# A Self-Regulated Catalyst of Learning: An Approach To Teaching Pedagogy

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**ABSTRACT**

A self-regulated catalysts of learning and effective pedagogy of teaching provide the class in a route learning teaching and traditional method on the best factual learning and concept in an effective relationship between the teacher and students.

The study aims to identify the self-regulated catalyst of learning in the teaching pedagogy approach among the respondents in the area of teacher-centered approach to learning, student-centered approach to learning, teacher-centered method of instruction, and student-centered method of instruction.

The research employs descriptive quantitative research because this method describes the population and characteristics of the phenomenon under study. A non-probability sampling technique is utilized in the study which is convenience sampling and purposive sampling. It is the techniques that the researchers used to choose a sample of subjects/units from a population. The study comprised forty-five (45) respondents only.

Results show that teachers are constantly changing themselves based on the interactions they have with their learners in order to produce intellectual and behavioral success, different approaches to teaching, educators gain a better understanding of best to govern their classroom, implement instruction, and connect with their students,
Teachers can differentiate student access content, type of activities, product learning in a classroom setup, and teaching practice is tailored with instruction to meet individual student needs.

Findings show that there is a significant correlation on the self-regulated catalyst of learning in the teaching pedagogy as observed by the respondents..

**Keywords:** *Self-contained catalyst of learning, teaching pedagogy, teacher-centered approach to learning, student-centered approach to learning, teacher-centered method of instruction, and student-centered method of instruction.*

## INTRODUCTION

A self-regulated catalyst of learning refers to the student-centered where learning took place in a variety wide educational programs, institutional approaches, learning experiences, and strategies in academic support that will address and intend in the learning distinct needs of individual students, cultural background, aspirations, and interests, Mainardi, [1]. This is the goal of self-regulated student learning as a catalyst in the enhancement and progress of the success of the student studies where it employs a wide different educational strategies, techniques, and methods of teaching from instructional strategies, and modifying assignments in the classroom and in redesigning the entire ways in the learners and teaching in school. It is an open resource to the various educational entity that has been used widely in the learning of students. It evolves in various forms to include materials, open courseware's, online, blended, modular, tutorials, e-books, and other learning sources of tools in a self-regulated catalyst of learning. It provides students with the educational resources for various learning and supplements the purpose of the learning process, textbooks, projects, or assignments where it will be useful for students' learning process on comprehension and accuracy, Cheung, [2].

On the other hand, the learning for the student center will raise according to the educational decision and curriculum based on the needs of students as to the methods and effective learning facilitation. The traditional approaches can be considered as school-centered learning and are often managed and organized in ways to the operation of the various educational institutions that will reflect effective education for students, Budiman, & Samani, [3]. The student perspectives are being taught in the classroom for the learning process and supervision of the lecturers and teachers. It

unfolds the learning process of students as the center of learning. Student-learning centers and advocates will overturn the challenge in the instructional organization and tendencies in various educational institutions in making possible student learning as the prime objective of student-centered learning in the improvement and facilitation of the consideration of student learning that becomes essentials. The rationale of the educational institutions enhanced and designed the learning of students as the center of quality and excellence in the efficiency and improves the learning process. It examines the teaching and student-centered learning that is characterized by the process of teaching and learning in the different educational institutions. It is a corrective and important approach to the traditional teacher-centered by the student process of learning. It is the educational obscure of the related aspect to the knowledge and role in the educational process. The students are engaged and transformed the knowledge in the expertise of teachers and designed the importance of knowledge and access to educational institutions in the transformation and in providing the context of the process and student learning unintended to the educational undermining consequences and commitment to the different educational institutions, Ashwin, [4].

Moreover, the catalyst of learning is very essential for both the students and the teachers. Lecturers or teachers who will deliver the enhanced learning process and knowledge are interrelated since it provides easier for the lecturers to make the process of learning which is relevant to a meaningful and increase engagement among the students as the center of the learning process. It engages and collaborates a better place for learning to create a safe and relaxing learning environment. It encourages to listen, support, share ideas, and challenges to boost and to engage the catalyst of learning. They create and strive for a modern classroom that maximizes the essential effectiveness of the learning process. The catalyst of learning needs to be fuelled for the lecturers or teachers in the pedagogy of learning especially on the latest trend of teaching to ignite the student learning, steer stimulant in a purpose learning process, Wrigley, Wolifson, & Matthews, [5]. It is an academic work and development in a constant catalyst of learning in the new challenges among the learning process. It initiates and develops the challenges and ripe of any failure that will improve the learning process. The practice and intervention of a successful catalyst of learning can create a privilege in the academic and performance of students. The failure of students and risk in academics will lead to being bold, fearful, and creative in the learning process for the teachers as they develop the academic performance of the students. This will acknowledge the trial and error on the practice and aspect of learning. The contribution of the theory will help them better understand the success and failure of students in their learning perspective. The initiative of what, how, where, when, and why in the catalyst of learning will be developed in the resilience of the learning process of students, Bolander Laksov, & McGrath, [6].

