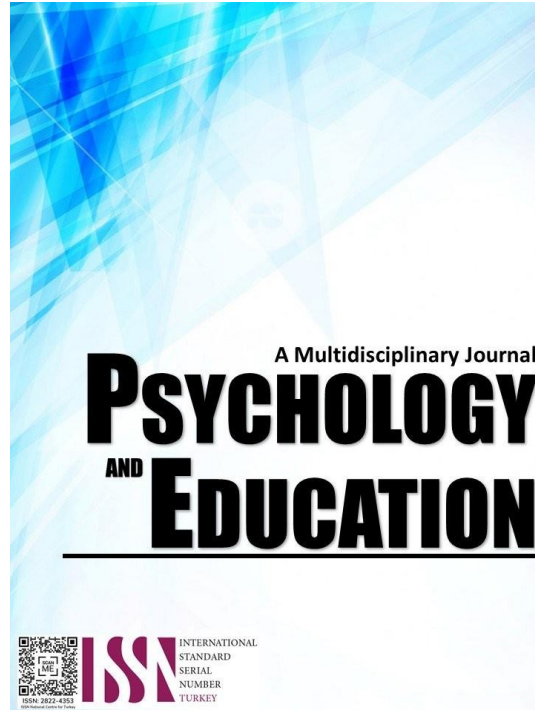


TEACHING STYLES AND STUDENT MOTIVATION: EFFECTIVE STRATEGIES FOR COLLEGE PROFESSORS



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Teaching Styles and Student Motivation: Effective Strategies for College Professors

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Abstract

This study investigates the impact of various teaching styles on student motivation and academic success using surveys and interviews with college professors from different disciplines. It identifies five main teaching styles: Facilitator, Demonstrator, Delegator, Hybrid, and Formal Authority. The Facilitator style emphasizes student responsibility, the Demonstrator style uses examples and multimedia, the Delegator style promotes peer learning, Hybrid teaching combines in-person and virtual methods, and the Formal Authority style provides a structured framework. The study concludes with strategies for college professors to enhance their teaching skills, emphasizing the importance of adaptability and a student-centered approach.

Keywords: *facilitator, demonstrator, delegator, hybrid and formal authority*

Introduction

In the dynamic landscape of higher education, the role of college professors extends beyond imparting knowledge to fostering student motivation and engagement. Central to this endeavor are the diverse teaching styles adopted by professors, each influencing students in unique ways. Understanding these styles and their effects on student motivation is crucial for educators seeking to optimize their instructional methods.

This article delves into the various teaching styles prevalent among college professors and examines their implications for student motivation. By exploring a range of approaches, from traditional lecture-based methods to more interactive and student-centered strategies, educators can gain insights into how to tailor their teaching to enhance student engagement and academic success.

Moreover, this exploration goes beyond mere description, offering practical strategies for success within different teaching paradigms. Whether embracing a more authoritative approach or adopting a facilitative role, professors can leverage evidence-based techniques to maximize student motivation and learning outcomes.

By shedding light on the intersection of teaching styles and student motivation, this article aims to equip college professors with the knowledge and tools necessary to create dynamic and enriching learning environments. Through thoughtful consideration and implementation of effective teaching strategies, educators can inspire and empower students to achieve their full potential.

Literature Review

Facilitator Teaching Style

According to Smith and colleagues (2017), facilitator teaching is defined as an approach where instructors serve as guides, encouraging active participation and critical thinking among learners. Several studies have highlighted the effectiveness of facilitator teaching style in promoting student engagement and deeper understanding of course material (Johnson and Johnson, 2019; Wang and HSU, 2020).

Demonstrator Teaching Style

Proponents argue its efficacy in promoting deep understanding and critical thinking skills among learners (Smith & Valentine, 2019). In a study comparing the demonstrator approach with traditional lecture-based methods, Smith and Valentine found that students taught through demonstration exhibited higher retention rates and better problem-solving abilities.

Delegator Teaching Style

Advocates argue that this approach promotes active engagement, fosters independent thinking, and cultivates problem-solving skills among learners (Johnson and Smith, 2018). In a comparative study examining the effectiveness of different teaching styles, Johnson and Smith found that students taught through delegation demonstrated higher levels of motivation and self-efficacy.

Hybrid Teaching Style

Research suggests that the hybrid model offers flexibility and accessibility, accommodating diverse learning styles and preferences (Smith et al., 2022). Challenges such as technological barriers, time constraints, and faculty readiness require careful consideration in implementing the hybrid teaching model (Brown & Garcia, 2021). Brown and Garcia emphasize the need for institutional support, professional development, and strategic planning to ensure effective integration of online and face-to-face components.

Formal Authority Teaching Style

The formal authority teaching style, characterized by the teacher's central role in imparting knowledge and maintaining discipline, has been a subject of interest in educational research. Scholars have examined its impact on student-teacher dynamics, classroom

management, and learning outcomes.

