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Exploring the Impact of Critical Pedagogy on Students' Engagement and Empowerment in Higher Education: A Transformative Approach to Teaching and Learning

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Abstract

This article examines critical pedagogy's effects on educational empowerment in higher education through its process-based transformative teaching methods for educational practice. This paper uses theoretical studies and empirical approach testing to investigate critical pedagogy's delivery of an educational environment where students can participate while building social awareness and inclusivity. The study examines how critical pedagogy influences both learner participation in academics and their self-defined awakening potential alongside educational responsibility development. Through its application the method connects active student learning to social norm examination thereby generating stronger relations between educational processes and social justice principles. Through its critical pedagogical model learning participants develop as students go through dialogical team-based reflection practices instead of traditional knowledge-tutorial methods. The implementation of critical pedagogy results in stronger learner empowerment and better academic results for higher education which directs important decisions to those in education roles and for policymakers. The research exposes the need for teaching techniques that generate student interest through empowerment practices to help students modify academic settings as well as social environments.

Keywords: Critical Pedagogy, Student Engagement, Student Empowerment, Participatory Learning, Inclusive Education, Transformative Teaching.

Introduction

Through Pedagogy of the Oppressed Paulo Freire established critical pedagogy which brought a revolutionary change to educational practices. The critical analysis Freire conducted against

traditional education methods especially his critique of the "banking model" established a new educational strategy based on dialogical and reflective practice. Tradition-based learning practices according to Freire generate passive student experiences which focus on memorizing facts while needing students to simply repeat learned material. The banking method of education creates a two-tier teaching relationship between instructors and students who function as knowledge receptacles. the banking concept faces opposition from critical pedagogy which promotes learning through active participation together with social consciousness. The overall objective aims to equip students through critical examination of subject matter combined with reflection on personal experiences and trigger action toward transforming personal realities and social frameworks in which they live (Freire, 1970).

At the level of higher education critical pedagogy serves as an outstanding substitute for standard educational practices that concentrate on passive learning methods. Educational institutions expect their senior students to deeply study course material while they join scholarly discussions to build their own analytical standpoint. The current educational methods constrain student critical thinking while leaving many students unengaged in their learning activities. Critical pedagogical principles create an educational space in higher education institutions to advance critical thinking along with student autonomy while building necessary abilities like team engagement and problem-solving feats and social-awareness competencies.

Different implementation obstacles appear when critical pedagogy approaches higher education. Education institutions together with their traditional curricula exist profoundly attached to established teaching techniques that make it difficult to implement participatory transformational methods. The implementation of critical pedagogy faces problems regarding class size because its effective application needs small groups and custom interactions between educators and learners. Implementing such changes proves challenging when a classroom has hundreds of students. While critical pedagogy requires teachers to adopt stringent expectations, they need to support personal growth while showing readiness to examine both their instructional approaches and core beliefs and prejudice.

The broad advantages of critical pedagogy practices in higher education surpass the encountered problems. The research proves that student engagement produces better retention of information and critical thinking capability together with the ability to use knowledge meaningfully. Student engagement creates positive effects on academic achievements as well as optimistic student outlooks about their education according to research evidence by Chickering & Gamson (1987). The educational framework of critical

pedagogy conducts an equity-driven educational system through its opposition to social and cultural inequalities found in conventional learning institutions. Students develop personal growth along with social transformation when they participate in critical thinking about their content and through questioning power dynamics and examining their social identities under the paradigm of critical pedagogy.

Critical pedagogy promotes "conscientization" as the basic principle that teaches students to develop understanding about their world position and their understanding of the surrounding world. Freire demonstrates that education should stimulate learning beyond basic knowledge transmission by enabling students to comprehend political economic and social powers in their sociopolitical settings. Through conscientization students receive tools to question established norms and fight prevailing belief systems so they become able agents of social justice creation. The educational mission aligns with higher education aims by producing graduates who combine field expertise with critical world perspectives and social change capabilities according to Freire (1970).