Furthermore, the pedagogy of teaching is important in the self-regulated catalyst of learning because it describes the teaching and study on the presented content and delivery of learners. It is the educational process and creation that gains and leads the knowledge of the learners. This includes the teaching practices, theory, and pedagogy on the order of the strategies and techniques in the self-contained catalyst of learning on the interaction of both students and teachers. The content instructive used, combined with the learners' goals and lecturers in the delivery content of the students. It provides pedagogy of teaching in education that is carefully put into account prior to learning since students are the center of learning into the end goal and classroom setting. It is a spectrum in the pedagogy of teacher-centered and student-centered learning. It involves teaching effectiveness using the pedagogy and ideal to the various times, context, and support in the best learning output and outcome process. Hence, the teacher-centered teaching pedagogy implies the information in the knowledge and recipients of students, Mallillin, Mallillin, Carag, Collado, & Largo, [7]. This can provide the class with a route learning teaching and traditional method on the best factual learning and concept in an effective relationship between the teacher and students. It grants the pedagogy and learner-centered active role in the learning process of excellent that will build and incorporate prior knowledge in accessing and bringing new experiences on the learning level. It facilitates the teacher process in stimulating and effective cognition in the learning and better retention and understanding. It provides and engages in the inclusive pedagogy of learning in the effective methods and strategies to motivate students in their learning process. It ensures the learning and practical strategies and diverse process to adopt the teaching of the student-centered approach for effective learning, Moriña, [8].

Hence, the self-regulated catalyst of learning and teaching pedagogy needs to pattern techniques and strategies in teaching for better learning output on student-centered learning. The integration and knowledge in the influences of the teachers' techniques and strategies will align on the trend of technology that will focus on the enhancement of the learning due to the situation of the perspective of learning. The best teaching strategies provide interaction to the process of better learning where it examines the methods, trends, techniques, and strategies in teaching among students. The teaching and strategy play an important role on the self-regulated catalyst of learning as an approach to teaching pedagogy on the class conduct that will help the expectation set for both teachers and students in creating the culture and responsibility for the trend of teaching, blended, or online teaching classroom that directs teachers instruction to the student activities, that composed the teaching method in the learning process that requires various stages and knowledge in a complex growing pedagogical approach that will introduce in the modern technology of teaching and techniques in the concept of learning that will help students in their learning experiences in the understanding of the lesson to the fullest, Mallillin et al [9].

**Research Questions**

1. What are the self-regulated catalyst of learning in the teaching pedagogy approach among the respondents in the area of
   a) teacher-centred approach to learning,
   b) student-centred approach to learning,
   c) teacher-centred method of instruction, and
   d) student-centred method of instruction?
2. Is there a significant correlation on the self-regulated catalyst of learning in the teaching pedagogy as observed by the respondents?

**Hypothesis**

There is a significant correlation on the self-regulated catalyst of learning in the teaching pedagogy as observed by the respondents.

