

The Impact of Teacher's Teaching Style on Students' Academic Engagement

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Abstract: The present study investigates the correlation between the teaching style adopted by teachers and the level of academic engagement exhibited by students. The degree of student involvement and motivation during class is referred to as academic engagement. 200 high school students participated in this study and answered questionnaires about their academic involvement, their perception of their teachers' teaching styles, and other topics. The data is collected through structured questionnaire that assess teaching style, academic engagement, and potential moderating factors such as student demographics and prior academic achievement. The data is subjected to analysis through the utilization of both descriptive and inferential statistics, which encompasses correlation analysis. The findings reveal that teaching style significantly affects students' academic engagement, with student-centered teaching styles leading to higher levels of engagement compared to teacher-centered approaches. Additionally, the study suggests that student engagement is positively correlated with academic achievement, further underscoring the importance of teacher's teaching style in promoting student success. Overall, this study contributes to a deeper understanding of the student engagement and provides insights into effective teaching strategies for promoting academic success.

1. INTRODUCTION

Background: Academic engagement is essential for students to excel in their academic endeavours in today's competitive environment. Academic engagement is a term used to describe the level of commitment and involvement in educational activities such as attending classes, contributing to debates, and finishing assignments.

The teacher's teaching style is one of the key elements affecting student involvement in the classroom. According to Grasha (1996), a teacher's presentation to students, delivery of knowledge, connection with students, management of tasks, supervision of continuing work, and socialisation of students in the workplace are all examples of their teaching style. Reinsmith (1994) defined teaching

style as the teacher's presence, manner, and calibre of interactions with students. According to Salem (2001), "teaching style refers to the techniques or processes established and implemented by instructors in order to attain the daily goals of the lesson." It is the result of one's thoughts, beliefs, and teaching and learning strategies put together to get the best results. The distinctive qualities of a teacher are their teaching philosophies. Different teachers employ various teaching methods, such as project-based learning, group discussions, and lecture-based learning.

The academic engagement of students can be considerably impacted by the teaching style, according to research. For instance, it has been discovered that teachers who use a student-centered approach—one that emphasises student participation and collaboration—can increase their students' academic engagement and drive to study. Teachers who use a teacher-centered strategy, in contrast, in which the teacher primarily lectures and the students serve as passive listeners, might have a detrimental effect on the academic engagement of their pupils.

There is a need to investigate the connection between academic engagement and teaching style given the significance of both and the role that both play in fostering it. This study looks into how a teacher's teaching style affects students' academic engagement. The results could help teachers improve their teaching methods and help more students succeed academically.

Statement of the Problem: There is a shortage of knowledge regarding how different teaching philosophies used by teachers affect students' academic involvement in Mumbai and Pune, Maharashtra. Despite the significance of academic engagement for student performance, this region has little empirical study on the subject. Nearly all of the research was done outside of India, without taking into account local perspectives.

Therefore, "Impact of teacher's teaching style on students' academic engagement" is the issue that needs to be addressed in this study. The study specifically attempts to investigate the effects of various teaching pedagogies on students' interest in learning, involvement in class, and general academic achievement.

The results of this study will add to the body of knowledge on academic engagement and teaching methods, particularly in the Mumbai and Pune, Maharashtra region. The findings of this study can influence educational practises and policies targeted at enhancing student success and academic engagement in this region.

Justification: There isn't much empirical research on this subject at the moment in this area. The findings of this study can help shape educational policies and practises in this area by revealing important information about how various teaching philosophies affect students' academic engagement.

Limitations: The study had its drawbacks. First off, the study only looked at two cities in Maharashtra, which may not be representative of the whole state or country. Second, not all teaching strategies were covered by the research because it only looked at a selected few of them. Finally, self-reported information from the questionnaire could skew the study's findings.

Despite these limitations, this study shed insight on how instructional approaches influence student involvement in Mumbai and Pune, Maharashtra. This study contributed to the development of efficient instructional strategies and educational guidelines that will increase students' academic engagement and success in this area.

2. OBJECTIVES

The study aims to achieve specific objectives, which include:

1. Identify the teaching styles adopted by teachers in schools located in Pune and Mumbai.
2. Analyze and explain the level of academic engagement among students in these schools in Pune and Mumbai.
3. To establish a relationship between the teaching Styles and the level of academic engagement exhibited by students in XXX situated in Pune and Mumbai.