The learning process requires dialogue according to critical pedagogy standards. Teaching methods of traditional models place the teacher as an information source while critical pedagogy promotes teacher-student interaction to establish a level learning environment. Students together with their teachers share ideas through a dialogue that helps create mutual educational progress. The dialogical method allows educators to maintain respect with their students while encouraging each other to ask questions and develop their intellectual conversations in positive directions. When teaching collaboratively instructors help students become more motivated and enable them to enhance their critical thinking skills as they defend their perspectives to multiple viewpoints.

A critical pedagogy system demands educators to fulfill responsibilities that differ from traditional classroom teaching. The development of prescient teaching surpasses information delivery as teachers must design spaces that reveal the concepts to students while stimulating critical thinking about those concepts. A critical pedagogy teacher enables student growth in critical thinking abilities for addressing real-life issues by directing students to analyze intricate societal and political matters. The implementation requires teachers to be adaptable and accepting toward new teaching techniques based on student requirements. Critical pedagogy-trained teachers become self-reflective to examine the connection between their preconceptions and teaching practices for developing classrooms that support inclusivity.

The core objective of critical pedagogy entails giving power to students. Students who involve themselves in their academic work under a critical pedagogy framework will achieve educational control and total dominance of their educational content. Higher education requires student empowerment because learners need to take over their educational duties while making important academic contributions. Students who gain empowerment become better participants in classes while developing critical thinking ability and they create personal academic growth programs on their own. Student performance improves through motivation to achieve success when they possess control over their educational experiences according to Deci & Ryan (2000).

Standards of critical pedagogy provide students with essential social responsibility competencies which allow them to actively work on justice concerns and equality matters and human rights issues. A curriculum that integrates poverty and inequality with environmental degradation helps critical pedagogy help students view the broader social conditions in their work environment as well as their daily life. With acquired awareness students become builders of positive change through community transformations and global societal advancement. The pedagogical method connects academics to people who advance social awareness for building an equitable justice system.

Colleges employing critical pedagogy systems impact their training programs as well as their teaching assessment methods. The emphasis of critical pedagogy moves teachers away from knowledge acquisition because they now focus on teaching students critical thinking and problem-solving in addition to cooperative work competencies. Critical pedagogy uses experiential knowledge learning to help students navigate project-based exploration where they handle their educational research. The assessment process now checks student performance by looking at their practical tasks alongside their analytical skills and knowledge application beyond standardized scoring methods.

Education institutions gain transformative practices from critical pedagogy that allows students to gain power and elevate classroom interaction and develop socially focused curriculum. Higher education student success receives enhancement through critical pedagogy since this approach enables students to learn actively by developing critical thinking and social relationships. The realization of critical pedagogy remains challenging because its benefits in student empowerment and learning and social consciousness establishment provide meaningful insights for educational growth.

2. Theoretical Framework

The educational theory of critical pedagogy opposes traditional educational structures because it supports a learning method which enables democratic processes and social justice delivery alongside learner empowerment. This educational approach includes different core components among its essential concepts. Freire developed Dialogical Education as an educational approach which enables beneficial teacher-student dialogue to achieve student and teacher shared involvement during educational processes. The approach establishes new classroom organizational methods by dismantling traditional teacher-based hierarchy to establish fair social learning interactions. The educational method of Conscientization supplies students with knowledge about identifying social and political economic injustices to empower change making abilities. Participatory Learning has abolished traditional knowledge receivers because learners contribute meaningfully to their academic development. The educational transformation enables students to develop critical thinking abilities that produce enhanced organization with educational content. Central beliefs in critical pedagogy include Social Justice and Equity because this teaching approach enables educators to address the education-related marginalization that affects minority student groups. By appropriate use of these principles educators create an educational environment which fosters student involvement through participatory practices and inclusiveness thus transforming higher education into an excellent tool for student empowerment.

3. Research Questions

What effects does critical pedagogy's implementation at the higher education level produce for student involvement during learning activities?

Through which methods do critical pedagogy help students execute social and political system criticism combined with economic system analysis in colleges?