**Theoretical Lens**

This study is anchored on the Constructivism Learning Theory: A Paradigm for Teaching and Learning, Bada, & Olusegun, [10] as this theory deals with education and ideas in the teachers' implication to teach and to learn enormously. It reforms the efforts of education for the learning process of student success and focus. It focuses on the student as the center of learning that contributes to the essential of constructivism. It emphasizes the theory of constructivism as a teaching paradigm and learning. It explains the psychology of constructivism theory of learning on how people especially on the part of students that will acquire the learning and knowledge. It directs the education process and application. The theory provides the constructed knowledge of human experiences and their meanings. The theory and conceptual understanding are characterized by the learning constructivist environment benefits and pedagogical goals. It provides constructivist principles and implications for learning and teaching. Teachers need to reflect and practice the idea and apply the order of their teaching techniques and constantly encourage students to assess the gain helped and understanding of the activities in the lessons. The restriction of education is essential among the teachers who cannot transmit simply the students' knowledge but actively construct the student knowledge and needs in their minds to transform and to discover new information, revise rules, against old, and check when it is no longer applied. The viewpoint of the constructivist learner is considered an active agent in knowledge and process acquisition. The conception of constructivist learning has work and roots in history. It provides implication on the instructional developers to the theory of constructivist stress and learning outcome that focuses on the construct knowledge and process of the goals of learning. It is determined and tasks authenticated with specific goals and objectives. It also provides the stimulus-response learning phenomenon that requires process on development and self-regulation to the structure concept and reflection. It is essential to know that constructivism has numerous ways and embodied the various views which overlap the essentials of the approach to constructivism learning and teaching based on the cognition and premise learning or mental construction. The students will learn to fit the newly gathered information they know. Constructive theory of learning believes that through a contest is affected in the idea to be taught on the attitude and beliefs of students where it supports the teaching and techniques of constructivist,
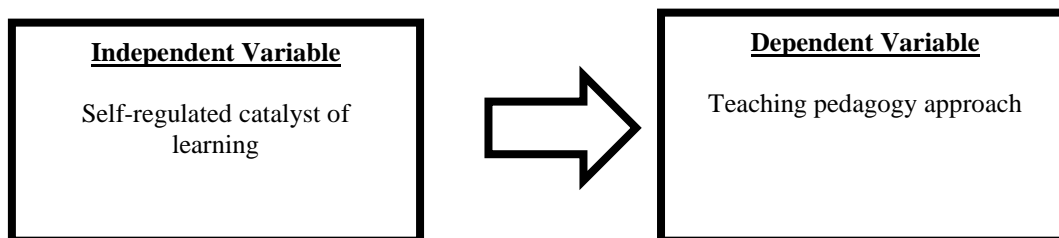
**Flow of the Study**



**Figure-1.** The independent and dependent variable as to self-regulated catalyst of learning and teaching pedagogy approaches as to teacher-centered approach to learning, student-centered approach to learning, teacher-centered method of instruction, and student-centered method of instruction.

**Research Design And Method**

The research employs descriptive quantitative research because this method describes the population and characteristics of the phenomenon under study. The research method is focused on what the subject of research on the self-regulated catalyst of learning in teaching pedagogy approach among the respondents in the area of teacher-centered

approach to learning, student-centered approach to learning, teacher-centered method of instruction, and student-centered method of instruction.

On the other hand, quantitative descriptive research refers to the design of the study and research question on the analysis and data conducted in the topic. It is an observational method of research that influenced the variables of the study. It is the method of research that collects and attempts the information of quantifiable analysis of statistics of the sample and population. It identifies the orientation of basic philosophy that guides the endeavors of research in utilizing the designs of research situated in the quantitative research paradigm that indicates the quality of the consumed quantitative research in the fundamental components of the various types of quantitative research. It also provides the information in advance and a target approach to the study, Hodge, [11].

### Sampling Techniques

A non-probability sampling technique is utilized in the study which is convenience sampling and purposive sampling. It is the techniques that the researchers used to choose a sample of subjects/units from a population. The sampling is subjective in choosing the nature of the samples and representative population. It is convenient on the part of the researchers. It is simple and straightforward in choosing the respondents of the study in many views, aspects and its complexity. It is better sampling in matching a better population of the study for the target and objectives of the research to improve the rigor of the trustworthiness of the analysis of data particularly on the concept of research as to dependability, credibility, transferability, and conformability. It outlines the intent and nature of the paper in the purposive and convenience sampling in the various applications of the study and contexts. It highlights the integrated context of purposive sampling and design, Campbell, et al.[12].

### Participant of the Study

The participants of the study are the professional lecturers from public and private educational institutions. It is conducted for the period 2020-2021. The study comprised forty-five (45) respondents only.

