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A Study on the Preferred Teaching Styles and Factors Motivating Students of the New-Age Education System- With Special Reference to Ranchi District

Priya Mishra[1] , Imran Ansari[2]
[1, 2]*Ranchi University*

Abstract: ***'Motivation' is that factor which acts as a driving force for students to work consistently towards achieving excellence. Owing to the diverse culture and socio-economic factors, different students are motivated differently. Hence, it becomes an extremely challenging task for the educators to be able to impact and influence the entire class and motivate them equally. As such, it becomes a task for the educators to identify the different motivating factors for the learners and to blend their teaching styles in such a manner, that suits the varied needs and requirements of the classroom. The aim of the research was to identify the teaching style preferred most by the students and the different factors motivating them to persevere to achieve their desired goals. The responses so collected with the help of the questionnaire, revealed that the respondents(students) showed a special inclination towards the 'Coach-Style Teaching Method', which points at the deviation from the traditional teaching styles and definitely hints at the changes in the modern education system fueled by technology, social media and changes in attitudes and preferences. The results of the paper will be specially suitable for teachers, lecturers, research scholars, psychologists, counselors and other members of the education-ecology interested in enhancing the outcome of the teaching-learning process.***
Keywords: Teaching Styles, Motivation, Teaching-Learning processes, Motivation Theories

I. INTRODUCTION

One of the most important challenges in teaching practices, is to design a teaching strategy which suits the needs of approximately all the students in a classroom considering the diversity of students in a class as a result of improvements over traditional teaching methodologies. The realm of 'motivation' is especially relevant to pedagogy, as it concerns initiating, guiding and above all, maintaining goal-oriented behaviors of the participants; here, a teacher and his students. A study of motivation theories against the background of pedagogy, can assist in understanding a wide range of phenomena such as student engagement and classroom teaching-learning processes, reward systems, destructive behaviors, teacher-student burnouts etc. The employment of motivation theories in pedagogy shall be of great interest to teachers, principals, guardians, psychologists, consultants and all other participants of the education industry including the policy makers. The integration of motivation theories in the teaching-learning processes, however, is a challenging task. The guiding paradigm on which most contemporary motivational theories were founded and developed is facing some serious challenges. The modern-era Newtonian assumptions of linearity and determinism and the goals of prediction and control that stand at the foundation of this paradigm can be challenged on theoretical, methodological, practical and moral grounds. Whereas the paradigm calls for specifying a few central variables and their linear, cause-and-effect relations, the reality of motivation in educational settings may be more compatible with complexity models that assume that phenomena such as motivation continuously emerge from context sensitive and dynamic interrelations among a very large number of elements. (Avi Kaplan, 2012). Motivation is a purely theoretical concept which classifies and clarifies human behavior. Motivation explains the reasons why different people choose to behave in a particular way under the same circumstances. It explains the triggers that motivate people to work harder to accomplish the tasks and achieve their personal and professional goals as well as the demotivating triggers which discourage people and make them procrastinate even more.

[1] Junior Research Fellow
Dept of Commerce and Business Management
Ranchi University, Ranchi
Contact No. 8092797510, Email id- priya01903m@gmail.com
[2] Junior Research Fellow
Dept of Commerce and Business Management
Ranchi University, Ranchi
Contact No. 7909064939, Email id- imran100kin@gmail.com

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The same theoretical knowledge can be used to identify the best practices to be adopted by teachers and lecturers which shall in turn increase classroom participation and enhance the results while prioritizing the mental well-being of all participants of the education ecology.

II. LITERATURE REVIEW

A number of studies have been conducted to prove the impact of various teaching methods and styles on student motivation. Articles published between 2012 to 2020 have been reviewed so that the information included is recent and relevant.

Jason M Lodge (2018) argued that when students develop sophisticated understanding of complex concepts, difficulties and confusion are bound to arise in the learning process and in such a situation where confusion arises two kinds of learning processes can be motivated, where either investing more "mental effort" can be encouraged in their learning so that they learn more cognitively or the students actively generate and adopt alternate methods to learning.

