective for gaining in-depth insights while maintaining a degree of comparability across interviews (Merriam & Tisdell, 2016).

In the interviews conducted with teachers of Azerbaijani, English, Russian, History, Physics, Geography, Chemistry and Mathematics from both instructional mediums, student-centered instruction (SCI) was consistently evaluated positively and described as a progressive teaching approach. Teachers highlighted SCI's emphasis on active learning, where students are not merely passive recipients of information but active participants in their own learning process. This shift away from traditional, teacher-centered instruction was seen as a more engaging and effective method of teaching.

The Azerbaijani language teacher described SCI as an approach that *"takes into consideration the interests and inclinations of students,"* adding that *while the curriculum set by the state must be followed, it is important to*

align teaching with students" individual preferences and needs wherever possible (Interviewee 7). This focus on tailoring lessons to student needs reflects SCI's core value of personalization and respect for student autonomy, which teachers in the interviews viewed as significant for fostering motivation and engagement.

Similarly, the history teacher from Azerbaijani sector noted that *"in addition to state standards, teachers create individual citizens, and teaching must be designed taking into consideration students' wishes and interests"* (Interviewee 7). This aligns with the notion that SCI moves beyond simply meeting academic standards to also nurturing students' personal growth and civic engagement. By recognizing the importance of students' voices and interests, SCI was seen as an approach that prepares students for active participation in society.

The Russian language teacher echoed these sentiments, stating that *"every child is unique and they need to be treated individually. Student-centered teaching is about considering the needs of students and structuring the teaching process to meet their demands"* (Focus group 1). This quote further reinforces the idea that SCI emphasizes individualization, which is viewed as progressive because it challenges traditional, one-size-fits-all teaching methods, focusing instead on meeting diverse student needs and creating a more inclusive learning environment.

Awareness and Understanding of SCI

The data revealed that approximately 10 out of 12 interviewed teachers acknowledged the benefits of student-centered instruction particularly in promoting student engagement and independent thought. Teachers demonstrated general awareness of SCI's goals, such as fostering student responsibility and active participation. According to a Physics teacher from the Azerbaijani medium section, *"Since students' interests are considered in student-centered instruction, it makes students more engaged in the lesson"* (Interviewee 4). A Geography teacher similarly emphasized that *"student-centered teaching allows learners to take responsibility for their learning process. Instead of simply receiving information, students are encouraged to explore, ask questions, and collaborate with their peers to construct knowledge actively" (*Interviewee 11). However, some concerns were raised regarding SCI's feasibility in real classroom practice. For instance, a History teacher from the Russian medium noted*, "When their preferences are considered, students develop more enthusiasm for the*

subject. However, this approach may not always be suitable because the teacher still needs to cover required lesson objectives during class time" (Interviewee 6). Similarly, a Mathematics teacher from the Russian medium explained that "*Student-centered learning means that when covering a topic, instead of the teacher solving examples alone, students are invited to the board one by one to solve them themselves" (Interviewee 6).* Another Mathematics teacher from the Azerbaijani medium supported the idea of centering learning around students, stating, *"Students are at the center, and the teacher's role is just to guide them"* (Interviewee 2).

Perception of SCI methodologies

Even though teachers who participated in the interviews and focus group acknowledged Student-Centered Instruction (SCI) and expressed positive attitudes toward it, the findings revealed several misinterpretations of its core principles. Many teachers associated SCI primarily with surface-level activities such as group work, brainstorming, pair work, and classroom competitions, without mentioning deeper inquiry-based, problem-based, or project-based learning approaches. For example, an Azerbaijani language teacher described SCI methods as *"group work and various working techniques"* (Interviewee 7), while a history teacher emphasized *"brainstorming"* to encourage critical thinking (Interviewee 8). Similarly, a chemistry teacher from the Russian sector noted *using "group work, pair work, and individual activities"* (Interviewee 9), and a mathematics teacher referred *to "competitions, carousel activities, and Q&A sessions"* (Interviewee 5).

Furthermore, some teachers equated SCI with simply allowing students to perform tasks independently at the board. For example, a Mathematics teacher from the Russian medium section stated*, "Student-centered learning means that when covering a topic, instead of the teacher solving examples alone, students are invited to the board one by one to solve them themselves"* (Interviewee 5). This reflects a misinterpretation because simply having students perform tasks one by one under teacher supervision remains largely teacher-directed and does not foster true student autonomy, exploration, or collaboration.