### Instruments Used

**1.** Self-Regulated Catalyst of Learning in the Area of Teacher-Centered Approach to Learning

| Scale | Descriptive level | Descriptive Interpretation |
|---|---|---|
| 4.20-5.00 | Strongly Agree | Teacher centered approach to learning is highly observed |
| 3.40-4.19 | Agree | Teacher centered approach to learning is observed |
| 2.60-3.39 | Moderately Agree | Teacher centered approach to learning is moderately observed or limited |
| 1.80-2.59 | Disagree | Teacher centered approach to learning is not observed |
| 1.00-1.79 | Strongly Disagree | Teacher centered approach to learning is not observed at all |

**2.** Self-Regulated Catalyst of Learning in the Area of Student-Centered Approach to Learning

| Scale | Descriptive level | Descriptive Interpretation |
|---|---|---|
| 4.20-5.00 | Strongly Agree | A student-centered approach to learning is highly observed |
| 3.40-4.19 | Agree | A student-centered approach to learning is observed |
| 2.60-3.39 | Moderately Agree | A student-centered approach to learning is moderately observed or limited |
| 1.80-2.59 | Disagree | A student-centered approach to learning is not observed |
| 1.00-1.79 | Strongly Disagree | A student-centered approach to learning is not observed at all |

**3.** Self-Regulated Catalyst of Learning in the Area of Teacher-Centered Method of Instruction

| Scale | Descriptive level | Descriptive Interpretation |
|---|---|---|
| 4.20-5.00 | Strongly Agree | Teacher-centered method of instruction is highly observed |
| 3.40-4.19 | Agree | Teacher-centered method of instruction is observed |
| 2.60-3.39 | Moderately Agree | Teacher-centered method of instruction is moderately observed or limited |
| 1.80-2.59 | Disagree | Teacher-centered method of instruction is not observed |
| 1.00-1.79 | Strongly Disagree | Teacher-centered method of instruction is not observed at all |

**4.** Self-Regulated Catalyst of Learning in the Area of Student-Centered Method of Instruction

| Scale | Descriptive level | Descriptive Interpretation |
|---|---|---|
| 4.20-5.00 | Strongly Agree | A Student-centered method of instruction is highly observed |
| 3.40-4.19 | Agree | A student-centered method of instruction is observed |
| 2.60-3.39 | Moderately Agree | A Student-centered method of instruction is moderately observed or limited |
| 1.80-2.59 | Disagree | A student-centered method of instruction is not observed |

| 1.00-1.79 | Strongly Disagree | A student-centered method of instruction is not observed at all |

## RESULT OF THE STUDY

**1. On the self-regulated catalyst of learning in the teaching pedagogy approach among the respondents**

**Table 1:** Self-Regulated Catalyst of Learning in the Area of Teacher-Centered Approach to Learning

| Indicators | WM | I | R |
|---|---|---|---|
| Teachers facilitate a transition in the lens of teaching from an empty vessel to a phenomenon as dynamic, variable, and context-dependent learning. | 3.51 | A | 2.5 |
| Teachers are the main authority figure in a teacher-centered approach to learning. | 3.38 | MA | 5 |
| Teachers are in direct instruction with an end goal of positive results from testing and assessment for the learners. | 3.51 | A | 2.5 |
| Teachers are constantly changing themselves based on the interactions they have with their learners in order to produce intellectual and behavioral success. | 4.71 | SA | 1 |
| Teaching and assessment are viewed as separate entities which measure student learning through objectively scored tests and assessments. | 3.49 | A | 4 |
| **Average Weighted Mean** | **3.72** | **A** | |
| **Standard Deviation** | **0.498** | | |

**Table 1** presents the weighted mean and the corresponding interpretation as to the self-regulated catalyst of learning in the area of the teacher-centered approach to learning.

As noted in the table, rank 1 is "Teachers are constantly changing themselves based on the interactions they have with their learners in order to produce intellectual and behavioral success", with a weighted mean of 4.71 or strongly Agree which means that a teacher-centered approach to learning is highly observed. Rank 2 is shared by the two indicators which are "Teachers facilitate a transition in the lens of teaching from an empty vessel to a phenomenon as dynamic, variable, and context-dependent learning" and "Teachers are in direct instruction with an end goal of positive results from testing and assessment for the learners", with a weighted mean of 3.51 or Agree, which means that teacher-centered approach to learning is observed. Rank 3 is "Teaching and assessment are viewed as separate entities which measure student learning through objectively scored tests and assessments", with a weighted mean of 3.49 or Agree, which means that a teacher-centered approach to learning is observed. The least in rank is "Teachers are the main authority figure in a teacher-centered approach to learning", with a weighted mean of 3.38 or Moderately Agree, which means that teacher-centered approach to learning is moderately observed or limited. The overall average weighted mean is 3.72 or Agree, which means that a teacher-centered approach to learning is observed on the self-regulated catalyst of learning in the area of the teacher-centered approach to learning.