V. Gopalan et al (2017) discussed that motivation theories are not only beneficial in conducting a successful learning process but they also act as a guide in facing the real-life challenges. Further, they also mention that the level of motivation in students, is reflected in their engagement and contribution in a learning environment. They state that active students with high levels of motivation spontaneously involve themselves in activities without any expectations of external rewards. Contrasting to which, external rewards are crucial to convince students with lower levels of motivation, to participate in activities

V. Gopalan et al (2020) while discussing the intrinsic and extrinsic theories of motivation state that intrinsic motivation and academic performance share a profound connection and are triggered by challenges, curiosity, control and fantasy; contrary to which, extrinsic motivational factors such as gifts and rewards or coercion and punishment, in the absence of which, a student may not be able to survive too long.

T. Vu et al (2020) state that in order to construct effective interventions to improve achievement and motivation, one must improve his understanding of the reciprocity to locate the best the timing, duration, content and appropriate target variables of such interventions as well as other contextual factors contributing to their success. Reciprocity here refers to the relation between motivation and achievement.

J. Filgona et al (2020) state that a learner needs to feel good about something. No responsible learner would want to go and waste time in classrooms. Further, they state that motivation increases the initiation and persistence of learning activities. It enhances the students' times on task and is an important factor affecting their learning and achievement.

A. Objective

The objective of this paper is to identify the following-

1) The teaching style preferred most by students.

2) To find out the factors motivating students to achieve goals.

III. RESEARCH METHODOLOGY

1) *Data Collection:* The paper is based on Primary data, collected with the help of a Questionnaire. It also uses Secondary Data to derive knowledge of existing challenges and the future prospects.

2) *Participants:* The target audience here, are students of school and college levels. 39.2% of the respondents were at the graduate level, 33.5% were at the post-graduate level, 23% respondents were at the school- level and 5.7% stayed anonymous about their level of education.

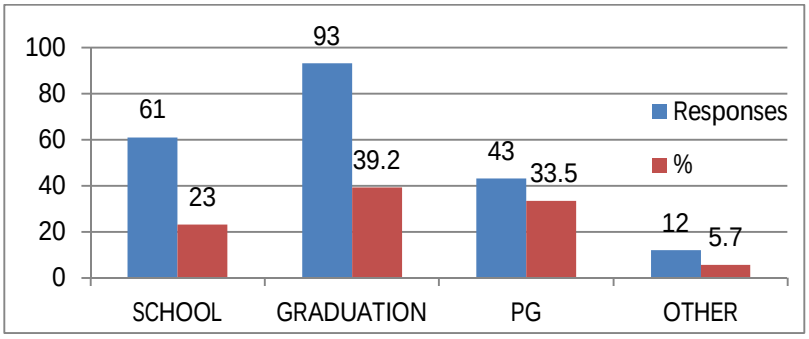


IMAGE 1- Graphical representation of the education level of participants

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3) *Response Rate:* Over 300 students of various educational backgrounds in Ranchi city were given the e-link to fill up the questionnaire, out of which 209 students responded. Response Rate was 69.67%.
4) *Sampling Method:* Sampling was done using Random Sampling Method.
5) *Mathematical Tool:* The percentage method was used for statistical analysis of the data and conclusions were drawn.
6) *Ethics:* The online survey form had an introductory paragraph introducing the researchers to the audience and stating the aims and objectives of the research. The respondents could complete the responses at their flexibility and convenience. The details of students were kept anonymous and confidential, so that honest and unbiased answers could be collected.

A. Importance Of Teaching Styles

Fischer and Fischer (1979) defined teaching styles as, "Teaching styles are supposed to define the behaviors that teachers exhibit as they interact with learners". Gregorc (1979) defined the same as, "Teaching style is a teacher's personal behaviors". Another definition by Conti and Welborn (1986) is, "A teaching style is an identifiable set of classroom behaviors associated with and carried out by the instructor". The chosen teaching style "is the operational behavior of the teacher's educational philosophy". Teaching styles are very important for effective teaching and learning. (Sternberg and Grigorenko, 1995, 2001)

Motivating students to learn is a topic of great concern for educationists today and motivating students so that they can succeed in school is one of the greatest challenges of education (Filgona, Sakiyo, Gwany, & Okoronka, 2020). Keeping this in mind, over 200 students were interviewed and responses were collected to understand the needs and desires of the students and to understand the teaching style preferred most by them.

