



The Benefits of Effective Teaching Style for HUMSS Students at Liceo De Pulilan Colleges: A Quantitative Study

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Abstract

The present study investigates the benefits of different teaching styles to HUMSS students of Liceo De Pulilan Colleges. Teaching style is important because teachers play a big role in shaping the students' learning and behavior. That is why it needs to be suited to students especially because HUMSS students are facing professionals in the future. This research used quantitative research design in which the data was collected using survey questionnaires and analyzed using descriptive statistics. The results revealed that teaching style influences the student's comfort, enjoyment, motivation, and inspiration. Most of the stakeholders say that teaching style has an overall impact on their engagement, confidence, and performance to study hard. It also affects how the student interacts with the teacher and classmates because when the teaching style is effective in the class, students are more active and have the willingness to participate which is why they can form a good bond and connection.

Keywords: academic achievement, HUMMS students, learning behavior, teachers, teaching style

Introduction

Liceo De Pulilan Colleges is a school that offers educational opportunities for students especially at HUMSS (Humanities and Social Sciences) students. The teachers inside the institute are doing their best to teach students.

This strand is highly demanding for future big time jobs such as teachers, accountants lawyers, and more. Therefore, teaching style is dependent on how teachers demonstrate it towards the students. There are different kinds of teaching styles that students are capable and not capable of understanding. The researchers wanted to know which teaching styles are



enjoyable and more understandable and which are not really good. Some teachers are just reading and some are doing memorable things for students to understand.

"Effective learning in the classroom depends on the teacher's ability to maintain the interest that brought students to the course in the first place" (Erickson, 1978). As Erickson said, it depends on how teachers show their dedication to teaching throughout their students because the teachers are the ones holding their student's futures.

Education is one of the human rights and everyone should have it. In the implementation of education, the teacher is one of the supervisors to implement it and transmit it to the people. Teachers are part of a society that has a great role and responsibility for children and people who want to learn new information, experience and prepare the young generation for the future. Teachers provide students with a set of knowledge, purpose and encouragement to develop themselves and become good citizens for our country. To be more effective teachers, they create and adapt different teaching styles that students are looking for to absorb the lessons that their teachers' teach. The teaching style of teachers contributes to the engagement and participation of students in class. When teachers' teaching style gives a feeling to students to enjoy and be happy in their studies while listening, the student feels more motivated and inspired to be involved in their class participation and performance that will lead to a better academic performance.

A student's ability to learn and enjoy their studies was somehow depend on their teacher. According to CogniFit (2018), "Different teaching style are necessary because the students need to be able to learn what the teacher is teaching." The students does not have a same capability to understand a lesson. There are some students that understand the lesson quickly and some need to have more elaboration before they understand it. Due to that, the teachers are required to create and change their teaching style where students are comfortable so that students will feel more engaged to participate in class.

In today's world, teachers play a significant role in shaping students' learning experiences and outcomes. Thus, this study investigated the benefits that HUMSS students at Lice De Pulilan Colleges gain from quality academic instruction. It explored areas such as enhanced learning results, improved critical thinking skills, boosted self-confidence, and better career options. HUMSS subjects hold significance as they introduce students to fields such as communication, literature, and mathematics. These subjects open doors to exciting careers. However, it is not the presence of HUMSS subjects that matters, the teaching methods employed in these subjects are important.

Quality academic instruction goes beyond just sharing information, it is a complete method for helping each student achieve their maximum capabilities. Firstly, it boosts students' academic performance. When teachers use effective teaching methods, students tend to understand and remember complex ideas more easily. This not only leads to higher grades but also cultivates a deeper understanding of the subject matter.

Furthermore, quality academic instruction boosts students' self-esteem and motivation. When teachers establish a welcoming learning atmosphere, students sense that they are



appreciated and encouraged to do well. This positive encouragement not only boosts their academic results but also nurtures a long-term passion for gaining knowledge. Moreover, it develops critical thinking skills, students are encouraged to question and analyze information and become independent thinkers capable of confronting real-life problems with assurance.

As the researchers further explored the benefits of quality teaching style for HUMSS students' at Liceo De Pulilan Colleges, the researchers also assessed different aspects, including student comfort, the enjoyment of learning, the motivation for studying, the bond between students and teachers, etc. This study aimed to investigate how the teaching styles impact HUMSS students' quality of education.