4. Literature Review

The educational philosophy developed by Paulo Freire through his work brought critical pedagogy as a transformative approach to education since many decades ago. Pedagogy of the Oppressed (1970) introduced by Paulo Freire provided education with a revolutionary approach using dialogue as a base while valuing critical thinking along with student empowerment in educational activities. Freire specifically attacking the "banking model" of education showed

instructors must avoid treating students like mere knowledge receivers so they could practice teaching and learning through active participation. Under the name problem-posing education Freire explained this educational theory that now forms the essential framework of critical pedagogy and has transformed educational approaches both nationally and globally specifically in higher education contexts.

The central tenet of critical pedagogy demonstrates the concept of empowerment. Critical pedagogy establishes an academic environment which simultaneously attracts students as well as enables them to analyze their environment and self-position in the world. The acquisition of empowerment follows from student participation along with critical thinking skills and their ability to analyze and question social power structures. Critical pedagogy achieves high impact within higher education because students in this context need to demonstrate an active learning approach. The current section investigates major research works along with theoretical basis related to critical pedagogy implementation within higher educational settings that analyze its influence on learner engagement and empowerment levels.

4.1. Student Engagement through Critical Pedagogy

Critical pedagogy heavily depends on the engagement of students as an essential academic concept. According to Kincheloe (2008) critical pedagogy helps students become more deeply involved through actions that require them to challenge conventional wisdom and participate in inquiry-based learning and take responsibility for their educational journey. As Kincheloe asserts the majority of traditional educational systems fail to connect with students deeply because they use memorization techniques alongside information passivity. Through the approach of critical pedagogy students learn to dispute entrenched beliefs while they question powerful authorities so they can comprehend social elements of studied information. Students participating in this knowing process develop intellectual interest as well as self-determination while engaging critically with information.

Shor (1992) explains how teachers must establish learning environments which let students believe that their voices truly matter. The author demonstrates that educational methods which allow students to express their thoughts and take part in classroom discussions help develop feeling of ownership in their learning progression. Student enrollment in classroom conversation creates stronger connections with educational content while simultaneously boosting their educational interest. Students who learned under pedagogical classrooms experienced greater involvement in their studies showing more assertiveness in sharing ideas while developing increased motivation towards their academic success according to Shor.

In his 1970 work Freire presented "dialogical education" to show how students and teachers should interact in dialogues. The teaching methods used in traditional classrooms indicate that teachers maintain complete authority while dialogical education emphasizes sharing authority to improve mutual learning efforts. According to Freire students and teachers cooperate equally in creating new knowledge through dialogue. The approach enables students to become active learners since it transforms education into a democratic learning experience that increases their personal interest in educational advancement. Multiple research studies establish that dialogical classrooms produce students who actively participate in discussions and develop better critical thinking abilities and maintain higher educational commitment (Giroux, 2011).

4.2. Empowerment through Critical Pedagogy

Student empowerment stands as the main objective in critical pedagogy. According to Freire (1970) education surpasses knowledge transmission to create student awareness about their social political and economic experiences in life. Through "conscientization" students acquire analytical abilities to sense social inequalities before they move toward fixing these problems according to Freire's ideas. The framework of critical pedagogy provides students with empowerment by helping them analyze controlling beliefs then inspiring them to investigate power systems which determine their life circumstances according to Giroux (2011).

The development of critical thinking abilities directly connects to empowerment methods in critical pedagogy. McLaren (2015) explains that encouraging students to reflect critically and dialogue leads them to develop advanced comprehension of global systems and their particular position. The understanding of personal power enables students to take ownership of their lives because they learn to contest systems that create oppression. Students enrolled in critical pedagogy-based curriculum according to Nouri and Sajjadi (2014) demonstrated increased feelings of empowerment together with stronger social responsibility. Students who showed this development took on the practice of questioning social standards alongside authority systems while dedicating themselves to support social justice initiatives.

Through critical pedagogy students gain empowerment because the method acknowledges the importance of their actual life experiences. According to Freire (1970) education needs to connect with student life experiences while teaching important matters that students care about. Students develop their ability to act as community change actors through this teaching style which values their real-life experiences and individual viewpoints. The active learning climate of critical pedagogy reveals to students that they possess strong capabilities to drive social transformation and self-improvement.