Table 1- Difference between various teaching styles-

Basis	Lecture-Style Teaching Method	Coach-Style Teaching Method	Activity Style Teaching Method	Group Style Teaching Method
1. Approach	It is a teacher centred approach	It is personalized teaching approach	It is student centred approach	It is mixed teaching approach
2. Suitability	It is suitable for very large group of respondents	It is suitable for a small group of respondents	It is suitable for medium group of respondents	It is suitable for large group of respondents
3. Learners Participation	Very less participation	Active participation	More participation	Most participation
4. Communication	One way communication	Two-way active communication	Learning by doing and self-pace learning	Group communication
5. Role of Teacher	Teacher is an authority	Teacher is a coach	Less authority of teacher	More than one teacher is involved in teaching process
6. Effective	It is a traditional approach and less effective	It is more effective than lecture style teaching method	Very much effective than other teaching styles	It is effective for academic education
7. Motivation	Learners are less motivated	Learners are motivated by coach	Learners are self-motivated	Learners are motivated by peers.

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To questions pertaining to the teaching styles preferred by the students, the responses were as follows-

1) 96.2% preferred Coach-Style Teaching Method while 3.8% did not prefer the same.

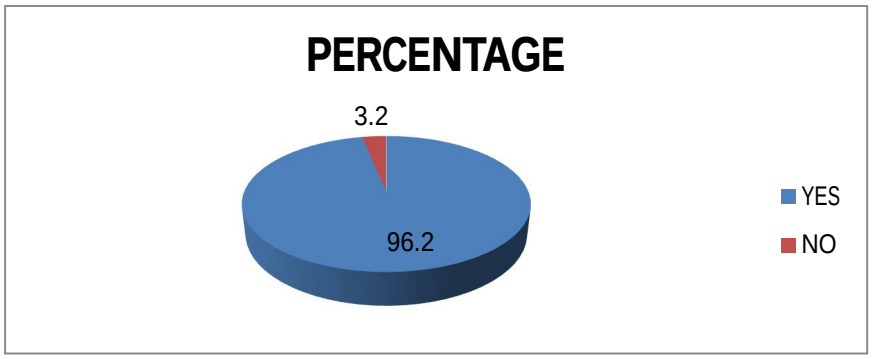


IMAGE 2- Response to the question "Do you prefer the "Coach-style" teaching method, where the teacher plays therole of a lecturer and also involves multimedia presentations, demonstrations, etc. ?

2) 88% preferred Group Style Teaching Method while 12% did not prefer the same.

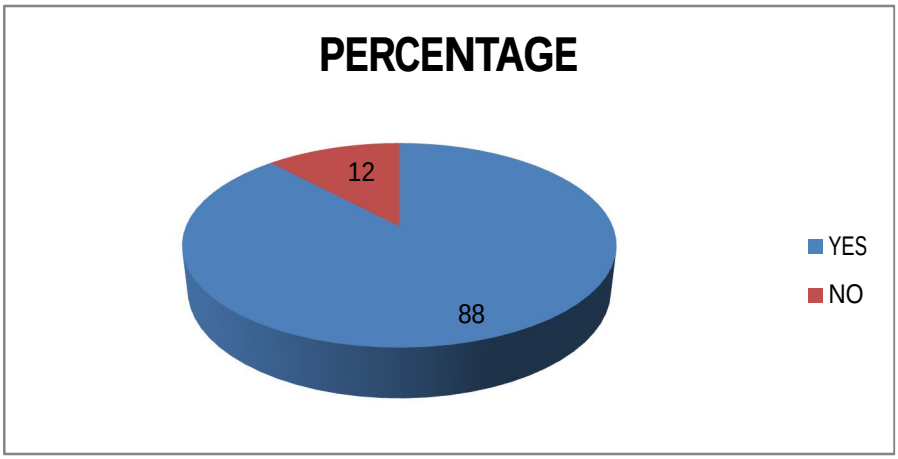


IMAGE 3- Response to the question "Do you prefer group style Teaching method which calls for debate and creative writing, where teacher plays the role of a consultant instead of a traditional lecturer figure?"

3) 60.8% preferred Activity-Style Teaching Method while 39.2% did not prefer the same.

