

TEACHERS' INSTRUCTIONAL BELIEFS ABOUT STUDENT-CENTERED PEDAGOGY

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ABSTRACT

The purpose of this study was to examine teachers' opinions about student-centered instructions, as well as to study effective factors in their instructional beliefs. Six important components of student-centered pedagogy examined in this study that were, educational objectives, content, teaching strategies, and instructional assessment, educational technology and learning environment. The methodology of this study was a quantitative research. An inventory to measure teachers' beliefs about student-centered pedagogy employed to gather data. SPSS 15 was used to produce mean; standard deviations; Pearson Product Moment Correlation (r); T-test; Bonferroni Post Hoc test and ANOVA. Results showed that the components of student-centered pedagogy have a high influence on their instructional beliefs and also there was relatively high positive correlation between components of student-centered pedagogy. The analysis some variables such as gender, age, school level and teaching experience indicated, some those had an impact on student-centered beliefs. There was no significant difference between the male and female teachers' beliefs on overall student-centered pedagogy. The analysis also showed, overall means of the student-centered pedagogy was statistically significant for elementary, middle and secondary school teachers, age groups and teaching experience.

Keywords: Student-Centered Pedagogy; Teacher Beliefs; Primary, Middle, and Secondary Schools