BHARATI INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY RESEARCH & DEVELOPMENT (BIJMRD)

(Open Access Peer-Reviewed International journal)

DOI Link :: https://doi-ds.org/doilink/08.2024-55478367/Bijmrd/Vol 2/issue 6/july/A17

Available Online: www.bijmrd.com|BIJMRD Volume: 2| Issue: 6| July 2024| e-ISSN: 2584-1890

# Student-Centric Management Approaches: Enhancing Engagement and Outcomes

**Dr. Pankaj Chatterjee**

Associate Professor, Department of Management, RKDF University, Ranchi, Jharkhand

Mail: drpankajchatterjee@gmail.com

**Abstract:**

*In the evolving landscape of education, traditional management approaches are increasingly being challenged by student-centric models that prioritize individual needs and preferences. The present study has been undertaken to know about the Student-Centric Management Approaches, to find out the teachers' perception towards Student-Centric Management Approaches for enhancing student engagement and outcomes and to find out the relationship between Student-Centric Management Approaches and the students' outcomes. This study employs a mixed-methods approach, combining quantitative and qualitative data to assess the effectiveness of student-centric management approaches. Out of the existing population the researcher has selected a sample of 60 teachers and 60 students for gathering information for the current study. The researcher has used two separate questionnaires for primary data collection. First questionnaire is based on the teachers' perception towards Student-Centric Management Approaches for enhancing students' engagement. Collected data were tabulated and analyzed in the SPSS version 20 with the help of descriptive statistics and Pearson correlation coefficient. Findings of the study indicate that there exists a moderate positive correlation between the Student Centric Management Approaches and student's outcomes.*

**Keywords:** *Management Approaches, Student-Centric, Interests, Abilities, Learning Experience.*

## Introduction:

The traditional educational management model has often emphasized standardized curricula, rigid structures, and a one-size-fits-all approach to student learning. However, with growing recognition of diverse learning needs and the importance of student engagement, there has been a shift toward student-centric management approaches (Degago; & Kaino,2015). These models prioritize the unique needs, interests, and abilities of individual students, aiming to enhance their overall learning experience and academic outcomes. This paper reviews the principles of student-centric management and evaluates its impact on engagement and educational outcomes. (Tang, 2023).

A student-centered approach has been advocated as an improvement over a teacher-centered one, with the goal of involving and empowering students more fully in their own learning. The tenet of constructivism, which forms the basis of the student-centered method, states that students provide meaning to what they learn by making connections to what they already know.According to Lojdová (2019). When compared to

teacher-centered learning, student-centered learning moves the emphasis from the instructor to the students; under this model, the students are tasked with both gathering information and analyzing it, while the professors just play the role of guides. An ideal student-centered approach would have students actively participating in the learning process by deciding what they will learn and how they would learn it (Emaliana, 2017). On the other hand, there is no inherent incompatibility between teacher-centered and student-centered methods. There is a spectrum of actions between these two extremes. Teachers must provide incremental facilitation and work to transform students' ideas of learning before student-centered learning may happen in full. This is particularly the case in many parts of the globe where students still show instructors a great deal of respect by being reserved. The source cited is Chang (2022). In the middle ground, there are several ways of passing on information that go beyond traditional course syllabi, provide students with better organized data, guide their learning, and culminate in the ability to apply and synthesize what they've learned.

**Significance of the Study:**

The significance of examining student-centric management approaches in education lies in its potential to transform educational practices, enhance student outcomes, and foster a more engaging and supportive learning environment. Student engagement is a critical determinant of academic success and motivation. Traditional management approaches can sometimes lead to disengagement due to their lack of personalization. This study's emphasis on student-centric methods—such as personalized learning plans and flexible teaching strategies—demonstrates how these approaches can significantly increase student involvement and enthusiasm in their education. The significance of this lies in fostering a more vibrant and interactive learning environment, which is essential for achieving high educational outcomes. Educational outcomes, including academic achievement, retention rates, and the development of critical skills, are paramount indicators of educational effectiveness. By exploring the impact of student-centric management approaches on these outcomes, the study provides evidence of how personalized and adaptive strategies can lead to improved performance and reduced dropout rates. The significance of this study on student-centric management approaches lies in its potential to revolutionize educational practices by enhancing engagement, improving outcomes, informing policy, supporting professional development, driving innovation, and enriching school culture. The insights gained from this research offer valuable contributions to the field of education, benefiting students, educators, and educational institutions alike.