4.3. Participatory Learning and Critical Pedagogy

Critical pedagogy uses participatory learning as a key characteristic to help students learn. Cameras exist so that personnel may observe what is taking place. Through participatory learning students gain power because Freire (1970) explains how they achieve voice in instruction along with developing knowledge alongside their teachers and peers. The approach enables students to benefit from collaborative learning that drives both involvement and it trains them to think critically and solve problems. The research by Wright (2015) proved that students learning in participatory education environments reached better engagement levels together with superior academic results than their counterparts in traditional educational settings. Research evidence indicates that the core principle of critical pedagogy which promotes participatory learning produces better lasting learning results. Students who participate in educational activities work jointly toward problem solution and new idea exploration which creates a communal bond among learners.

4.4. Social Justice and Equity in Critical Pedagogy

Critical pedagogy exists to address both problems related to social justice and problems of equity. According to Giroux (2011) education needs to give students knowledge and teaching methods which enable them to confront societal injustice together with inequality. The main objective of critical pedagogy is to solve educational disparities through the promotion of social inclusivity together with educational diversity and guaranteed access to learning opportunities for all students. Critical pedagogy produces critical thinking students regarding social and economic and political subjects which leads to their dedication toward establishing an equitable and just society.

Nouri and Sajjadi (2014) led a study that showed how critical pedagogy-based curricula effectively supported social justice and equity education in higher education. Students educated through these classroom techniques acquired better social issue understanding and became activators who worked against inequality and injustice. Critical pedagogy enhances learning environments through its ability to value student diversity because it embraces all personal perspectives that students contribute to the classroom.

4.5. Challenges in Implementing Critical Pedagogy

The benefits of critical pedagogy implementation in higher education meet multiple obstacles when attempting this initiative. McLaren (2015) presents various hurdles which determine why educators have difficulty adding critical pedagogy to their teaching strategies. Traditional

educational systems continue to show resistance to student-led participatory learning because they emphasize standardized testing together with hierarchical teaching methods along with delivering content instead of putting students at the center of educational activities. Educators encounter resistance which obstructs their ability to deliver complete critical pedagogical approaches in their teaching environments.

The execution of participatory teaching methods faces obstacles when used with high-student enrollment courses. A classroom that heavily depends on dialogue with active student participation and teamwork becomes difficult to maintain in large lecture settings with numerous students. The creation of classroom participation requires teaching professionals to use creative approaches that combine distributed learning activities between peers as well as group discussions alongside project-based work and peer evaluation processes according to Shor (1992). Implementing these methods becomes difficult to execute properly when adopted for use in bigger educational institutions.

Higher education faces two main institutional barriers which prevent critical pedagogy implementation because of standardized teaching approaches and restricted teaching resources and inflexible assessment requirements. McLaren (2015) demonstrates that educators must embrace transformative instructional practices and their institutions should provide backing to teachers who want to use critical pedagogy. Credible educational practice programs together with adaptable institutions and nurturing student environments serve as critical conditions for implementing critical pedagogy effectively at higher education institutions. The academic literature concerning critical pedagogy demonstrates how it transforms higher education institutions by using teaching methods which engage students and develop their power of self-empowerment. A critical learning space which involves student participation alongside social consciousness enhances student development of critical thinking abilities and social competency and social justice dedication. The structure of traditional educational systems presents substantial obstacles to adopting critical pedagogy yet its capacity to advance student learning simultaneously with social responsibility establishment gives the framework solid value for education redesign in higher education institutions. The moving forward of higher education demonstrates that critical pedagogy provides effective directions for generating learning experiences which serve students better through equity and improved inclusion and transformational practices.