Theoretical Framework

This study was guided by some relevant theories related to the different teaching styles affecting students' performances. They are as follows:

Social Learning Theory. The proponent of this theory is Albert Bandura, a Canadian American psychologist. This theory shows that people learn by observing, following and acting the things that are seen in other people. This theory is very helpful and powerful method of acquiring the knowledge. Based on what students' see and experience with their teacher, they adapt and performed it. What their teachers does has an effect to the action of students. In 1977 book of him about this theory, most behavior that we have is from observation. A student's determination and inspiration in studying will be strengthened if their teacher give them a feeling to be motivated because they have pleasant classroom behavior and the teacher has a professionalism.

Self-Determination Theory. The founders of this are Richard M. Ryan and Edward L. Deci, a psychologist. This theory emphasizes that students must meet the three psychological needs which are autonomy, competence and relatedness. For students to have this, the teacher is one of those who can help motivate the student to study. Giving freedom to the student in expressing the behavior and choices, encouraging them to show and express their capabilities, and showing to the students that they belong, cared and loved, it inspires them more to be part of the classroom. Also through the verbal persuasion, positive reinforcement, and feedback, it will boost the students' academics. They will develop their interest to participate and respond to their school activities which leads to improvement and good performances.

Zone of Proximal Development Theory. The zone of proximal development was developed by Soviet psychologist and social constructivist Lev Vygotsky (1896 – 1934). The zone of proximal development (ZPD) refers to the difference between what a learner can do without help and what he or she can achieve with guidance and encouragement from a skilled partner. It represents tasks beyond the learner's current abilities but are attainable with the help and guidance of the more knowledgeable other (MKO). The ZPD is the range of tasks a person can't complete independently but can accomplish with support.

Behaviorism. It was developed by B.F. Skinner and looks at how observable behaviors are influenced by the environment. In education, it is like a cause-and-effect model – certain things (stimuli) lead to specific student reactions (responses). Reinforcement is a big deal,

where good behaviors get rewarded (positive consequences) or bad ones lead to something unpleasant being taken away (negative consequences). Skinner introduced operant conditioning, which is about shaping behavior through consequences. Behavior modification, a practical side of behaviorism in education, is all about using rewards and punishments to change how students behave. For instance, token economies involve students earning tokens for doing good things. But, some people criticize behaviorism for being too simple, saying it ignores what is happening inside students' heads and how they think.

Experiential Learning. Rooted in David Kolb's model, is a comprehensive educational theory that underscores the significance of firsthand experiences in the learning process. The model consists of four stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation. Learners engage in a continuous cycle where they first encounter a new experience, reflect on it, conceptualize abstract principles, and then apply these concepts in practical situations. Kolb emphasizes that individuals may favor certain stages over others, leading to distinct learning styles: converging, diverging, assimilating, or accommodating. The theory recognizes the diversity in how individuals approach learning and encourages educators to incorporate activities that cater to various stages of the experiential learning cycle. By promoting a dynamic and iterative learning process, experiential learning aims to enhance comprehension, retention, and the transfer of knowledge into real-world contexts.