**Table 2:** Self-Regulated Catalyst of Learning in the Area of Student-Centered Approach to Learning

| Indicators | WM | I | R |
|---|---|---|---|
| The teacher's primary role is to coach and facilitate student learning and overall comprehension of material and to measure student learning through both formal and informal forms of assessment, like group projects, student portfolios, and class participation. | 3.64 | A | 2.5 |
| In the student-centered classroom, teaching and assessment are connected because student learning is continuously measured during teacher instruction. | 3.39 | MA | 4 |
| Approaches to learning utilize different technology to aid students in their classroom learning. | 3.64 | A | 2.5 |
| Different approaches to teaching, educators gain a better understanding of best to govern their classroom, implement instruction and connect with their students. | 4.25 | SA | 1 |

| | | | |
|---|---|---|---|
| There are specific teaching rules or methods of instruction behavior that feature the student learning and assessment practices. | 3.00 | MA | 5 |
| **Average Weighted Mean** | **3.58** | **A** | |
| **Standard Deviation** | **0.455** | | |

**Table 2** presents the weighted mean and the corresponding interpretation as to the self-regulated catalyst of learning in the area of a student-centered approach to learning.

As gleaned in the table, rank 1 is "Different approaches to teaching, educators gain a better understanding best to govern their classroom, implement instruction, and connect with their students", with a weighted mean of 4.25 or Agree, which means that student-centered approach to learning is highly observed. Rank 2 is shared by the two indicators which are "The teacher's primary role is to coach and facilitate student learning and overall comprehension of material and to measure student learning through both formal and informal forms of assessment, like group projects, student portfolios, and class participation", and "Approaches to learning utilize different technology to aid students in their classroom learning", with a weighted mean of 3.64 or Agree which means that student-centered approach to learning is observed. Rank 3 is "In the student-centered classroom, teaching and assessment are connected because student learning is continuously measured during teacher instruction", with a weighted mean of 3.39 or Moderately Agree, which means that student-centered approach to learning is moderately observed or limited. The least in rank is "There are specific teaching rules or methods of instruction behavior that feature the student learning and assessment practices", with a weighted mean of 3.00 or Moderately Agree, which means that student-centered approach to learning is moderately observed or limited. The overall average weighted mean is 3.58 or Agree, which means that a student-centered approach to learning is observed on the self-regulated catalyst of learning in the area of a student-centered approach to learning.

**Table 3:** Self-Regulated Catalyst of Learning in the Area of Teacher-Centered Method of Instruction

| Indicators | WM | I | R |
|---|---|---|---|
| Teacher-centered methods of instruction often rely on the use of textbooks, workbooks, computers, and other devices of instruction. | 3.47 | A | 4 |
| Direct instruction utilizes passive learning or students can learn what they need through listening and watching very precise instruction. | 3.49 | A | 2.5 |
| Teachers act as the sole supplier of knowledge, and under the direct instruction model, teachers often utilize systematic, scripted lesson plans. | 3.36 | MA | 5 |
| Direct instruction programs include exactly what the teacher should say and activities that students should complete, for every minute of the lesson. | 3.49 | A | 2.5 |
| Teachers can differentiate student access content, type of activities, product learning in a classroom setup. | 4.26 | SA | 1 |
| **Average Weighted Mean** | **3.61** | **A** | |
| **Standard Deviation** | **0.365** | | |

**Table 3** presents the weighted mean and the corresponding interpretation on the self-regulated catalyst of learning in the area of a teacher-centered method of instruction.

As noted in the table, rank 1 is "Teachers can differentiate student access content, type of activities, product learning in a classroom set up", with a weighted mean of 4.26 or Strongly Agree, which means that teacher-centered method of instruction is highly observed. Rank 2 is also shared by the indicators which are "Direct instruction utilizes passive learning or students can learn what they need through listening and watching very precise instruction", and "Direct instruction programs include exactly what the teacher should say and activities that students should complete, for every minute of the lesson", with a weighted mean of 3.49 or Agree, which means that teacher-centered method of instruction is observed. Rank 3 is "Teacher-centered methods of instruction often rely on the use of textbooks, workbooks, computers and other devices of instructions", with a weighted mean of 3.47 or Agree which means that a teacher-centered method of instruction is observed. The least in rank is "Teachers act as the sole supplier of knowledge, and under the direct instruction model, teachers often utilize systematic, scripted lesson plans", with a weighted mean of 3.36 or Moderately Agree, which means that teacher-centered method of instruction is moderately observed or limited. The overall average weighted mean is 3.61 or Agree, which means that the teacher-centered method of instruction is observed on the self-regulated catalyst of learning in the area of a teacher-centered method of instruction.