Others framed SCI as primarily catering to student interests. For example, a History teacher from the Azerbaijani sector stated, *"In addition to state standards, teachers create individual citizens, and teaching must*

be designed taking into consideration students' wishes and interests" (Interviewee 8). Similarly, an Azerbaijani language and literature teacher explained, *"Since students' interests are considered, they structure their learning according to what interests them"* (Interviewee 7). While considering student interests is important, this view oversimplifies SCI by portraying it mainly as aligning with students' preferences, rather than focusing on developing critical thinking, inquiry, and problem-solving skills even in challenging areas.

Additionally, many teachers perceived active classrooms as inherently noisy and difficult to manage. For instance, a Mathematics teacher from the Russian medium noted, *"The main challenge is noise. When students share their ideas, the classroom becomes noisier,"* (Interviewee 5) and a History teacher from the Russian sector also commented, *"When there are many students, it gets a bit noisy, especially during group work"* (Interviewee 6). These remarks suggest a misunderstanding of SCI's expectations for structured collaboration, where noise is purposeful and managed, rather than chaotic or uncontrolled.

Concerns were also raised that SCI could hinder curriculum coverage. A History teacher from the Russian medium section noted, *"This approach may not always be suitable because the teacher still needs to cover required lesson objectives during class time"* (Interviewee 6). This indicates a perception that SCI conflicts with academic rigor, whereas well-designed SCI actually helps students meet curriculum goals through deeper engagement with content.

Resource limitations were also cited as a barrier to SCI, particularly by a Chemistry teacher who explained, *"Due to the lack of special equipment for conducting the electrolysis process, we prepare diagrams and models instead*" (Interviewee 9). This reflects a partial misunderstanding, as effective SCI can still be implemented through low-tech, inquiry-based activities without relying solely on laboratory equipment.

Finally, some teachers proposed a fixed balance between teacher-centered and student-centered methods. For example, a Mathematics teacher from the Azerbaijani medium stated, *"I apply both approaches, meaning it's about 50-50. It's not entirely correct to base everything solely on students' preferences"* (Focus group 1). This illustrates a limited understanding of SCI as requiring strict balancing, rather than recognizing it as a

pedagogical shift where students assume greater responsibility for their learning within structured support frameworks.

Collectively, these findings suggest that while teachers value the general idea of student-centeredness, their understanding often remains at a surface level, focusing more on visible engagement rather than fostering the deeper cognitive, inquiry-based, and collaborative processes that SCI is meant to promote**.**

Challenges in Application

Challenges that teachers repeatedly raised involved the implementation of SCI and its alignment with busier schedules, classroom management, time limitations, and larger class sizes. Mathematics teacher from the Russian medium mentioned that "*with more than 20 students in a class, it was also very difficult to tailor the proper attention needed for SCI to be effective" (*Interviewee 5). Reducing the number of students in the classroom would make it more effective and manageable. Also, Physics teachers from Azerbaijani medium highlighted such aspects as classroom management and implementation of individualized methods. As the Physics teacher mentioned, *"When students are more involved, they share their ideas more openly, but it also becomes a challenge to manage in a short period of time, especially with large groups. Not all students are able to participate equally within 45 minutes" (*Interviewee 4). Additionally, a History teacher from the Russian medium sector mentioned that *"when there are many students, it gets a bit noisy, especially during group work "(*Interviewee 6). This suggests that the teacher views the increased noise level as a challenge during group activities, which may disrupt the flow of the lesson and hinder effective classroom management. It highlights the potential difficulty of maintaining control in a student-centered approach, where active participation and collaboration are encouraged, especially with larger groups. A Chemistry teacher from the Azerbaijani sector added, *"Even if a student understands the lesson during class, how can we ensure long-term learning? If students believe that the teacher won't ask them to review the material after class or reinforce it at home, they won't make an effort to truly understand it. While modern curriculum methods emphasize active participation during lessons, reinforcement is also necessary for the material to be retained. Students need to review and*

*repeat what they've learned to help solidify their understanding. Otherwise, lessons that use interactive methods will only stay in short-term memory, and long-term learning won't happen. In this sense, the teacher should apply student-centered methods, but also use various strategies to make sure the material is properly internalized" (*Interviewee 3). On the other hand, the Chemistry Teacher from the Russian section underlines the lack of resources. According to the teacher *"due to the lack of special equipment for conducting the electrolysis process, we prepare diagrams and models instead" (* Interviewee 9). The Mathematics teacher also identified noise as a challenge, explaining, *'The main challenge is noise. When students share their ideas, the classroom becomes noisier. Although it's productive noise, it can still disrupt the learning process" (*Interviewee 2) An Azerbaijani language and literature teacher from the Azerbaijani medium also highlighted the noise issue. According to the teacher, "*When there are many students, it gets a bit noisy, especially during group work" (*Interviewee 7).