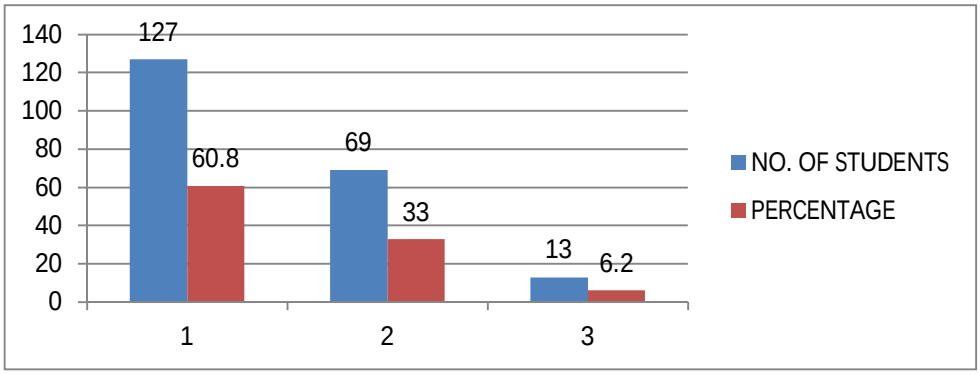


IMAGE 4- Response to the question " How likely are you to be attentive in an Activity style Teaching method, where youare encouraged to ask questions and develop critical thinking habits to discoversolutions through exploration instead of lecturing method?"

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4) 57.4% preferred Lecture-Style Teaching Method while 42.6% did not prefer the same.

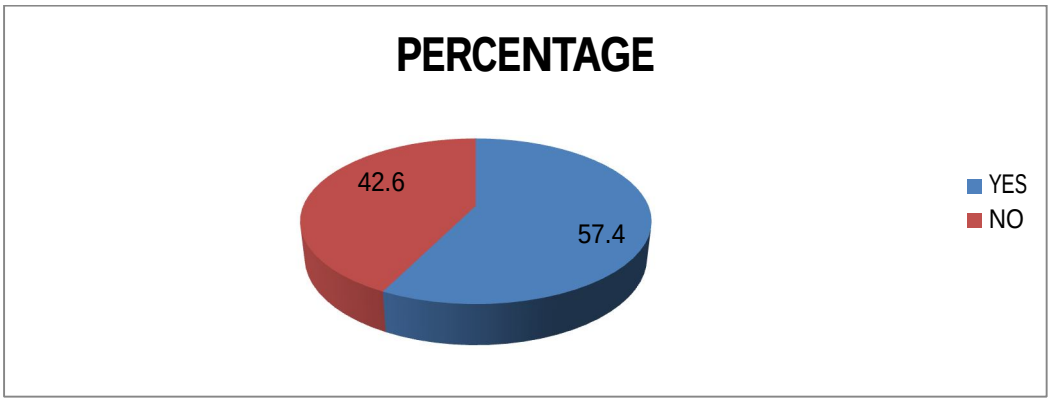


IMAGE 5- Response to the question "Do you agree that the lecture-style teaching method, is a good way of teaching, considering the diverse requirements of modern education system?"

Hence, we can say that the teaching style preferred most by students is the Coach Style Teaching Method followed by Group, Activity and Lecture Styles. This suggests that, with regards to the requirements of modern education and changing attitudes of students, the teaching styles must be adjusted by the education-professionals, so as to increase student engagement in classrooms and enhance their performance.

The 'demonstrator' or Coach-Style Teaching Method, is one of the less traditional educational settings. In this style, the teacher retains authority just as in the lecture style but does not rely solely on oral lectures. Fueled by the technological advancements and changing patterns of education, the teacher or lecturer teaches a classroom by combining lectures with multimedia presentations and demonstrations.

Students retain more as they are able to understand better when they can visually and practically see the concepts work either through presentations or through experiments in comparison to listening to lectures.

As per the responses collected, about 92.8% respondents preferred a classroom environment where the teachers agreed to adjust his or her style of teaching in such a way that it suited the needs of different types of students in the class, which clearly hints at the changes in the learning methods.

Teachers are the focal point in education hence they must not only be knowledgeable and competent but must also be able to blend his/her teaching style often, so as to suit the diverse population of the classroom. Teaching styles are very personal to the teacher. Teachers must identify individual differences among students and must willingly adjust the instructions which shall best suit the learners. Of all simple as well as complex tasks handled by the teacher, the most challenging role is to motivate students to learn which essentially requires a variety of teaching styles and use of varied techniques to capture the interest of the students. Effective learning in the classroom depends on the teacher's ability to maintain the interest that brought students into the course in the first place. (Erickson, 1978)

B. Factors Motivating Students - A Discussion

A classroom contains different types of students coming from different backgrounds which impact the level of understanding and learning. A responsible teacher must identify the diverse ethnicity, culture, interests and language abilities in the classroom, as it influences students' drive to work and learn in the class. Different students are motivated by different values, needs, wants, desires, aspirations and expectations. Teaching-learning process must not only be spontaneous and interactive, but inclusive as well.