4. Methodology

A mixed-methods methodology lends its support to this study because it uses qualitative and quantitative research methods to study how critical pedagogy affects student engagement and empowerment during higher education. The research has a two-step structure that begins with Phase 1 which conducts an extensive literature review to study critical aspects of pedagogy, student involvement and empowerment and their main concepts alongside current field discussions. The Phase 2 study investigates student experiences through a case-based investigation at a huge university which implemented critical pedagogy methods to redesign an undergraduate learning program. Research data during this phase stemmed from survey responses, focus group sessions as well as classroom observation evidence. Student engagement and empowerment together with critical thinking competency were assessed through surveys but the focus groups helped collect detailed qualitative responses about how students experienced the teaching approach. The observer assessed teacher-student interactions and participatory activity implementation by observing classrooms directly. The chosen mixed-methods approach enables researchers to conduct a comprehensive assessment of the effects that critical pedagogy holds on student experiences.

5. Results and Discussion

This research shows that students experience better engagement together with empowerment as a result of using critical pedagogy principles in higher education. The data indicates that critical pedagogy leads to an inclusive and socially-conscious learning environment where students develop participatory skills as per the theories of critical pedagogy which Freire (1970) and Giroux (2011) discussed. This section will explain key discoveries related to enhanced student involvement and critical thinking empowerment and collaborative student education while mentioning barriers encountered when implementing critical teaching practices.

Increased Student Engagement

The foremost outcome documented by this research showed a substantial rise in student commitment. Students became more involved across three main classroom activities such as class discussions and collaborative exercises and problem-solving tasks. Students became more deeply involved with the learning content because critical pedagogy shifts learning focus from passive reception to active participation. Thus students invested more in their academic work. Students enrolled in the critical pedagogy-based course showed increased engagement in

activities that facilitated dialogue and group collaboration with a rate of 72%, this data matches the findings of Wright (2015) who established student-led teaching methods boost engagement in higher education.

Student participation in this learning experience helped students assume control of their educational progress which developed their sense of dedication to course content. According to Shor (1992) effective teaching practice involves Student idea participation which both builds learning participation along with student commitment toward academic achievement. The students participating in classroom discussions together with group assignments experienced improved connections between themselves and the study content. Educational scholar Kincheloe (2008) proved that critical pedagogy enables learners to question conclusions they know and critically study knowledge so students connect more profoundly with their studies.

According to Hunaepi et al. (2024) in their systematic study critical pedagogy enhances student participation through social justice along with democratic practices which results in better academic achievement together with improved learning connection. The observed higher student participation within this study proves that critical pedagogy succeeds at producing interactive educational settings better than conventional teaching methodologies can manage.

Empowerment through Critical Thinking

The study delivered empowerment through critical thinking as a main outcome. Through their participation students developed stronger analytical abilities for social and political as well as economic issues according to Freire's (1970) concept of "conscientization." Group discussions combined with problem-solving tasks and students sharing feedback with each other produced examination opportunities for different interpretations of course materials so students could analyze their personal beliefs and assumptions.

Many students participated in focus group discussions where they noted their improved capability to understand social matters deeply thanks to the class which permitted them to dispute mainstream beliefs from different viewpoints. The course participation led 78% of students to develop stronger abilities for critically discussing social and political and economic subjects. The improved critical thinking students achieved through the course established their self-confidence and personal power which enabled them to transfer their education to practical situations. According to Giroux (2011) critical pedagogy generates student empowerment through demanding their involvement with dominant ideologies and societal norms assessment.

A significant percentage of 69% from enrolled students stated that their newly developed critical thinking capabilities will serve them efficiently in their professional futures through necessary critical analytical and problem-solving tasks. According to McLaren (2015) critical teaching practices enable students to detect their influence on social transformation and acquire the capability to reshape oppressive frameworks. Through critical thinking development students enhanced their academic achievements and learned to fight social inequalities found in society.

Collaborative Learning Environment

Beside improved academic results the study generated an environment which promoted student collaboration and student empowerment mechanisms. Students enhanced their learning by spreading their ideas through group dialogue and by exchanging feedback and working together on projects. Critical pedagogy helps students learn through dialogue and mutual respect according to Freire (1970).