**Table 4:** Self-Regulated Catalyst of Learning in the Area of Student-Centered Method of Instruction

| Indicators | WM | I | R |
|---|---|---|---|
| Give emphasis on the teacher-student relationship under open classroom model, teacher instruction in the learning process. | 3 .53 | A | 4 |

| | | | |
|---|---|---|---|
| Teaching practice is tailored with instruction to meet individual student needs. | 4.34 | SA | 1 |
| Focus on fostering independence, hands-on learning, and exploration. | 3.60 | A | 2.5 |
| Demonstrate to students how to access and comprehend information through teaching models observing and copying the teacher's process. | 3.26 | MA | 5 |
| Teachers act as a resource to students, answering questions and inquiries reviewing the process as needed. | 3.60 | A | 2.5 |
| **Average Weighted Mean** | **3.67** | **A** | |
| **Standard Deviation** | **0.402** | | |

**Table 4** presents the weighted mean and the corresponding interpretation of the self-regulated catalyst of learning in the area of a student-centered method of instruction.

As shown in the table, rank 1 is "Teaching practice is tailored with instruction to meet individual student needs", with a weighted mean of 4.34 or Strongly Agree, which means that student-centered method of instruction is highly observed. Rank 2 is shared by the two indicators which are "Focus on fostering independence, hands-on learning, and exploration", and "Teachers act as a resource to students, answering questions and inquiries reviewing the process as needed", with a weighted mean of 3.60 or Agree, which means that student-centered method of instruction is observed. Rank 3 is "Give emphasis on the teacher-student relationship under open classroom model, teacher instruction in the learning process", with a weighted mean of 3 .53 or Agree, which means that a student-centered method of instruction is observed. The least in rank is "Demonstrate to students how to access and comprehend information through teaching models observing and copying the teacher's process", with a weighted mean of 3.26 or Moderately Agree, which means that the student-centered method of instruction is moderately observed or limited. The overall average weighted mean is 3.67 or Agree, which means that the student-centered method of instruction is observed on the self-regulated catalyst of learning in the area of a student-centered method of instruction.

**3. On the significant correlation on the self-regulated catalyst of learning in the teaching pedagogy as observed by the respondents**

**Table 5:** Test of Significant Correlation on Self-Regulated Catalyst of Learning in Teaching Pedagogy as Observed by the Respondents

| Variables | Comp. z-value | Comparison | z-critical value | Decision |
|---|---|---|---|---|
| Teacher-centered approach to learning | 50.109 | > | ± 1.96 | rejected |
| Student-centered approach to learning | 52.781 | > | ± 1.96 | rejected |
| Teacher-centered method of instruction | 66.346 | > | ± 1.96 | rejected |
| Student-centered method of instruction | 61.241 | > | ± 1.96 | rejected |
| **Two tailed test with 0.05 level of significance** | | | | |

**Table 5** presents the test of significant correlation in the self-regulated catalyst of learning in the teaching pedagogy as observed by the respondents.

It reveals that the z computed value of the teacher-centered approach to learning is 50.109, the student-centered approach to learning is 52.781, the teacher-centered method of instruction is 66.346, and the student-centered method of instruction is 61.241 which is greater than the z critical value of $\pm 1.96$, two-tailed test with 0.05 level of significance. This means that the variables cannot accept the hypothesis since the computed value is significant. The decision of the hypothesis is rejected. Therefore, it is safe to say that there is a significant correlation on the self-regulated catalyst of learning in the teaching pedagogy as observed by the respondents.

**DISCUSSION**
The self-regulated catalyst of learning and effective pedagogy of teaching provides the class in a route learning teaching and traditional method on the best factual learning and concept in an effective relationship between the teacher and students. It grants the pedagogy and learner-centered active role in the learning process of excellent that will build

and incorporate prior knowledge in accessing and bringing new experiences on the learning level. It facilitates the teacher process in stimulating and effective cognition in the learning and better retention and understanding. It provides and engages in the inclusive pedagogy of learning in the effective methods and strategies to motivate students in their learning process. It ensures the learning and practical strategies and diverse process to adopt the teaching of the student-centered approach for effective learning, Moriña, [8].