The business dictionary defines Motivation as, "Motivation results from the interaction of both conscious and unconscious factors such as intensity of desire or need, incentive or reward value of the goal and expectations of the individual and his/her peers." The factors motivating one student may not motivate another and vice versa. Hence, we can say motivation is a completely personal phenomenon which brings motivation, hard work and persistency in completing the tasks. Motivation plays an important role to drive students to work harder, learn better and hence enhance the performance. Different students are motivated differently. (Ali, Hamid and Khan, 2010)

We asked the respondents few questions to analyze the factors which motivates them to acquire knowledge and work hard.

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1) *Question1:* Which of the following factors motivates you to complete tasks and perform well academically? 66% students responded that they are motivated to complete their tasks and perform well academically due to the desire to display the competency and achievements, 34.4% were motivated due to the desire to be liked more by friends and families and 20.6% were motivated due to the desire to exercise control over others.

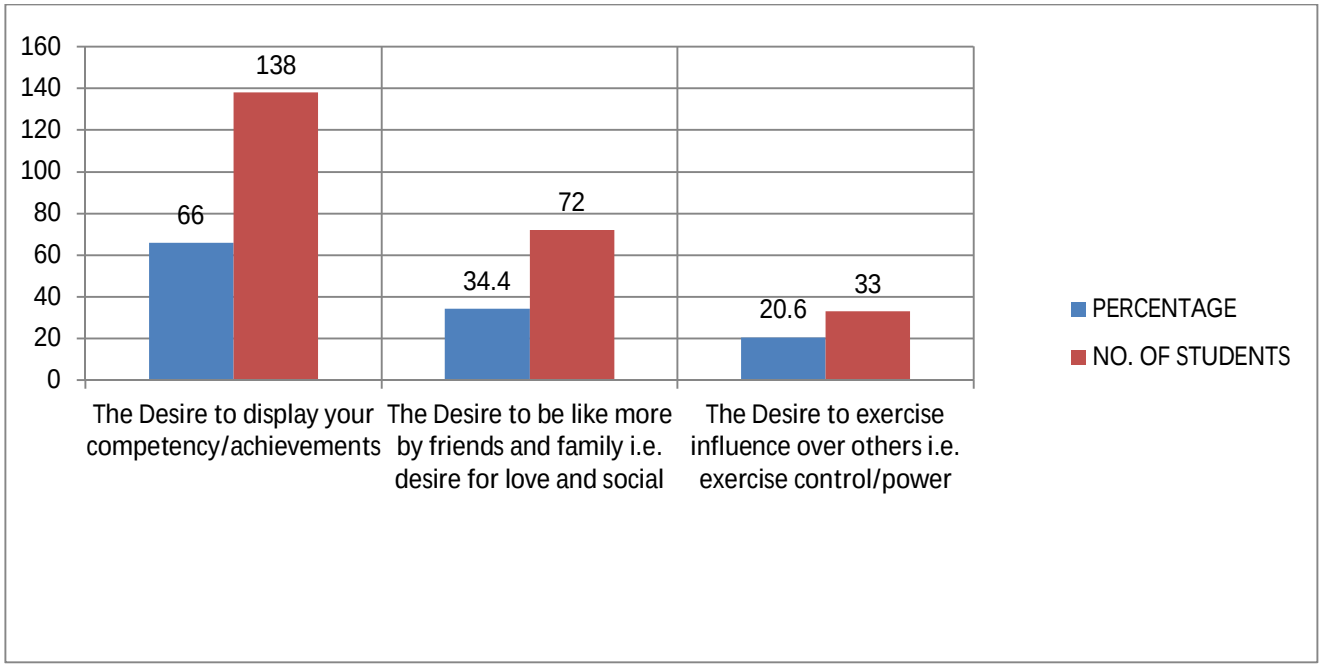


IMAGE 6- Graphical representation of Question 1

2) *Question2:* Do you expect to be rewarded materialistically (cash rewards, trophy, gifts, etc.) for your success? 77.5% students felt motivated when they were rewarded materialistically for their success while 22.5% students said that materialistic rewards did not make a difference.