3. LITERATURE REVIEW

As per the findings of a literature review, the pedagogical approach employed in instructing students plays a crucial role in determining their academic achievement. The term "teaching style" pertains to the consistent characteristics and behaviours demonstrated by an educator in various classroom settings, as defined by Conti (1985). Grasha (1996) conducted an evaluation of teaching style, examining its various components including behaviour, role, instructional methods, qualities, and beliefs. These components were observed in the context of every teaching and learning moment. Individual learners exhibit unique learning styles and cognitive processes for information processing. Scholars have conducted research on the significance of teaching style in facilitating student learning, with the aim of addressing students' learning needs. According to Callahan, Clark, and Kellough (2002), it is imperative for educators to modify their instructional approaches in order to cater to the diverse needs of their students. Multiple studies have indicated that the academic achievement of students is enhanced when the teaching and learning styles are congruent (StittGohdes, 2001; Henson, 2004; Hou, 2007). The present study undertook a literature review to investigate the effect of teaching styles on learner's academic performance.

According to Davis (2003) and Klem & Connell (2004), students who have positive interactions with their educators are more likely to engage in academic activities, leading to increased participation and academic achievement. The ability of the student to effectively compete and succeed is dependent on the instructional framework implemented by the teacher in the classroom. A comprehensive understanding of expectations and well-defined learning activities and objectives can enhance students' ability to effectively regulate their behaviour. According to Sierens et al. (2009), students' perceptions of their own competence and engagement with self-regulated learning procedures are enhanced by this approach. The classroom environment plays a pivotal role in shaping students' learning attitudes and behaviours. The impact of schooling extends beyond academic performance and encompasses a child's capacity for self-control, feeling of autonomy, and discovering their identities. Consequently, children may experience self-doubt regarding their academic abilities and

question the significance of education, potentially resulting in decreased academic motivation. During the period of learning, the classroom environment, along with the perceived teaching approaches, assumes significant importance (Ryan & Patrick, 2001).

The investigation conducted by Allan, Clarke, and Jopling (2009) pertained to the perspectives of students regarding effective teaching. As per the findings of the study, students perceived that educators who maintained high standards and fostered a supportive atmosphere were instrumental in driving their academic achievement and success in pursuing higher education. The manner in which students perceive academic workload and the adequacy of evaluations by their instructors can influence the depth of their learning. Such perceptions may promote shallow learning. Conversely, positive perceptions of helpful instruction may foster favourable academic attitudes. According to Lizzio, Wilson, and Simons (2002), the accuracy of students' judgements regarding the contemporary learning environment was a better indicator of their academic achievement in university compared to their accomplishments in high school.

The study conducted by Ouyang and Scharber (2017) aimed to examine the impact of teaching style on student cohesiveness and learning across academic years. During the initial stages of academic career, educators perceived a heightened necessity for engagement and interaction, which subsequently transformed into a more subdued facilitator role. The influence of a teacher's presence on students' interest, engagement, and communication process has been documented in academic literature (Jaggars & Xu, 2016; Ladyshevsky, 2013).

Onstein and Miller (1980) established a classification system for teaching styles, which comprises two distinct categories: expressive teaching styles and instrumental teaching styles. On the basis of their analysis, Onstein and Miller (1980) emphasise that the approach in question encompasses solely a subset of both expressive and instrumental pedagogical techniques. This paradigm categorises instructional philosophies into four distinct groups. The four main learning styles are problem-solving, humanistic, task-oriented, and mastery-oriented. The teaching methodology is

classified based on the perspectives of humanism, behaviourism, and cognitivism as advocated by Kramlinger and Huberty (1990). Theoretical students are well-suited for this methodology. The list of teaching styles provided by Doherty (2003) comprises the following:

Style A - Order - All decisions will be decided by the teachers.

Style B - Drill - Students complete assignments assigned by the instructor.

Style C - Reciprocal - Students collaborate in pairs to complete the task.

Style D - Self-Evaluation - Students analyse their own performance. Do they comply with the referenced criterion?

Style E - Inclusion - Teachers strategize as students grade their own work.

Style F, Guided Exploration: Students follow a set of rules while cooperating with an assistant instructor to find solutions to problems.

Style G - Divergent - Students use the guidance of instructors to work through problems while adhering to a predetermined set of guidelines.

Individualised approach: The teacher chooses the course's readings, while the students make their own schedules.

Model of Student Initiative: With the instructor functioning as a consultant, students create their own curriculum.

Self-instructional methodology: Students are fully in control of their learning process.