**Objectives:**

The present study has been undertaken with the following objectives-

- To know about the Student-Centric Management Approaches
- To find out the teachers' perception towards Student-Centric Management Approaches for enhancing student engagement and outcomes.
- To find out the relationship between Student-Centric Management Approaches and the students' outcomes.

**Hypothesis:**

- Teachers' perception towards Student-Centric Management Approaches will be positive.
- There will be positive outcomes among students due to the Student-Centric Management Approaches.
- There will be a positive relationship between Student-Centric Management Approaches and Student outcomes.

**Methodology:**

**Research Design**: This study employs a mixed-methods approach, combining quantitative and qualitative data to assess the effectiveness of student-centric management approaches.

**Population and Sample:** The population for the current study comprised of the teachers and students of the higher secondary schools Kharagpur I block of Paschim Medinipur district of West Bengal. Out of the existing population the researcher has selected a sample of 60 teachers and 60 students for gathering information for the current study.

**Tools:** The researcher has used two separate questionnaires for primary data collection. First questionnaire is based on the teachers' perception towards Student-Centric Management Approaches for enhancing students' engagement. This questionnaire consisted of 18 statements with response of Strongly Agree, Agree, Disagree and Strongly Disagree (4,3,2 and 1). The second questionnaire is based on the students outcomes consisting of 21 statements with the response of Strongly Agree, Agree, Disagree and Strongly Disagree (4,3,2 and 1).

**Statistical Techniques:** Collected data were tabulated and analyzed in the SPSS version 20 with the help of descriptive statistics and Pearson correlation coefficient.

**Data Analysis and Interpretation:**

**Student-Centric Management Approaches:** Student-centric management approaches are educational strategies and practices that prioritize the needs, interests, and abilities of individual students rather than adhering to a one-size-fits-all model. This approach focuses on creating a learning environment that adapts to each student's unique learning style, pace, and preferences. It seeks to empower students by involving them actively in their educational process and providing personalized support to enhance their academic and personal growth.

**Aspects of Student-Centric Management Approaches:**

**Personalized Learning:** Tailoring educational experiences to meet the individual needs, interests, and abilities of each student. Utilizing adaptive learning technologies, differentiated instruction, and customized learning plans to address diverse learning styles and paces.

**Student Agency and Autonomy:** Empowering students to take an active role in their learning journey, making choices about their education, and setting personal goals. Allowing students to choose projects or topics of interest, encouraging self-directed learning, and involving them in decision-making processes related to their education.

**Flexible Learning Environments:** Creating adaptable physical and virtual learning spaces that cater to different learning styles and needs. Designing classrooms with movable furniture, offering online learning options, and providing spaces for collaborative or independent work.

**Continuous Feedback and Assessment:** Providing ongoing feedback to students to guide their learning and development, rather than relying solely on periodic tests. Implementing formative assessments, regular check-ins with students, and using feedback to adjust instruction and support.

**Holistic Support:** Addressing students' academic, social, and emotional needs to support their overall well-being and development. Offering counseling services, social-emotional learning programs, and mentorship opportunities to help students navigate challenges and build resilience.

**Collaborative Learning:** Encouraging students to work together to solve problems, share ideas, and learn from each other. Incorporating group projects, peer-to-peer learning opportunities, and collaborative problem-solving activities into the curriculum.

**Differentiated Instruction:** Adapting teaching methods and materials to accommodate varying levels of readiness, interests, and learning profiles among students. Using various instructional strategies, such as tiered assignments, varied grouping, and flexible content delivery, to address individual differences.