On the self-regulated catalyst of learning in the area of the teacher-centered approach to learning, it shows that teachers are constantly changing themselves based on the interactions they have with their learners in order to produce intellectual and behavioral success where teachers are flexible in their approach to teaching and learning based on the needs of their students. Their concern is the students learning to attain their objective set in their lesson. It addresses the need to improve and to explore ways the practices of teaching help and better engage students in their analysis of learning. It integrates the teaching and learning that support solutions to student learning. It also explores and conveys the teacher practices in the engagement and behavior of student observation and teacher's ability to challenge and understand the process of learning engagement and development, Naujokaitienė, Tamoliūnė, Volungevičienė, & Duart, [13]. On the other hand, it shows that teachers facilitate a transition in the lens of teaching from an empty vessel to a phenomenon as dynamic, variable, and context-dependent learning, and teachers are in direct instruction with an end goal of positive results from testing and assessment for the learners where it designs the central activity in the academic performance of students and framework details on the tools, arrangement, and task orchestrated to support the learning activities in the student transition and experiences, Green, Burrow, & Carvalho, [14]. Hence, teaching and assessment are viewed as separate entities which measure student learning through objectively scored tests and assessments where teachers provide competency-based learning. It is imperative to highlights the development and competency of educational teaching and assessment practices. It established the competency based-learning in the teaching assessment and transition to obtain various opportunities in curriculum learning. It focuses on the benefits of the learners' assessment and competency development to improve the quality of education, Mallillin, [15]. In addition, teachers are the main authority figure in a teacher-centered approach to learning. It contributes to and analyses the development of teaching-centered learning. The teaching approach has encouraged and has increased in the paradigm shift in the necessity of teaching that boosts the learners to move the power from the lecturers to the student learners. It also focused on the information and transmission as to lecturing process that paves the alternative of teaching and learning of students as to self-directed learning, experiential learning, and flexible learning in various ways which derive from the concept and school system, Shah, [16].

On the self-regulated catalyst of learning in the area of a student-centered approach to learning, it shows that different approaches to teaching, educators gain a better understanding of best to govern their classroom, implement instruction, and connect with their students. This also includes the various domains of learning in the student academic performance designed from different learning approaches to explore students in knowledge and participation in the various activities in the learning and in-depth process. It also provides help in the style and work of teachers depends on the needs of the learners. It examines the various learning domain in the performance of students in the area of psychomotor, affective, and cognitive learning. The extent of the various learning domains in the student performance in their learning process shows their knowledge and skills in different learning of skills, participate in the activities in learning situations that focus on the provide learning output, Mallillin, [17]. Subsequently, it shows that teacher's primary role is to coach and facilitate student learning and overall comprehension of material and to measure student learning through both formal and informal forms of assessment, like group projects, student portfolios, and class participation, and approaches to learning utilize different technology to aid students in their classroom learning. It determines the purpose of the study designed for coaching based-learning that integrates and entails the practical and theoretical perspective of coaching and learning where it analyzes the feedback, assessment, and scaffolding on the based learning coaching to facilitate learning since it will direct proper learning for students, Van Diggelen, et al., [18]. Yet, it shows that in the student-centered classroom, teaching and assessment are connected because student learning is continuously measured during teacher instruction. It explored the teacher level and associated factors in schools with teacher probability and implementation on the instructional student-centered practices. The adaptive instruction practices and active strategies of teaching support the enhanced learning information technology and communication in collaborative learning and based-learning of students in the individualized approaches to professional development in learning, feedback, and related assessment in the student-centered instruction and implementation, Zhang, Basham, Carter & Zhang, [19]. It also reveals that there are specific teaching rules or methods of instruction behavior that feature the student learning and assessment practices. It emphasizes the direct instruction that teaches and challenges the content of the range and academic diverse learner to include the complex system for directing and organizing the interaction of the teacher and student to maximize learning. The format of the instructional learning specifies the interaction of student and teacher in a skills flexible based-learning, response to active students, and interaction from the teachers and students in their ongoing mastery of teaching and decision making, Rolf, & Slocum, [20].