There are five main styles of teaching: expert, formal authority, personal model, facilitator, and delegator which were developed by Anthony Grashain 1996, as potential alternatives to traditional teaching methods.

Several additional well-known teaching styles exist, including the following:

The pedagogical approach of *lecturing* is widely utilised, wherein the instructor delivers a discourse to the learners.

Discussion-based: The instructor guides a class discussion on a subject and invites participation from the students.

Inquiry-based teaching pushes students to ask questions and think critically.

Problem-based: students are presented with a challenge and encouraged to collaborate in order to find a solution.

Experiential: It is facilitated through the incorporation of field trips, experiments, and other hands-on activities.

The flipped classroom: It involves providing students with pre-class materials to review, with in-class time being dedicated to collaborative discussion and practical application of the concepts learned.

3.1. *Grasha Teaching Style*

Despite the fact that there are numerous other teaching styles, Grasha (1996)'s style of instruction will only be covered in this section. Five various styles of teaching were put out by Anthony Grasha (1996) and are expert style, formal authority, personal model, facilitator, and delegator. These five ways of teaching are divided into four clusters, Grasha emphasized. Expert and formal authority styles are included in the first cluster, personal model, expert, and formal authority styles are included in the second cluster, facilitator, personal model, and expert style are included in the third cluster, and delegator, facilitator, and expert style are included in the fourth cluster. Below is a description of each teaching method.

Expert Style: It covers the skills and knowledge needed by learners. The teachers are knowledgeable, skilled, and able to develop students' intelligence. When presenting children with information, teachers are still regarded as authorities. It aspires to preserve its position as an authority figure among students by showcasing in-depth knowledge and motivating learners to advance their skills. Students are urged by the lecturer to share information more. Students learned how to deal competently and skillfully with challenges in their daily lives.

Formal Authority Style: This method is teacher-centered, meaning the teacher is in control of teaching the students. They are respected by the pupils because of their expertise and commitment as instructors. The formal style teacher controls the subject by managing his or her status among students as a member of the faculty. Carefully establish instructional goals, expectations, and rules for students' conduct. The educators get helpful critique, offer opportunity for student growth, and create teaching strategies.

Role Model style: It is a teacher-centered model in which teachers showcase students' learning activities and talents. This instructional approach promotes student participation in lectures and presentation-related assignments. In order to encourage learning among the students, the teacher inspires them by using examples and personal stories. It directs, encourages, and leads students to adhere to the

teaching strategy. To enhance students learning, the teacher prefers to use motivation, supervision, and demonstration tactics.

Facilitator Style: This approach of instruction is characterised as being student-centered. The teacher's function is limited to that of a facilitator; it is up to the students to come up with a range of projects. There is discussion of the teacher-student interactions. Students' independence and sense of responsibility grow as a result. Students who learn autonomously benefit from two-way learning techniques. The students engage in active learning techniques and work together to solve issues. Encourage students to examine their options, ask questions, and raise their expectations so they can make informed decisions.

Delegator Style: While teachers maintain control over students' learning, this model emphasises student participation. It works to foster learners' independent thought. Scholars develop plans on their own.

3.2. *Previous Studies on Student Engagement*

The term used to describe the extent to which a student is actively involved and invested in the learning process during a lesson is referred to as student engagement, as noted by Kahu (2013). According to Attard and Holmes (2020), engagement is fostered when students participate in instructional settings that allow them to explore their potential knowledge and insights. The contemporary research on student engagement encompasses the concepts of behavioural, emotional, and cognitive engagement, which are regarded as the three fundamental constituents of student involvement (Phothongsunan, 2020).

According to Skinner and Pitzer's (2018) proposal, academic achievement is positively influenced by students' active participation in all learning activities and their compliance with prescribed guidelines, including the punctual submission of assignments. The affective reactions of students within the school setting are commonly known as emotional involvement. The subject matter concerns themes that are of interest to students, such as ennui, elation, melancholy, or anxiety. The level of satisfaction that students experience with a particular subject matter is positively correlated with their level of engagement and activity in the learning process. A psychological investment is required for cognitive engagement, which is a special type of engagement.