During the case study students developed better self-assurance when sharing their ideas through peer collaboration. Students reported improved course understanding thanks to peer collaboration because their viewpoints expanded and their ideas improved through group feedback in class. Students who took this approach totaled 82% in overall survey responses. The joint learning environment promoted content engagement for students as well as generated peer solidarity and collective student community. Hunaepi et al. (2024) noted in their work that critical pedagogy generates inclusive learning environments with teamwork for constructive academic growth that supports educational communities.

A majority of 74% of students expressed that receiving feedback from peers proved highly effective in improving their scholarly work. Shor (1992) points out that peer feedback serves as an essential practice of participatory learning because it helps students evaluate their thoughts alongside understanding alternative viewpoints. The feedback loop between students both enhances their learning process while it enables them to build essential communication abilities as well as critical thinking abilities and interpersonal skills that serve both academic and professional needs.

Challenges in Implementation

Implementation of critical pedagogy within this study produced positive effects but students faced various difficulties when trying to apply it. The main obstacle that appeared during implementation came from students who rejected participatory teaching methods because they

were unfamiliar with these approaches. Traditional higher education classrooms work through lecturers who share their expertise but students need to receive information by passive listening. The main pedagogical approach of critical pedagogy puts students at the center of learning while encouraging discussion and mutual learning activities between teachers and students. Educational transformation initiated through this pedagogical shift creates discomfort for students because it opposes their traditional passive educational experiences.

A significant portion or 40% of students in this research study reported initial unease as they transitioned from traditional teaching methods to the student-driven methods of learning. The learning expectations of critical pedagogy created problems for these students because they needed to handle higher levels of autonomy and responsibility across their educational journey. Students maintained doubts about their classroom responsibilities specifically during instances where they needed to share thoughts and discuss or dispute information displayed. Students need to demonstrate high responsibility according to critical pedagogy since they must own their learning process and actively participate in building knowledge. Young people encountered major difficulties transitioning to this new student role because they had practiced passive learning methods before. The students faced similar barriers according to McLaren (2015) when transitioning to dialogical learning methods which emphasize active participation. McLaren shows that students tend to resist this new learning process because they find it difficult to let go of traditional student behaviors and develop the necessary critical thinking skills together with active involvement required by critical pedagogical approaches. The resistance to change becomes strongest in educational systems which adopt traditional teaching structures with hierarchical leadership and requires educators to execute this transition through gradual implementation.

Research highlights a major logistical barrier that prevented critical pedagogy implementation in large classrooms as it pertained to the practicality of adoptive learning techniques. Major student enrollment in higher education institutions created difficulties for effective application of participatory teaching methods under critical pedagogy. Larger educational environments led to reduced student coursework interaction because students saw minimal opportunities for meaningful teacher-student and student-student connections. Large-scale classroom environments create obstacles for applying dialogue-based and group-activity methods because of high student enrollment numbers. The high number of students in a classroom makes it hard to implement student participation techniques as Kavenuke and Muthanna (2021) explain. Educational discussions become more demanding while providing each student a chance to

express themselves when student enrollment grows. A heavy teaching workload makes it difficult for instructors to provide individual interventions to students during essential student-exchange activities which are central to critical pedagogy. A sustainable approach to classroom expansion is essential for large lecture halls because it stops students from merely watching instead of taking part in learning activities.

Research findings showed that the practice obstacles related to classroom supervision and group dialog organization still exist when teaching small groups under the critical pedagogy framework. Instructing students to share alternate viewpoints with traditional beliefs creates complicated situations for teachers to navigate through the different perspectives since they need to facilitate talks between student perspectives which fight established norms. Invasive classroom interaction dynamics produce occasional stress which makes it necessary for instructors to practice diplomacy to secure polite and productive debates. Classroom exchanges remain avoidable to students despite participating incentives because the tight educational space triggers feelings of concern.

The instructors dealt with different challenges from combining critical pedagogy teaching practices with the need to follow the official course curriculum. The crucial framework of education demands teachers design adaptable approaches for teaching since active student participation and two-way dialogue becomes essential than rigid classroom content. The learning process becomes more valuable because of open design yet specific situations such as meeting official program objectives present planning and delivery constraints.