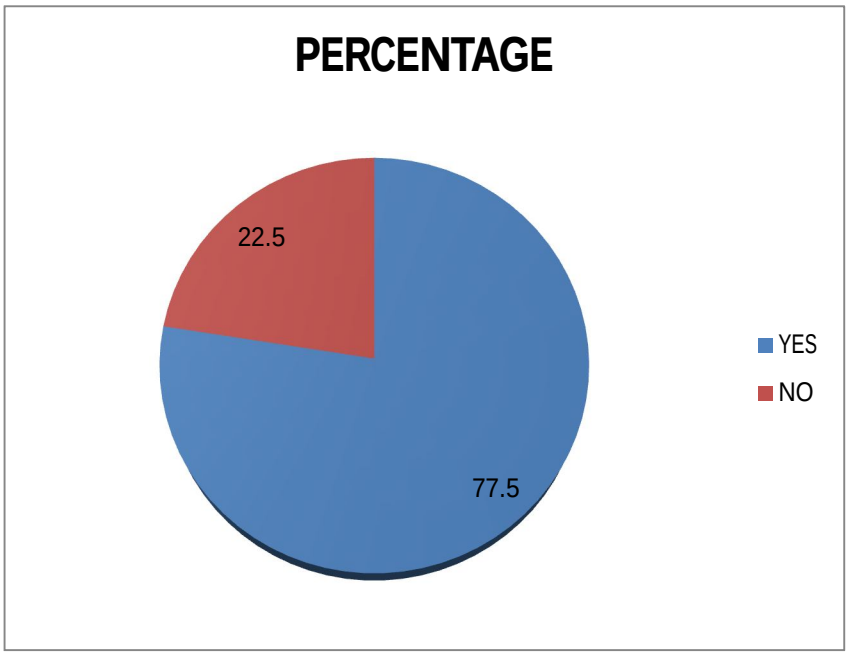


IMAGE 7- Graphical representation of Question 2

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3) *Question3:* Do you desire to be treated equitably i.e. your peers as well as you , must receive an equal reward for the same amount of input?

Around 67.9 % students hold a desire to be treated equitably. In other words, the desire to receive an equal reward as their peers, while it did not matter to 32.1% students.

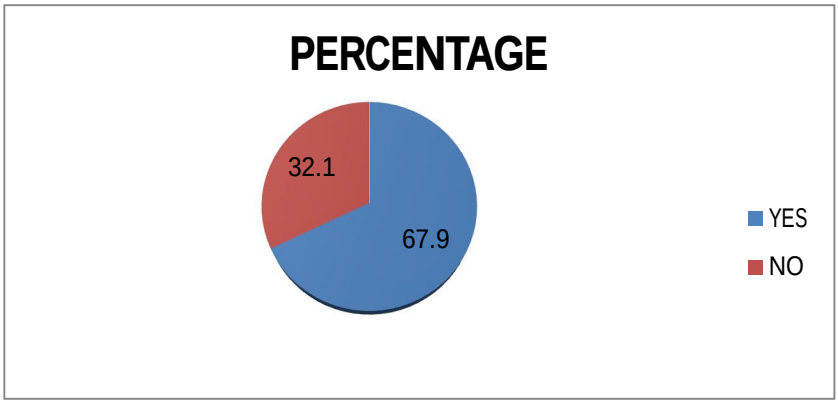


IMAGE 8- Graphical representation of Question 3

4) *Question4:* When your efforts seem to bring direct results, are you?

A huge majority of 94.3% students said that they felt self-motivated to achieve the task with more enthusiasm and excitement when the efforts and hard work fetched them desired results.