3.3. Research Gap

The extant body of literature indicates that the majority of scholarly investigations pertaining to pedagogical methodologies have focused on teaching techniques as opposed to teaching styles. Insufficient attention has been given to investigating the impact of gender and regional factors on pedagogical methods. Likewise, academic research infrequently conducts cross-comparisons among different educational districts concerning the influence of pedagogy. In addition, the majority of scholarly inquiry centres on the results of implementing methodologies rather than the viewpoints of students. The majority of the research was carried out beyond the borders of India, without taking into account the perspectives of the local population. Therefore, additional research is necessary to investigate the impact of various instructional approaches on students' academic involvement.

4. RESEARCH METHODOLOGY

4.1. Research Design

The present study employs a correlation analysis to predict performance scores and elucidate the interrelationships among various factors.

4.2. Population

The present investigation encompasses the entire student population of the educational institutions located in Mumbai and Pune (Maharashtra) named as XXX and XXX, respectively. The inclusion criteria for the study comprise of variables such as age, grade level, or academic programme.

4.3. Target Population

The study's focus was limited to a specific population of high school students from two selected schools. The target population for the study was teachers and students of XXX & XXX school.

4.4. Sample

Students who were present at the time of data collection or questionnaire administration were included in the sample, which is meant to be a representative cross-section of the high school population at the targeted institutions.

4.5. Sampling

The research employed random sampling. As a result, it was employed to select students at random from among all of the students enrolled in the educational institutions. Each student in the sampling frame had an equal chance of being chosen for the sample by random sampling, helping to improve the sample's representativeness and

lessen the possibility of sampling bias.

4.6. Sample Size

The targeted sample size was 200. A sample of 200 students was selected at random from the population. In cases where selected students declined participation or did not meet the inclusion criteria, replacement participants were chosen at random until the desired sample size was attained.

4.7. The Instrument

This study employed a method consisting of a structured Likert scale questionnaire comprising three components. The survey instrument was created with the aim of assessing two key factors: the dependent component of students' academic engagement and the independent variable of the instructor's pedagogical style.

4.8. Part A-Background of the Respondents

This questionnaire asked about the respondents' specialty, CGPA, and demographic information as well as their background.

4.9. Part B- Teaching style

This category's items included a variety of teachers' teaching philosophies, including expert, formal authority, facilitator, and more. Self-report questionnaires that were derived from the *Grasha* teaching style evaluation was utilized to test this attribute (2006). It served as a tool for determining a teacher's or lecturer's preferred style method. A Likert scale was used for this survey. This part featured questions linked to 5 styles of instruction.

4.10. Part C - Academic Engagement of Students

This section was designed to determine the level of participation of students in class activities.

It was assessed using a questionnaire that was modified from "The College Student Report, Indiana University, USA's National Survey on Student Engagement" (2006).

The questionnaire's primary focus is on student behaviour, which is highly correlated with successful learning outcomes and instructional practices such receiving feedback on tests, assignments, and the utilization of learning tools.

When 30 respondents were subjected to reliability analysis, it was discovered that the teaching style questionnaire had a Cronbach alpha value of 0.87 and the student academic engagement questionnaire had a Cronbach alpha value of 0.82. This result shows that a high level of dependability was discovered for the questionnaire.

5. FINDINGS

Objective 1- Identify the teaching styles adopted by

teachers in schools located in Pune and Mumbai

In this study, 25 questionnaire items are used to gauge student responses to five different teaching styles. Five characteristics of teaching approaches are (a) formal authority (b) expert dimensions (c) personal model dimensions (d) facilitator dimensions (e) delegator dimensions.

Table 1 show that the dimensions of personal model have the highest mean, 4.22, while the indicators of expert teaching style are rated second, with a mean

of 4.07. The facilitation style of teaching (3.67) is superior to the mean delegator dimensions (3.45), as well as the mean of formal authority dimensions (3.64). The mean score for delegator dimensions is the lowest (3.45). The results demonstrate that a large number of teacher’s employ both expert and personal model teaching styles. Additionally, teachers employ the delegator style, personal model, and formal authority teaching methods in the classroom.

Table 1. Analysis of Lecturer's Teaching Style

Teaching Style	Frequency	Percentage	Mean	Standard Deviation
Formal Authority	58	29.0	3.64	0.78
Expert	45	22.5	4.07	0.71
Personal Model	62	31.0	4.22	0.62
Delegator	23	23	3.45	0.81
Facilitator	12	6.0	3.67	0.96

Objective2. Analyze and explain the level of academic engagement among students in these schools in Pune and Mumbai

The response of students to the questionnaire's 31 items on academic engagement serves as a proxy for student participation in the study. According to Table 2, the majority of respondents often deliver presentations in front of the class (74%), and more than half of the respondents (70%) like sharing their

opinions in class. The majority of students cooperate fully with their peers when working in groups, according to 73% of respondents who agreed with the statement. The majority of responders (70%) additionally indicated that they prefer taking on more work. If they don't understand what the teacher is teaching, 86.5% of respondents answered they prefer to question the teacher.