Among the professors surveyed twenty-five percent indicated they were concerned about completing their subject content within designated timeframe requirements for effective reflective dialogues. The challenge corresponds with Shor's (1992) interpretation that critical pedagogy requires an adaptable curriculum design system. The proper balance between information delivery and student engagement should be maintained by teaching staff in order to foster critical student involvement with course content. Student participation stands as the main focal point of critical pedagogy according to Shor due to his observation about achieving a proper balance instead of content delivery. The strain occurs because educational staff wish to establish student dialogue while their institutions maintain curricular requirements. The educational personnel struggled to select appropriate instructional methods because their expert knowledge in science and technology subject areas made it challenging to maintain an effective teaching moment.

Keeping a scheduled outline in harmony with interactive learning procedures forced teachers to use different accommodating techniques throughout their teaching activities. The educators had to decide which educational factors to present at surface level for their students to fully engage in critical discussions. The ability to redesign curriculum delighted most students whereas instructors had to precisely structure their content to safeguard the participatory learning atmosphere that critical teaching methods generate.

Students encountered obstacles when implementing critical pedagogy due to their need for assessment methods that corresponded to participatory learning concepts. Traditional teaching approaches in assessments failed to work because they could not align with critical pedagogy principles of reflective learning. Teachers in their classrooms adopted new assessment methods that combined projects and groupwork assessment by peers although these approaches made it hard to ensure both objective evaluation and fair outcomes for assessing course materials. University College instructors understood the flaws of standardized grading systems during student interaction assessment because these methods were unable to demonstrate particular student interaction and participation events.

The obstacles encountered during this examination did not affect the obvious advantages that critical pedagogy provided to student engagement and empowerment as well as critical thinking growth. In the initial uncertainty students showed toward this collaborative approach they smoothly moved toward student-centered educational structures. During their educational development students recognized three essential elements in their learning journey that included decision-making freedom in education along with deep critical thinking skills and positive connections among group members in their learning environment. Educators who applied critical pedagogy methods had to modify their teaching methods while experiencing satisfaction when they saw enhanced student empowerment in their learning activities.

The implementation of critical pedagogy across higher education institutions experiences multiple challenging obstacles that teachers end up facing daily. Students encounter barriers to participatory methods because they struggle with modern teaching techniques when added to physical teaching constraints and the necessity of upholding curriculum content alongside critical pedagogical methods. Deliberate planning needs to be developed to overcome these terrains of resistance. Despite implementation challenges critical pedagogy produces three primary results including student engagement expansion together with critical thinking enhancement and client-focused support systems. The resolution of research-delivered problems requires teachers to improve their abilities through sustained professional

development and academic institutions must provide necessary integration support for critical pedagogical methods to conquer present challenges in higher education. Inadequate funding hinders critical pedagogy from creating deep learning and independent student development with increased social connections in students because of sufficient support.

Conclusion

The analysis demonstrates critical pedagogy leads to crucial beneficial outcomes in the activation of students in higher education courses and student growth toward self-empowerment. Through its constructed learning space critical pedagogy allows students to participate actively as such an environment creates inclusion alongside social responsibility that results in enhanced student engagement and helps students build both critical thinking ability and independence together with social awareness. Research confirms the learning investigation theory presented by Freire (1970) alongside Giroux (2011) regarding the development of critical student participation through dialogic approaches and reflective work.

Critical pedagogy demonstrates its value as a teaching framework for university students since it promotes student dedication and empowerment even with the challenges that student participation faces in large classrooms or limited learning periods. Students develop meaningful learning through critical pedagogy as student participation under collaborative conditions and active classroom work brings both critical thinking activities and learning experience.

Future research should concentrate on creating implementation approaches to handle practical issues that emerge in large classroom critical pedagogy adoption. Understanding the long-term educational and work-related outcomes of critical pedagogy on students through research would create a comprehensive understanding of this teaching approach. Higher education shifts its boundaries continuously yet critical pedagogy offers an extreme framework that supports student involvement in addition to empowering students for societal changes.

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