**Technology Integration:** Leveraging technology to support personalized learning and enhance educational experiences. Utilizing educational software, online resources, and digital tools to provide tailored learning experiences and facilitate student engagement.

**Parental and Community Involvement:** Engaging families and community members in the educational process to support student learning and development. Creating opportunities for parental feedback, involving community partners in learning activities, and maintaining open communication channels with families.

**Student Well-being and Motivation:** Fostering a positive and motivating environment that supports students' mental health and enthusiasm for learning. Implementing programs that promote well-being, recognizing and celebrating student achievements, and creating a supportive and inclusive school culture.

**Table 1: Descriptive Statistics of the Teachers' Perception towards Student-Centric Management Approaches**

| Parameters | Values |
|---|---|
| N | 60 |
| Minimum | 20 |
| Maximum | 69 |
| Range | 49 |
| Mean | 42.73 |
| Median | 44 |
| SD | 11.31 |
| SEM | 1.46 |
| Skewness | 0.22 |
| Kurtosis | 2.94 |

This indicates that the dataset consists of 60 observations. The lowest value in the dataset is 20. The highest value in the dataset is 69. The difference between the maximum and minimum values (69 - 20). The average value of the dataset, suggesting that the central tendency of the data is around 42.73. The middle value( Median) when the data is ordered, showing that 50% of the values fall below 44 and 50% fall above. The median being slightly higher than the mean indicates a slight left skew. A higher SD (11.31) indicates greater variability in the dataset. 1.46 – Estimates the precision of the sample mean as an estimate of the population mean. A smaller SEM indicates a more precise estimate. Overall, the data shows a relatively normal

distribution with slight positive skew, moderate variability, and a mean close to the median. The range and SD indicate substantial spread among the data points.

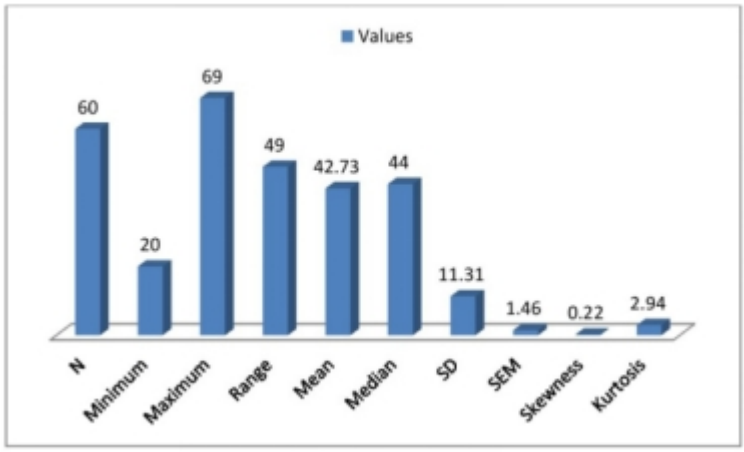


**Fig. Descriptive Statistics of the Teachers' Perception towards Student-Centric Management Approaches**

**Table 2: Descriptive Statistics of the Students' Outcomes**

| Parameters | Values |
|---|---|
| N | 60 |
| Minimum | 25 |
| Maximum | 75 |
| Range | 50 |
| Mean | 52.25 |
| Median | 52 |
| SD | 13.08 |
| SEM | 1.68 |
| Skewness | 0.25 |
| Kurtosis | 2.23 |

The dataset includes 60 observations. The lowest data value observed is 25 and the highest data value observed is 75. The difference between the maximum and minimum values (75 - 25), indicating a broad spread in the dataset. The central value of the dataset, reflecting the average of all observations is 52.25.The middle value is 52 when the data is ordered. Since the median is very close to the mean, the distribution is nearly symmetric. **Standard Deviation** 13.08Indicates the dispersion of data points around the mean. A value of 13.08 suggests a moderate level of variability in the dataset. **Standard Error of the Mean (SEM)** 1.68 Provides an estimate of the precision of the sample mean. A SEM of 1.68 indicates moderate precision in the mean estimate. **Skewness** 0.25 Suggests a slight positive skew. The distribution has a minor tendency for values to be skewed towards the higher end. **Kurtosis** 2.23 Indicates that the distribution is platykurtic,

meaning it has lighter tails and a flatter peak compared to a normal distribution. This suggests fewer extreme values and a more even spread of the data.