Table 2 Analysis of Students Academic Engagement in the Teaching and Learning

Item no.	Item	Strongly disagree (1)	Disagree (2)	Nor agree or disagree/Mixed opinion (3)	Agree (4)	Strongly Agree (5)
1	Do you always give your opinion in class?	4 (2.0%)	12 (6.0%)	38 (19.0%)	86 (43.0%)	60 (30.0%)
2	Do you always complete all the assigned homework?	8 (4.0%)	18 (9.0%)	30 (15.0%)	68 (34.0%)	76 (38.0%)
3	Do you have experience presenting assignments in front of the class?	6 (3.0%)	14 (7.0%)	32 (16.0%)	78 (39.0%)	70 (35.0%)
4	Do you always follow the teacher's instructions and complete all homework?	6(3%)	12(6%)	16(8%)	81(40.5%)	85(42.5%)
5	Did you learn and complete the assigned work?	6 (3.0%)	14 (7.0%)	40 (20.0%)	84 (42.0%)	56 (28.0%)
6	Do you always give your full attention to complete the task at hand?	12(6.0%)	24 (12.0%)	38 (19.0%)	70 (35.0%)	56 (28.0%)
7	Do you ever go to class without completing the assigned task?	60(30.0%)	50 (25.0%)	20 (10.0%)	30 (15.0%)	40 (20.0%)

8	Do you and your classmates do your homework after school hours?	6 (3.0%)	20 (10.0%)	40 (20.0%)	68 (34.0%)	66 (33.0%)
9	Do you always cooperate with your classmates to complete assigned tasks?	4 (2.0%)	16 (8.0%)	34 (17.0%)	80 (40.0%)	66 (33.0%)
10	Do you take immediate action when a task is assigned to you?	6 (3.0%)	12 (6.0%)	40 (20.0%)	84 (42.0%)	58 (29.0%)
11	Do you enjoy doing work that is challenging?	8 (4.0%)	8 (4.0%)	40 (20.0%)	84 (42.0%)	60 (30.0%)
12	Do you work through setbacks when completing a task?	12(6.0%)	16 (8.0%)	38 (19.0%)	76 (38.0%)	58 (29.0%)
13	Do you work with high concentration when completing a task?	10 (5.0%)	14 (7.0%)	36 (18.0%)	80 (40.0%)	60 (30.0%)
14	Do you commit to completing tasks even if no points are awarded?	8 (4.0%)	20 (10.0%)	44 (22.0%)	84 (42.0%)	44 (22.0%)
15	Do you usually work independently?	8 (4.0%)	10 (5.0%)	30 (15.0%)	76 (38.0%)	76 (38.0%)
16	Do you like to ask questions to gain knowledge?	6 (3.0%)	16 (8.0%)	48 (24.0%)	78 (39.0%)	52 (26.0%)
17	Do you like working on projects where the theme is chosen by the students?	8 (4.0%)	12 (6.0%)	46 (23.0%)	68 (34.0%)	66 (33.0%)
18	Do you like engaging in meaningful learning activities even if there isn't an instructor present?	2 (1%)	4(2%)	11 (5.5%)	74 (37.0%)	109 (54.5%)
19	Do you try to avoid difficult tasks?	14 (7.0%)	17 (8.5%)	0	48 (24.0%)	121 (60.5%)
20	Do you continue learning even if all tasks have been completed?	2(1%)	3(1.5%)	22 (11.0%)	69 (34.5%)	104 (52.0%)
21	Do you always complete tasks within the stipulated time by the teacher?	0	3 (1.5%)	13 (6.5%)	65 (32.5%)	119 (59.5%)
22	Do you work well without supervision?	7 (3.5%)	10 (5.0%)	16 (8.0%)	73 (36.5%)	94 (47.0%)
23	Do you feel dissatisfied with your homework due to a lack of understanding or because you are unwilling to work?	13 (6.5%)	19 (9.5%)	39 (19.5%)	45 (22.5%)	84 (42.0%)
24	Do you study with the aim of gaining more knowledge in all subjects?	1(0.5%)	2(1%)	5(2.5%)	40(20.0%)	152 (76.0%)
25	Do you complete your work with the intention of obtaining good results?	0	5 (2.5%)	13 (6.5%)	54 (27.0%)	128 (64.0%)
26	Do you find yourself unsatisfied with your homework because of a lack of understanding and not	13(6.5%)	19(9.5%)	39(19.5%)	45(22.5%)	84(42%)