Furthermore, the self-regulated catalyst of learning in the area of the teacher-centered method of instruction shows that teachers can differentiate student access content, type of activities, product learning in a classroom setup. It

collaborates and examines the context of the teachers' plan and perspective. It benefits the perceived growth and the competency of teachers and to identify the different growth and identified student learning, issues, and perceived constrained conflict assumption. It highlights the challenges and implications on the practical implementation and nature collaboration of teachers with systematic context change, Mofield, [21]. It shows also that direct instruction utilizes passive learning or students can learn what they need through listening and watching very precise instruction and direct instruction programs include exactly what the teacher should say and activities that students should complete, for every minute of the lesson. It fulfills the promising and accessing the learners to education, and exploring the individual student learning, interests, skills, and abilities. It provides a model of instruction in combined courseware and adaptive instruction centered-learners to support the implementation successfully. It illustrates the system approach through pedagogy and decision design that contributes to adaptive pedagogy learning, van Leusen, Cunningham, & Johnson, [22]. It shows that teacher-centered methods of instruction often rely on the use of textbooks, workbooks, computers, and other devices of instruction. It characterizes the strengths in the outcome beyond educational broad traits and cognitive personality ability in the success of positive learning contribution and experiences in the various school setting. It provides strengths and expected certain character, perseverance, and love of learning. It provides positive learning achievement and experiences enjoyment and flow beyond the cognitive ability situation of learning from the different situations in school and incremental contribution ability, Wagner, Holenstein, Wepf, & Ruch, [23]. It also reveals that teachers act as the sole supplier of knowledge, and under the direct instruction model, teachers often utilize systematic scripted lesson plans. It assesses the outcome of learning in the instruction all process ascertain to the veritable parameter in the resources of the system in education. It promotes teaching strategies among students used and involvement to assess the teaching strategies and discipline effectively in various ways, Durowoju, Onuka, & Oni [24].

Lastly, on the self-regulated catalyst of learning in the area of the student-centered method of instruction. It shows that teaching practice is tailored with instruction to meet individual student needs. The education and learner-centered has to meet the potential needs and better prepare students in their rapid change of the learning process. It implements the challenging tasks in the center-learning instruction design and system and learning. It provides practices to centered learners in education. The strategies for learner-centered instruction are identifying the individual of students, support culture, building positivity provides learning experiences, provides experiences for authentic learning, facilitates collaborative learning, self-learning facility, and regulation, Muñoz Martínez, & Porter, [25]. It shows also focuses on fostering independence, hands-on learning, exploration, and teachers act as a resource to students, answering questions and inquiries reviewing the process as needed. It fosters a sustained educational system. It initiates the framework in independent schools utilizing the in-depth observation to illuminate the involved complexities in positive facilitation of the implication to school practices based-approach in the reformed school improvement, Francisco, & Celon, [26]. It also reveals to give emphasis on the teacher-student relationship under the open classroom model, teacher instruction in the learning process. It provides psychological needs and teachers' perception satisfaction on the student and teacher relationship and their emotional well-being and practices, Poulou, [27]. It reveals to demonstrate to students how to access and comprehend information through teaching models observing and copying the teacher's process. It engages the roles of mentoring in the exploration and analysis of the effective model of instruction to facilitate learning and development in instructional support adequate in providing activity and balance collaborative feedback and encouragement, Matsko, et al., [28].

**CONCLUSION**
1. Teacher-centered approach to learning shows that teachers are constantly changing themselves based on the interactions they have with their learners in order to produce intellectual and behavioral success.
2. Student-centered approach to learning shows that in different approaches to teaching, educators gain a better understanding of best to govern their classroom, implement instruction, and connect with their students.
3. Teacher-centered method of instruction shows that teachers can differentiate student access content, type of activities, product learning in a classroom setup.
4. Student-centered method of instruction shows that teaching practice is tailored with instruction to meet individual student needs.

**RECOMMENDATION**
1. Since teachers are constantly changing themselves based on the interactions they have with their learners in order to produce intellectual and behavioral success in the area of a teacher-centered approach to learning, there is a need that teachers should be the main authority figure in a teacher-centered approach to learning to boost the approach of learning among the respondents.
2. Since different approaches to teaching, educators gain a better understanding of best to govern their classroom, implement instruction and connect with their students in the area of a student-centered approach to learning, there must be specific teaching rules or methods of instruction behavior that features the student learning and assessment practices of the respondents.

3. Since teachers can differentiate student access content, type of activities, product learning in a classroom set up in the area of the teacher-centered method of instruction, there is a need for teachers to act as the sole supplier of knowledge, and under the direct instruction model, teachers often utilize systematic, scripted lesson plans.

4 Since teaching practice is tailored with instruction to meet individual student needs in the area of the student-centered method of instruction, there is a need to demonstrate to students how to access and comprehend information through teaching models, observation, and copying the teacher's processes among the respondents.

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