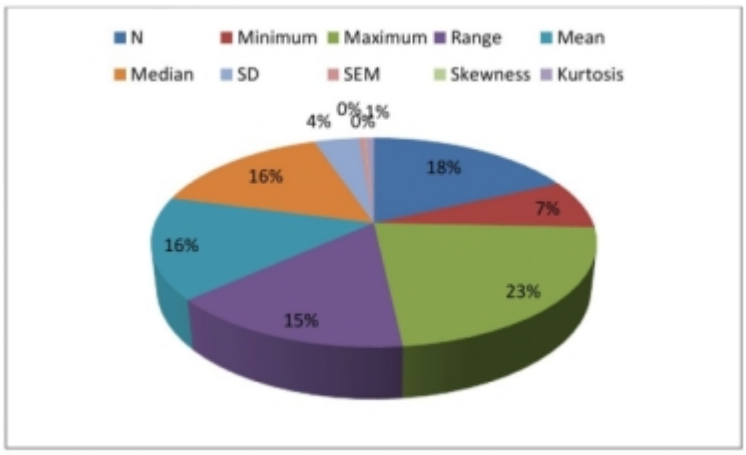


**Fig. Descriptive Statistics of the Students' Outcomes**

**Table 3: Relationship between Student-Centric Management Approaches and the students' outcomes**.

| Parameter | Value |
|---|---|
| Pearson correlation coefficient (r) | **0.34** |
| $r^2$ | 0.11 |
| P-value | 0.0076 |
| Covariance | 50.54 |
| Sample size (n) | 60 |
| Statistic | 2.76 |

**Pearson Correlation Coefficient (r)** 0.34 indicates a moderate positive correlation between the two variables. A correlation of 0.34 suggests that as one variable increases, the other tends to increase as well, though the relationship is not very strong. **$r^2$ (Coefficient of Determination):** 0.11 represents the proportion of the variance in one variable that is predictable from the other variable. With $r^2$ of 0.11, approximately 11% of the variability in one variable can be explained by the variability in the other variable. This indicates a relatively weak explanatory power of the correlation. **P-value** 0.0076 indicates the probability of observing the correlation by chance if there were no true relationship between the variables. A p-value of 0.0076 is less than the common significance level of 0.05, suggesting that the observed correlation is statistically significant and unlikely to be due to random chance. **Covariance** 50.54 measures the degree to which two variables change together. A positive covariance of 50.54 indicates that the two variables tend to increase or decrease together.

**Findings:**

- Teachers' Perception towards Student Centric Management Approaches for students engagement is favorable.

- There is a moderate level of student's outcomes due to the Student Centric Management Approaches.
- There exists a moderate positive correlation between the Student Centric Management Approaches and student's outcomes.

**Conclusion:**

Student-centric management approaches represent a promising shift toward more personalized and effective education. By prioritizing the needs and preferences of individual students, these approaches can significantly enhance engagement and academic outcomes. Continued research and practice are essential for refining these strategies and overcoming associated challenges. The goal is to maximize students' learning capacity and performance by understanding how to operationalize a student-centered approach and increasing its percentage in the classroom. At the same time, research in the future may investigate new methods to operationalize the student-centered approach and strategies to boost its proportion and efficacy in the classroom.

**References:**


Aaronsohn., E. (1996). Going against the grain: Supporting the student-centered teacher. Thousand Oaks, CA: Corwin Press.