	because of not working on it?					
27	Does success in a course spark your curiosity in it more?	1 (0.5%)	3 (1.5%)	11 (5.5%)	50 (25.0%)	135 (67.5%)
28	Do you think you would be satisfied if you accomplished a difficult task?	2(1%)	1 (0.5%)	6 (2.0%)	55 (27.5%)	136 (68.0%)
29	Do you think you are capable of doing better in a course?	0	0	12 (6.0%)	60 (30.0%)	128 (64.0%)
30	Do you study more if your talent is recognised by teachers?	1 (0.5%)	6 (3.0%)	21 (10.5%)	48 (24.0%)	107 (53.5%)
31	Do you like to ask questions when you don't comprehend what the teacher is saying?	0	0	27 (13.5%)	54 (27.0%)	119 (59.5%)

Objective 3. To establish a relationship between the teaching Styles and the level of academic engagement exhibited by students in XXX situated in Pune and Mumbai.

According to the data presented in Table 3, there exists a statistically significant and positive correlation between the teaching style adopted by a teacher and the level of academic engagement exhibited by their students. Both the correlation coefficient and the Pearson correlation coefficient indicate a moderate positive relationship between the two variables. The correlation coefficient is 0.543, which is slightly higher than the Pearson correlation coefficient of 0.533. The utilization of an asterisk (*) denotes statistical significance of the correlation at the 0.05 level, which means that the probability of observing such a correlation by chance is less than 5%. Therefore, it can conclude that a lecturer's teaching style has a moderate positive effect on students' academic engagement.

Table 3 Academic Engagement and Lecturer Teaching Styles: A Correlation

Academic Engagement	
Teaching Style	0.543*

*= Significant correlation is found at 0:05.

6. DISCUSSION

The association between the teacher's teaching style and the academic involvement of the students has been determined by this study. Teachers were found to use a variety of instructional pedagogies in this study.

Additionally, a high mean value is identified for each characteristic of teaching style. This shows that teachers actively engage students in the classroom

by utilizing a variety of teaching styles. It has been discovered that lecture approaches aid students in understanding the material.

Moreover, the diverse range of pedagogical styles motivates students to systematically acquire knowledge. Nevertheless, the research demonstrated that a significant number of educators employed personal pedagogical models, subsequently succeeded by expert instructional styles. Delegator is the least effective teaching method in use. When imparting lessons to children, personal modelling style of instruction is crucial. Students will be motivated to work harder by teachers who have the right perspective and present quality material.

The correlation between teaching style and student engagement

Based on the correlation analysis conducted in this study, there is a significant and positive relationship between a lecturer's teaching style and students' academic engagement. The correlation coefficient was found to be 0.543, indicating a moderate positive relationship between these variables. This finding is consistent with previous research that has highlighted the importance of effective teaching styles in promoting student engagement and academic achievement. These findings are consistent with what was stated by Grasha (2003); Skinner and Pitzer's (2018).

7. CONCLUSION

In conclusion, this research looked into how a teacher's style in the classroom affected their students' enthusiasm for learning. The study's findings suggest a positive correlation between a teacher's instructional style and student involvement in the classroom. The correlation coefficient indicates a moderate positive relationship between

the two variables. This means that as the lecturer's teaching style becomes more engaging, students are more likely to be academically engaged.

Additionally, the study found that different teaching styles have varying levels of impact on students' academic engagement. The Personal Model teaching style was found to have the strongest positive correlation with academic engagement, while the Delegator teaching style had the weakest positive correlation.

The implications of these findings may be relevant to individuals involved in the teaching and learning process within a classroom setting, including students, parents, and instructors. In order to promote student engagement in school academics, it is important to have a comprehensive understanding of the teaching styles employed by the teacher

Overall, these findings suggest that teachers should focus on improving their teaching style to increase students' academic engagement. This could include incorporating more interactive and student-centered teaching methods, as well as creating a supportive and engaging learning environment. By doing so, teachers can help students develop a stronger interest in their studies, which can ultimately lead to improved academic performance and greater success in their future careers.

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