Positive Outlook on SCI

Although several challenges were mentioned, approximately 10 out of 12 teachers expressed optimism about SCI, noting that one of its key advantages is creating a more welcoming and participative learning atmosphere. Azerbaijani Language and Literature teacher noted that SCI promotes a deeper interaction of students with the content. *"In my opinion, SCI has the potential to make students more creative and confident learners. It will require some time, but ultimately it's worth it"* (Interviewee 7). The teacher explained that SCI can lead to more personalized learning experiences, which benefits students with diverse needs. However, this personalization was also mentioned as a challenge earlier, it can be difficult to implement effectively in large classrooms or with limited resources. Physics teacher from Azerbaijani medium noted, *"SCI gives students a chance to approach topics in a way that is meaningful to them. It's not only about relaying information but understanding the information."* Teacher also mentioned that *"Student-centered teaching is more effective as it involves students actively participating rather than just receiving information from the teacher. In class, I incorporate both theoretical and practical components to ensure active student participation" (*Interviewee 4). In addition, a History teacher from the Azerbaijani sector highlighted the effects of student-centered instruction on inquiry. According to the teacher, *"Student-centered teaching is an approach where learning revolves around the*

*student. It's not just about delivering information but about encouraging critical thinking, research, and viewing historical events from multiple perspectives."(*Interviewee 8)

Research Question 2

The second research question aimed to explore **how teachers' perceptions of Student-Centered Instruction (SCI) differ across Russian- and Azerbaijani-medium of instruction**. The interviews and focus group discussion revealed that differences in instructional practices and participation were more strongly influenced by the subject taught than by the language of instruction.

Instructional Practices and Subject Specific Adaptations

Teachers' perceptions of student-centered instruction and its implementation are more strongly shaped by the subject matter than by the language of instruction. Chemistry teacher from Azerbaijani medium section underlines that *" Some topics require active participation from the teacher and a lecture-style approach. Currently, the number of students in classes in Baku schools are very high. Some classes have 38-40 students. This affects the teaching process. For instance, I am opposed to conducting consecutive group work activities, but there are times when it's nearly impossible to arrange any group work at all" (*Interviewee 3). Additionally, a Mathematics teacher mentioned that combining both student-centered instruction and teacher-centered instruction, using a balanced approach, is more effective for his subject. The Mathematics teacher from the Azerbaijani section highlighted, *'I apply both approaches, meaning it's about 50-50. It's not entirely correct to base everything solely on students' preferences. The teacher should also contribute their perspective. The learning process should be a mutual decision between both parties. At the end of a unit, students suggest having a competition. If the unit is complete, I allow it. However, if we are just starting a topic and they request a competition, I don't agree because they haven't fully understood the material yet"* (Interviewee 2). On the other hand, a History teacher from the Russian medium emphasized the active participation of students when using student-centered instruction. The teacher highlighted SCI methodologies, noting, *"The questions, group work, and pair work help them engage more in the learning process*" Additionally, the teacher pointed out the importance of resources, saying, *"The use of various resources such as*

posters, videos, and even a phone (in case there's no scanner available) helps a lot" (Interviewee 6) Also, the Physics teacher from Azerbaijani section finds the Student Centered Instruction essential to grasp the lesson materials. As Physics teacher emphasizes *"I find that practice-based learning works very well. When students engage directly with experiments or hands-on tasks, they learn more effectively"* (Interviewee 4). Azerbaijani and Literature teacher from Azerbaijani sector mentions students' engagement and motivation as an illustration of SCI. According to an Azerbaijani Language and Literature teacher, *"Since students' interests are considered, they structure their learning according to what interests them, which makes them more motivated. I engage students in reading and writing tasks based on their learning styles. For example, I give each student a task that suits them"* (Interviewee 7).

In both Russian- and Azerbaijani-medium schools, teachers emphasized that subject-specific demands were the primary influence on their instructional approaches. For example, Mathematics and Chemistry teachers mentioned structural constraints, such as large class sizes, and the need for a balanced approach between student-centered and teacher-centered instruction. On the other hand, History and Language teachers tended to favor SCI practices more strongly, citing the use of engaging tools and activities that promote learner autonomy and creativity. These insights suggest that while the language of instruction may provide contextual nuances, the subject taught has a stronger influence on how teachers understand and apply student-centered instruction. Therefore, future professional development efforts should prioritize supporting subject-specific adaptations of student-centered methods.