Degago, A.T.; Kaino, L.M. (2015). Towards student-centred conceptions of teaching: the case of four Ethiopian universities. Teaching in Higher Education, 20, 493–505. https://doi.org/10.1080/13562517.2015.1020779.

Tang, K.H.D. (2023). Gamification to Improve Participation in an Environmental Science Course: An Educator's Reflection. Acta Pedagogia Asiana, 2(2), 54–63.

Lojdová, K. (2019). Socialization of a student teacher on teaching practice into the discursive community of the classroom: Between a teacher-centered and a learner-centered approach. Learning, Culture and Social Interaction, 22, 100314. https://doi.org/10.1016/j.lcsi.2019.05.001.

Emaliana, I. (2017). Teacher-centered or student-centered learning approach to promote learning? Jurnal Sosial Humaniora, 10, 59–70.

Barr, R., & Tagg, J. (1995, Nov/Dec.). From teaching to learning—A new paradigm for undergraduate education. Change, 13-25.

Cannon, R. (2000). Guide to support the implementation of the Learning and Teaching Plan Year 2000. Australia: The University of Adelaide.

Kang, J.; Keinonen, T. (2018). The Effect of Student-Centered Approaches on Students' Interest and Achievement in Science: Relevant Topic-Based, Open and Guided Inquiry-Based, and Discussion-Based Approaches. Research in Science Education, 48, 865–885. https://doi.org/10.1007/s11165-016-9590-2.

Murphy, L.; Eduljee, N.B.; Croteau, K. (2021). Teacher-centered versus student-centered teaching: Preferences and differences across academic majors. Journal of Effective Teaching in Higher Education, 4, 18–39.

Chen, C.-H.; Tsai, C.-C. (2021). In-service teachers' conceptions of mobile technology-integrated instruction: Tendency towards student-centered learning. Computers & Education, 170, 104224. https://doi.org/10.1016/j.compedu.2021.104224.

North Central Regional Educational Laboratory. (2000). Critical issue: Working toward student self direction and personal efficacy as educational goals. Available at http://www.ncrel.org/sdrs/areas/issues/students/learni ng/lr200.htm

Tang, K. H. D. (2022). Reflection of an Online Climate Change Course and Its Pedagogies: Retrospection and Prospect. Acta Pedagogia Asiana, 2(1), 1–13. https://doi.org/10.53623/apga.v2i1.104.

Nuñez Enriquez, O.; Oliver, K.L. (2021). 'The collision of two worlds': when a teacher-centered facilitator meets a student-centered pedagogy. Sport, Education and Society, 26, 459–470. https://doi.org/10.1080/13573322.2020.1738374.

Lahdenperä, J.; Rämö, J.; Postareff, L. (2022). Student-centred learning environments supporting undergraduate mathematics students to apply regulated learning: A mixed-methods approach. The Journal of Mathematical Behavior, 66, 100949. https://doi.org/10.1016/j.jmathb.2022.100949.

Mandrikas, A.; Stavrou, D.; Skordoulis, C. (2017). Teaching Air Pollution in an Authentic Context. Journal of Science Education and Technology, 26, 238–251. https://doi.org/10.1007/s10956-016-9675-8.

Tang, D.K.H. (2021). A Case Study of Outcome-based Education: Reflecting on Specific Practices between a Malaysian Engineering Program and a Chinese Science Program. Innovative Teaching and Learning, 3, 86–104.

Rapanta, C. (2021). Can teachers implement a student-centered dialogical argumentation method across the curriculum? Teaching and Teacher Education, 105, 103404. https://doi.org/10.1016/j.tate.2021.103404.

Weimer, M. (2002). Learner-centered teaching: Five key changes to practice. San Francisco: Jossey-Bass Publishers.

**Citation:** **Chatterjee. Dr. P.,** (2024) "Student-Centric Management Approaches: Enhancing Engagement and Outcomes", *Bharati International Journal of Multidisciplinary Research & Development (BIJMRD)*, Vol-2, Issue-6, July-2024.