Conceptual Framework

Figure 1

IPO Model of the Study

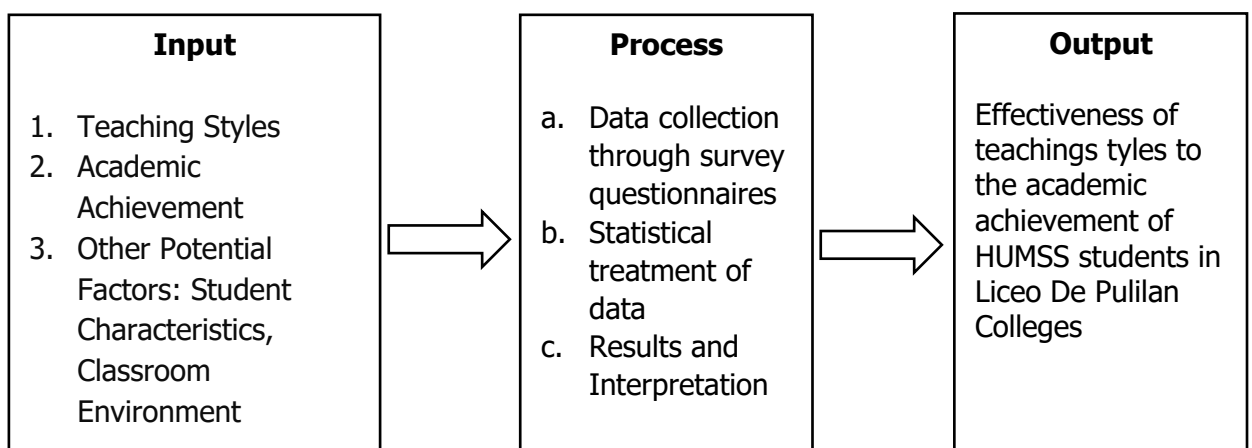


Figure 1 shows the Input-Process-Output (IPO) model of the study.

The Input includes the phenomenon that will be studied which are the teaching styles, academic achievement, and other potential factors such as student characteristics and classroom environment. Next, the Process includes the methods by which the variables are collected and synthesized namely data collection through survey questionnaires, statistical treatment of data, and results and interpretation. Finally, the Output includes the outcome based



on the results of the study which will be the understanding of the effectiveness of teaching styles to the academic achievement of HUMSS students in Liceo De Pulilan Colleges

Research Objectives

This study is anchored to the following objectives:

1. To evaluate the effect of teaching styles to the quality of education of HUMSS students in Liceo De Pulilan Colleges.
2. To determine which teaching styles are more effective in promoting quality education for HUMSS students in Liceo de Pulilan Colleges.
3. To determine other factors that affect the quality of education of HUMSS students in Liceo De Pulilan Colleges.

Literature Review

Related Literatures

According to Keerthigha and Singh (2023), teaching style refers to a pervasive quality of teaching behavior that persists even though the taught content changes. Teaching style has been documented to affect student learning experience and student impressions of the teacher. Clavido and Macalisang (2024) states that the concept of teaching and learning styles suggests that every individual is unique. Every teacher teaches in his way, and every learner learns according to his preference.

Teachers play a vital role in promoting student achievement and overall development (Tilbe & Gai, 2022), significantly influencing their motivation through their teaching styles. These styles impact students by shaping their satisfaction of basic psychological needs (Ryan & Deci, 2020). When students' fundamental needs are met, they are more willing and able to engage in activities, benefiting from the support of those around them. This satisfaction fosters various positive outcomes, including increased engagement, positive emotions, and intrinsic motivation.

Furthermore, the alignment between teaching styles and students' learning preferences is crucial for academic success. According to Carbonel (2021), a mismatch between a teacher's instructional methods and a student's learning approach can lead to various difficulties. For example, Ramirez (2022) notes that technological distractions can draw students' attention away from lessons, complicating teachers' efforts to engage them effectively. This challenge is intensified by the widespread use of digital devices in today's classrooms, which compete for students' focus. Additionally, Ariem and Cabal (2021) contend that when teaching styles do not align with students' learning preferences, it can hinder comprehension and retention, as the instructional approach may not resonate with all cognitive styles.

Finally, Darling-Hammond (2022) emphasizes the necessity of recognizing and adapting different teaching styles to foster student engagement and achievement. The Learning Policy Institute report indicates that educators who utilize varied instructional strategies tend to achieve better student outcomes. This adaptability in teaching approaches is vital for accommodating diverse learning preferences among students.

The alignment of teaching styles with pupils' learning



styles is a critical factor in determining academic performance. Carbonel (2021) highlights, when there is a disconnect between how a teacher imparts knowledge and how a student absorbs it, it can lead to a range of challenges. For instance, technological distractions, as emphasized by Ramirez (2022), can divert pupils' attention from the lesson, making it difficult for teachers to engage them effectively. This issue is exacerbated by the prevalence of digital devices in modern classrooms, which can create competition for students' focus. Moreover, Ariem and Cabal (2021) argue that misalignment between teaching styles and pupils' learning styles can result in difficulties in comprehension and retention, as the teaching approach may not resonate with every student's cognitive preference.