Limitations

This study had several limitations. Although two focus groups were initially planned, only one focus group with four participants was conducted, alongside twelve individual interviews, due to limited voluntary participation. Initially, separate focus groups were planned for each medium; however, in this session, two teachers from the Russian medium and two from the Azerbaijani medium participated together. The focus group participants included an English language teacher and a Mathematics teacher from the Azerbaijani-medium sector, as well as Mathematics and Literature teachers from the Russian-medium sector. Participants in the 45-

minute interviews often finished early or asked to skip optional questions, as they needed to return to their classes. Some provided responses that were only one or two sentences long, which may have limited the depth of the data collected. That could have limited the depth of responses given. On the other side, considering that participation was voluntary, and time was limited, the study may not fully reflect a wide range of teacher perspectives on student-centered instruction.

Discussion

This study aimed to explore middle school teachers' perceptions of student-centered instruction (SCI) in Azerbaijani public schools, with a specific comparison between Russian- and Azerbaijani-medium classes. The findings show that while teachers generally hold favorable views towards SCI and recognize its benefits for student engagement, creativity, and autonomy, there are challenges that present difficulties in fully realizing these benefits, particularly related to the subject matter.

Consistent with Arends (2012) and Davis & Arend (2013), teachers in this study described SCI as an approach that fosters active learning, critical thinking, and personalized engagement. They emphasized the teacher's role as a facilitator, a theme echoed by Vygotsky's constructivist theory (Daniels, 2001). According to Karimova et al. (2014), these principles are recognized in Azerbaijani education as the country adapts its curriculum to foster more active and student-centered learning environments.

However, as noted by Khalafov's (2021) study, the successful implementation of such approaches is often constrained by systemic challenges, including a lack of resources, classroom management difficulties, and assessment practices. These systemic issues remain unresolved and highlight the need for policy-level support to be accompanied by investments in infrastructure and professional development.

One of the central aims of this study was to examine whether teachers' perceptions of Student-Centered Instruction (SCI) differ across Russian and Azerbaijani medium public schools in Baku—a gap previously unaddressed in the literature. The findings reveal that teachers across both mediums share a common understanding of SCI and express similarly positive attitudes toward its potential benefits. There were no major

differences in their perceptions, indicating that the medium of instruction does not significantly shape teachers' views on SCI. What the findings do suggest, however, is that implementation of SCI varies more by subject area and individual teacher initiative than by language medium. For example, some teachers—particularly in subjects like English, history, or the humanities—reported using more interactive methods, such as group work, visual aids, and student-led activities. Others, particularly in math or science, described more structured approaches but still made efforts to engage students actively when possible. This aligns with Khalafov's (2021) findings, which point to factors such as class size, and lack of resources as key barriers to SCI, regardless of the teaching language.

Moreover, Karimova et al. (2014) note that teachers across Azerbaijan experience uncertainty and emotional ambivalence toward curriculum reforms, indicating that structural and psychological readiness was a key challenge at the time of their study. Given that data for the present study were collected nearly a decade later, it is worth considering whether changes in curriculum, professional development, or broader educational reforms have addressed these challenges in the intervening years. While the findings of the current study still reflect similar concerns, the consistency in perception across both language streams highlights that the key differences in SCI use are not institutional or linguistic, but contextual and individual.

The challenges encountered by Azerbaijani teachers mirror those identified in other post-Soviet states. For example, Kyrgyz teachers also faced resistance to SCI due to long-standing teacher-centered habits, while Moldovan and Ukrainian schools needed specific international programs (WETEN) to move towards learner-centered approaches (de la Sablonnière et al., 2009; Schreurs & Dumbraveanu, 2014). Similarly, studies from Russia and Uzbekistan underline the persistence of lecture-based traditions despite positive attitudes towards reform (Kisel et al., 2020; Abdullayeva, 2024). The findings also align with Tvaltchrelidze (2019), who pointed out that even motivated teachers struggle to implement SCI due to inadequate support and resource distribution. In Azerbaijan, these same issues—classroom management and limited resources—undermine SCI's feasibility.