Cultural and contextual factors influence the effectiveness of the formal authority teaching style, with variations observed across different educational settings and students' demographics (Garcia & Martinez's study highlights the need for culturally responsive teaching practices that acknowledge and respect diverse perspectives and experiences.

Methodology

The methodology section outlines the quantitative approach used to collect and analyze data on teaching styles and their impact on student motivation. The research will make use of a quantitative data, which entails the collection and analysis of numerical data (such as Survey design, Number of College Professors, age, members, data collection and data analysis). It is possible to use it to gain an in-depth understanding of an issue or to come up with new ideas for research. To gain an understanding of how people see the world, quantitative research is conducted. Even though there are a lot of different ways to conduct quantitative research, they all have one thing in common: a focus on adaptability and maintaining rich data collection while analyzing data (Bhandari, 2022).

The study was conducted at GRABSUM School Inc. Candelaria, Quezon. The respondents of the pilot test will be the 10 (ten) professors of the mentioned institution during the 2nd semester of school year 2023-2024. The researcher utilized a purposive sampling technique that ensure the responses of the entire 4th year students to assess the relationship between the teaching styles and learning styles of 4th year students using an adopted instrument from Barsch Learning Style Preference Inventory created by Stein/Nikhazy, Los Medanos College. I The 4th year students were chosen as the participant of the study as them being the students of the twenty (20) Professors in the college department. Furthermore, a likert scale through level of agreement were utilized as a tool for gathering the views and perceptions of the college professors regarding the teaching styles that they instituted as part of their teaching methodologies. These tools allow for a comprehensive and systematic collection of data on learning preferences and other relevant variables, facilitating robust analysis and valid conclusions in the context of research.

Lastly, this study utilized multiple statistical treatment to achieve results intended on its objective namely chi-square test and anova. These methods enable researchers to draw conclusions about their data, providing evidences to support or refute hypotheses regarding associations and differences within the studied variables.

Results and Discussion

Both data collection and its statistical treatment resulted to the following findings of relationship between the teaching styles and learning styles, its differences when grouped according to age, sex, and length of service of professors and 4th year college students of GRABSUM School Inc located at the Municipality of Candelaria, Quezon Province.

Table 1. *One way ANOVA to check age difference*

	<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
Between Groups	6.300	3	2.100	1.280	0.315
Within Groups	26.250	16	1.641		
Total	32.550	19			

Table shown one-way ANOVA to know the difference in means scores of teaching styles based on their age. Result shown that there is no difference in the mean score of teaching styles based on their age $F(3, 16) = 1.280$, and $p = 0.315$ there was no significant difference in the mean scores of teaching styles of teachers.

Table 2. *One way ANOVA to check sex difference*

	<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
Between Groups	3.950	2	1.975	1.174	0.333
Within Groups	28.600	17	1.682		
Total	32.550	19			

Table shown one-way ANOVA to know the difference in means scores of teaching styles based on their sex. Result shown that there is no difference in the mean score of teaching styles based on their sex $F(2, 17) = 1.174$, and $p = 0.333$ there was no significant difference in the mean scores of teaching styles of teachers.

Table 3. *One way ANOVA to check length of service difference*

	<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
Between Groups	10.450	3	3.483	2.522	0.095
Within Groups	22.100	16	1.381		
Total	32.550	19			

Table shown one-way ANOVA to know the difference in means scores of teaching styles based on their length of service. Result shown that there is no difference in the mean score of teaching styles based on their length of service $F(3, 16) = 2.522$, and $p = 0.095$ there

was no significant difference in the mean scores of teaching styles of teachers.

Table 4. *Pearson Chi-Square between teaching style and learning style*

<i>Variables</i>	<i>x²-value</i>	<i>Sig.</i>
Teaching Styles and Learning Styles	9.333	0.674

Table shown the result of Pearson Chi-Square test in which was performed to identify the relationship between teaching style and learning style of the student. The value shown there is no significant relationship, $x^2=9.333$, and $p=0.674$. To conclude, there is no significant relationship between teacher's teaching style and learning style of the students.

Conclusions

The study on teaching styles and learning styles shows that; (a) there is no significant difference between the various teaching styles utilized by the college professors in terms on their age, (b) there is no significant difference between the various teaching styles utilized by the college professors in terms on their sex, (c) there is no significant difference between the various teaching styles utilized by the college professors in terms on their length of service, and (d) there is no significant relationship between the various teaching styles utilized by the college professors and 4th year college students' learning styles at GRABSUM School Inc., (e) there is no significant relationship between teaching styles and students' learning styles.

Following recommendations were based on the findings:

This study suggests to include other private and public HEIs in Candelaria, Quezon to have a broader picture about teaching and learning styles of the college professors and students respectively.

The study utilized a quantitative research design, to have in-depth knowledge about the teaching and learning styles a combination of both quantitative and qualitative methods must be considered.

Conduct a similar study focusing on the specific discipline where teaching and learning styles may differ based on intended learning outcome.

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