Related Studies

A study by Xiang et al. (2022) examined the mediating role of student engagement in the relationship between effective teaching practices and academic achievement. The authors found that effective learning time directly influences student performance, while positive behavior, attendance, and homework behavior serve as mediators.

Inayat and Ali (2020) found out that both effective teaching practices and high student engagement correlate positively with improved academic outcomes. The findings emphasize the importance of addressing student engagement as a significant factor in educational interventions.

A study analyzed the impact of learning styles on nursing students' academic achievement, revealing that converging learning styles were linked to better academic performance. This suggests that teaching strategies that align with students' learning preferences can enhance educational outcomes (Goltash et al., 2021).

Another research highlighted effective teaching practices and their mediating role in student engagement and academic achievement. It emphasized that specific aspects of teaching, like providing effective learning time and maintaining high expectations, positively influence students' academic performance by enhancing engagement (Tomaszewski et al., 2022).

Moreover, a comprehensive analysis highlighted how diverse student characteristics, including age and learning preferences, can significantly affect academic achievement. It pointed out that adapting teaching methods to suit different student needs is essential for fostering an effective learning environment (Durell & Zaman, 2023).

Additionally, the classroom environment itself plays a critical role in shaping student engagement and performance. Factors like classroom management, teacher-student interactions, and the physical learning space can influence students' motivation and academic success (Mohsenipouya et al., 2024).



Lastly, a study focused on the role of classroom settings in shaping student attitudes towards learning. It found out that supportive and resource-rich environments significantly enhance both motivation and achievement levels (Engida et al., 2024).

RESEARCH METHODOLOGY

Research Locale

The study was conducted at Liceo de Pulilan Colleges in Bulacan, Philippines. It is a private higher educational institution founded in 2000 and currently provides basic and higher education programs. The study was carried out through the school year of 2023-2024.

Participants/Respondents of the Study

The population of the study was limited to Grade 11 and 12 HUMSS students of Liceo De Pulilan Colleges enrolled during the school year 2023-2024. The sample was determined using simple random sampling which is a technique by which the researcher selected a smaller group from a larger group of participants. The students from the HUMSS strand were the selected groups that were included in the study. Therefore, all students in the HUMSS strand were given an equal chance to be selected.

Data Gathering Procedure

The researchers conducted an online survey to HUMSS students of Liceo De Pulilan Colleges. Specifically, the researchers sent it through google forms to determine how the teaching style of their teacher is being effective or not for them and how it affects them. Before they start answering, there was a disclaimer that they were able to read before going to the questionnaires to ask for their permission and also for the respondents to know that their information and thoughts will remain confidential. The stakeholders were allowed 5 minutes of their time to answer it. Their responses were used to examine the relationship and importance of having an effective teaching style to provide to students good behavior and action. The findings and result were only used for this study to secure the safety and privacy of the stakeholders.

Data Analysis Procedure

The researchers collected, organized, analyzed, and interpreted all data retrieved from the questionnaire through the use of descriptive statistics specifically percentage to describe the effectiveness of different teaching styles to quality of education.

Research Instrument

The researchers used online survey questionnaires as the data collection instruments of the study. The questionnaire consisted of two parts. These are as follows:

- I. **Teaching styles.** This survey questionnaire was used to investigate what are the effects of different teaching styles of a teacher to HUMSS students of Liceo de Pulilan Colleges. It contained questions of how different teaching styles help students to be more interested about the lesson and do the students enjoy studying when teachers use different types of teaching styles.



- II. **Academic Instructions.** This survey questionnaire was used to evaluate what are the benefits of quality academic instructions, the students' behavior on how they take the given teaching style by the instructor, and how quality teaching style affect the academic performance of a student.

Ethical Considerations

The researcher followed ethical standards such as informed permission, privacy, and debriefing when collecting the responses and identities of the participants. Since they had the option to participate or not in the study, participants were not compelled to take part. Those who consent to participate in the study were sent a survey questionnaire along with information about the study's objectives and methods. However, the participants were informed by the researcher that they have the option to withdraw from the study or refuse to participate, and that doing so will not compromise their confidentiality, even if they have already completed the informed consent form. Moreover, the participants were given the assurance by the researcher that whatever information they submitted would only serve the purpose of the study and would remain anonymous.