Conclusion

This study aimed to explore the perceptions of secondary school teachers regarding Student-Centered Instruction (SCI) in Azerbaijani public schools, with a focus on comparing the views of teachers from Russian- and Azerbaijani-medium instruction classrooms. The findings reveal that while teachers across both language mediums recognize the benefits of SCI, such as increased student engagement, critical thinking, and personalized learning, several practical challenges hinder its full realization in the classroom. Issues such as large class sizes, time constraints, classroom management difficulties, and resource limitations were consistently identified as significant barriers to effective SCI application. Furthermore, the study highlighted that some teachers demonstrate partial or misinterpreted understandings of SCI, equating it with isolated activities rather than with broader principles of active, collaborative, and inquiry-driven learning. These challenges and misconceptions were experienced by teachers across both language mediums, indicating that barriers to SCI implementation are more contextual, systemic, and conceptual rather than being influenced by the language of instruction. Addressing these challenges requires not only improvements in infrastructure and resources but also deeper, more targeted professional development efforts to foster a clearer and more comprehensive understanding of student-centered practices.

Implications

The findings of this study have several important implications for educators, policymakers, and educational stakeholders in Azerbaijan. First, while teachers generally recognize the value of Student-Centered Instruction (SCI), the persistence of misinterpretations about its nature suggests that professional development should not only focus on practical strategies but also on deepening teachers' conceptual understanding of SCI. Clarifying what SCI entails, especially across different subject areas, could help address the inconsistencies in implementation observed in this study. Second, training programs should be designed to equip teachers with effective classroom management techniques, subject-specific applications of SCI, and time-efficient strategies for fostering student engagement, taking into account the different challenges teachers face depending on the subject matter. Moreover, policymakers should prioritize addressing systemic issues such as large class sizes, time constraints, and limited resources, which were consistently identified as barriers. Finally, while the medium of instruction did not appear to significantly influence teachers' perceptions of SCI, further support for

both Russian- and Azerbaijani-medium teachers to collaborate and share their best practices could enhance the overall application of SCI across the country.

Appendix A: Interview Protocol

Title: Teachers' Perceptions of Student-Centered Instruction in Public Schools in Baku

Thank you for participating in the interview. The main purpose of this interview is to understand your perception of SCI and experiences in your classroom. The responses are confidential and will be used for research purposes only. This interview will take approximately 30 minutes.

1. How many years of teaching experience do you have?
2. What is your content subject area or field of expertise?
3. How would you describe your understanding of student-centered learning?
4. In your opinion, what are the key differences between SCI and TCI?
5. Have you encountered or observed student-centered instruction in the classroom? If so, what was your perception of it?
6. Do you use student centered instruction in the classroom? Yes/No

If Yes	If No
● Which student centered approaches are you familiar with, and which approach do you find most appropriate in your content area? ● In your opinion, what are the advantages and disadvantages of student-centered instruction?	● What are the challenges you face while trying to implement SCI in your classroom? ● Are there any institutional policies that affect the implementation of student-centered instruction (SCI)? ● What kind of support or resources can be helpful for you to use SCI more effectively in your classroom?

7. In your experience, how effective do you think student-centered instruction is for enhancing student learning? Could you share specific examples or situations where you have observed its impact?
8. What is your perception of the effectiveness of SCI in terms of learning outcomes specifically in your subject content?
9. Do you notice any difference in the student engagement in the classroom while using TCI versus SCI?
10. Would you consider implementing SCI in the future, and would you recommend it to others?

Appendix B: Focus Group Discussion Questions

Title: Teachers' Perceptions of Student-Centered Instruction in Public Schools in Baku

Introduction:

Thank you for participating in this focus group discussion. The purpose of this session is to explore your experiences and perceptions of Student-Centered Instruction (SCI). Your responses will remain confidential and used for research purposes only.

1. How would you define Student-Centered Instruction (SCI) in your own words?

2. What do you think are the key differences between SCI and Teacher-Centered Instruction (TCI)?

3. In your opinion, what are the main advantages and disadvantages of SCI?

4. Have you implemented SCI in your classroom? If yes, what approaches have you used?

If not, what factors have prevented you from trying SCI?

5. What challenges do you face when implementing SCI in subjects like Mathematics, Science, and Languages?

6. Have you observed differences in student engagement when using SCI compared to TCI?

7. Can you share an example where SCI had a positive impact on student learning in your classroom?

8. Do you think SCI improves learning outcomes in your specific subject area? Why or why not?

9. Are there any school policies that encourage or hinder the implementation of SCI?

10. What kind of training or resources would help you apply SCI more effectively?

11. How do your students and their parents respond to student-centered teaching methods?

12. Would you consider using more SCI strategies in your classroom? Why or why not?

13. What advice would you give to teachers who are new to SCI or hesitant to try it?

14. How can schools better support teachers in transitioning to a more student-centered approach?

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