Results and Discussion

This chapter presents the presentation, analysis, and interpretation of data that is relevant to the current subject. It shows different results according to the respondents who have answered the survey made by researcher.

Table 1

Percentage of Responses

Grade Level and Section	Percentage of Responses
HUMSS 11-A	5.20%
HUMSS 11-B	15.50%
HUMSS 11-C	2.40%
HUMSS 11-D	2.80%
HUMSS 11-E	2.50%
HUMSS 12-A	1.70%
HUMSS 12-B	44.80%
HUMSS 12-C	13.80%
HUMSS 12-D	10.30%
HUMSS 12-E	1.00%
TOTAL: 100%	

Table 1 shows the percentage of respondents who answered the survey questionnaire. Five sections each from Grade 11 and Grade 12 HUMSS students participated with a total of ten sections.



Table 2

Questions on the Effect of Teaching Style on the Bond Between STEM Students and Teachers

Question	Yes	No
1. Does the teaching style taught by instructors affect the bond between STEM students and their teachers at Baliwag Polytechnic College?	98.3%	1.7%
1.1 Does the teaching style impact student engagement?	98.3%	1.7%
1.2 Does the teaching style influence student perception of teacher approachability?	100%	0.0%
1.3 Does the teaching style affect students' willingness to seek help from their teachers?	98.3%	1.7%
1.4 Does the teaching style affect the level of trust between students and teachers?	98.3%	1.7%
1.5 Does the teaching style affect students' overall satisfaction with their learning experience?	93.1%	6.9%

Table 2 shows the answers of the respondents to the first major question and its sub-questions. In question 1, it can be seen that 98.3% of respondents state that teaching style affects the bond between HUMSS students and teachers. In question 1.1, 98.3% of respondents answered 'yes' indicating that teaching styles has an impact towards the student engagement. In question 1.2, 100% of respondents voted yes indicating that teaching styles influence the student perception of teachers' approachability. In question 1.3, 98.3% of respondents voted yes indicating that teaching styles affect the willingness of students to seek help from their mentors. In question 1.4, 98.3% of respondents answered yes showing that teaching styles affect the level of trust between students and teachers. Lastly, in question 1.5, 93.1% of the respondents voted yes that teaching styles affect students' overall satisfaction with their learning.

Table 3

Questions on the Effect of Teaching Styles to Learning Environment

Question	Yes	No
2. Do students become aware of differences in the learning environment, including comfort, enjoyment in learning, and motivation for studying, based on the teaching style used?	94.8%	5.2%
2.1 Do students notice differences in comfort levels based on teaching styles?	91.4%	8.6%
2.2. Do students perceive variations in their enjoyment of learning due to teaching styles?	96.6%	3.4%
2.3 Do teaching styles impact students' motivation for studying?	100%	0.0%



2.4 Are students aware of differences in learning environments created by teaching styles?	96.6%	3.4%
2.5. Do teaching styles affect students' perceptions of the overall effectiveness of their learning experience?	96.6%	3.4%

Table 3 shows the answers of the respondents to the second major question and its sub-questions. In question 2, an awareness of how teaching styles affect students' educational journeys is demonstrated by the 94.8% of respondents who confirmed experiencing these distinctions. In question 2.1, 91.4% of respondents said they do observe differences in comfort levels related to various teaching philosophies in the second image. In question 2.2, according to the teaching approaches used, 96.6% of respondents confirmed that they felt that their satisfaction of learning varied depending on the teaching style. In question 2.3, all respondents (100%) said that their drive to study is influenced by the way they are taught. In question 2.4, 96.6% of respondents recognized the differences in learning environments caused by various teaching philosophies in the fifth image. Lastly, in question 2.5, 96.6% of participants think that proposed methods do have an impact on their educational background.

Table 4

Questions on the Effect of Teaching Styles to Student Self-esteem, Motivation, and Passion for STEM Subjects

Question	Yes	No
3. Do different teaching styles influence students' self-esteem, motivation, and passion for STEM subjects?	96.6%	3.4%
3.1 Do difference teaching styles impact student's self-esteem in STEM subjects?	89.7%	10.3%
3.2 Do teaching styles play a role in motivating students to excel in STEM subjects?	96.6%	3.4%
3.3 Do teaching styles influence students' passion for STEM subjects?	93.1%	6.9%
3.4 Do certain teaching styles foster a stronger sense of belonging and identity in STEM fields?	98.3%	1.7%
3.5 Are students more likely to pursue further studies or careers in STEM based on the teaching styles they encounter?	79.3%	20.7%

Table 4 shows the answers of the respondents to the third major question and its sub-questions. It displays the proportion of respondents who concurred that students' motivation, enthusiasm, and sense of self are influenced by their teachers' methods. In question 3, according to 96.6% of respondents, different teaching philosophies have an impact on students' motivation, sense of self, and enthusiasm for HUMSS topics. In question 3.1, 89.7% of participants concurred that students' self-esteem in HUMSS disciplines is impacted by various teaching philosophies. In question 3.2, 96.6% of participants said they thought teaching methods were very important in encouraging students to do well in HUMSS courses. In



question 3.3, 93.1% of participants concur that teachers' methods can have an impact on students' enthusiasm for HUMSS fields. In question 3.4, 98.3% of participants agree that specific methods of teaching do in fact help HUMSS students feel more a part of the community and like themselves. Lastly, in question 3.5, 79.3% of respondents think that students' experience with certain methods of instruction increases their chances of pursuing HUMSS-related employment or higher education.

Table 5

Questions on the Effect of Teaching Styles to Students' Academic Performance

Question	Yes	No
4. Does the teaching style taught by instructors affect the academic performance of STEM students?	100%	0.0%
4.1 Does teaching style impact STEM students' comprehension and retention of course material?	91.4%	8.6%
4.2 Do certain teaching styles cater better to the diverse learning needs of STEM students?	98.3%	1.7%
4.3 Does teaching styles influences students' engagement and participation in STEM courses?	100%	0.0%
4.4 Do specific teaching styles facilitate the development of critical thinking and problem-solving skills of STEM students?	93.1%	6.9%
4.5 Are STEM students more likely to perform well academically if they get used with the teaching style?	94.8%	5.2%

Table 5 shows the answers of the respondents to the fourth major question and its sub-questions In question 4, all respondents (100%) agreed that HUMSS students' academic performance is impacted by the teaching style used by their professors. In question 4.1, 91.4% of participants said that the way a subject is taught affects how well HUMSS students understand and remember the material. In question 4.2, 98.3% of respondents agreed that some teaching philosophies do in fact better meet the varied learning requirements of HUMSS students. In question 4.3, all respondents (100%) agreed that teaching methods do have an impact on students' participation and engagement in HUMSS courses. In question 4.4, 93.1% of respondents agreed with the survey's findings that particular teaching philosophies do help HUMSS students enhance their critical thinking and problem-solving abilities. Lastly, in question 4.5, 94.8% of participants agreed that HUMSS students are in fact more likely to do well academically if they get used to the teaching approach.

Conclusion and Recommendation

Conclusions

Based on the results drawn from the study, the following conclusions are made:



1. Students will have no trouble understanding the lesson and will have a clear understanding of what the teacher is teaching them. They will also gain a high quality of knowledge because of how well their teacher is instructing them.
2. Teachers will be able to change and improve their teaching methods depending on what type of student population they are working with. Additionally, they will be able to impart high-quality knowledge because they understand how their students want to learn in the simplest and most effective method.
3. Parents will be complacent, because they can be sure that the education that their child obtained from their teachers is high quality education. There will be no more doubt if their child is really learning from their teachers.

Recommendations

This research revealed the importance of quality teaching styles for HUMSS students at Liceo de Pulilan Colleges. Based on the findings, the following recommendations are given:

1. Students should be encouraged to ask questions and collaborate with their classmates to learn better. They gain from this educational process and provide information to their classmates as well.
2. Educators should create a welcoming learning environment where students can speak comfortably without the fear of being judged. This may include a communication between the educators and the students, encourage mutual respect, and develop a sense of understanding.
3. Future researchers should look into the benefits of positive classroom cohesion and effective teaching strategies. By doing this, the effectiveness of teaching can be enhanced and promote student engagement.
4. Future researchers can use this study as a guide or reference if they want to do related research about this study. By using this study as a reference, their research can be easier and this study can also serve as one of the foundations of the research they're going to do.

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