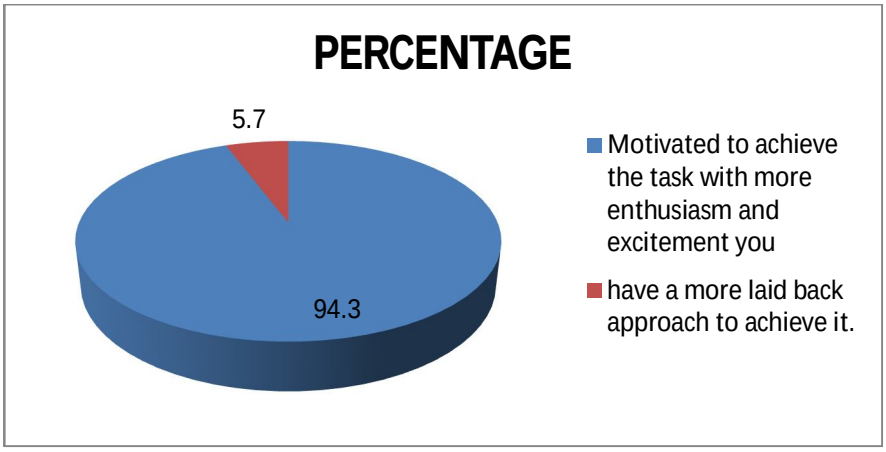


IMAGE 9- Graphical representation of Question 4

5) *Question5:* Which of the following goals motivates you the most?

Challenging yet achievable and specific goals motivated 70.3% students, very difficult/majestic/extremely challenging goals motivated 18.2% students and simple, easy to achieve goals motivated 11.5% of the students. So, level of difficulty motivates different students different

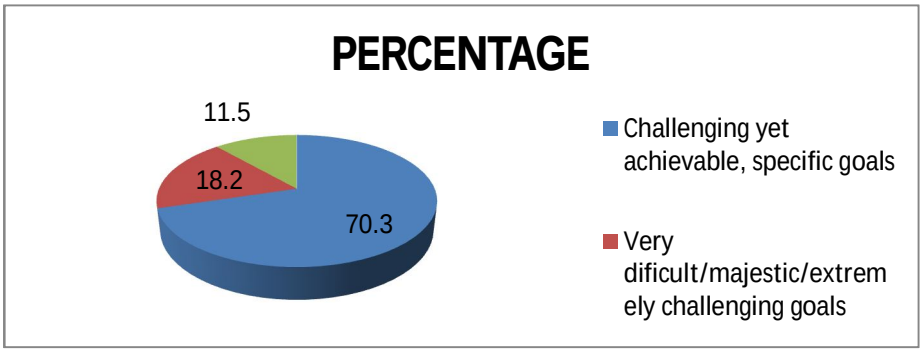


IMAGE 10- Graphical representation of Question 5

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6) Question6: Which of the following statements made by a teacher, help you to connect and understand them better?

The final question helped us to understand which type of teacher, the student relates to the most. 58.9% students could relate to a 'Democratic' teacher, i.e the teacher who gives equal importance to students' opinion. Such a teacher is best recognized by his 'What do you think?'. 23.4% students could relate to teachers who have the "Consider this approach" nudge. 8.1%, 5.7% and 3.8% students could relate to teachers with a "follow me", "do as I say" and "do as I do" approach, respectively

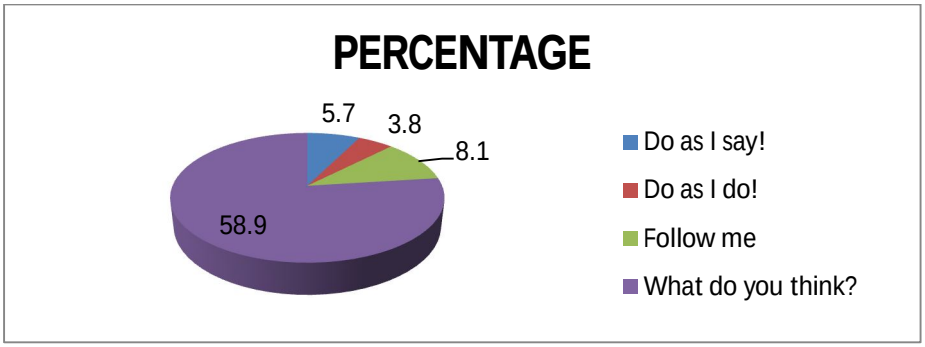


IMAGE 11- Graphical representation of Question 6

IV. RECOMMENDATIONS AND CONCLUSION

The reason behind this research was to ascertain the factors motivating students and teaching styles preferred by them. With change in systems and patterns of education and advancements in the technology and widespread use of social media, the way students perceive education, has changed greatly. We witness a change in attitudes and the driving factors of the learners of modern era. As such, it is important to keep researching and studying the changes in system so as to adjust and upgrade our teaching-learning processes.

Going by the outcome of the research, an educator must blend his teaching style by preparing a concoction of various methods in suitable proportions, so that students of varying potentials can imbibe and learn more of the same topic. Such a style must be developed which has the essence of all styles for successful teaching to take place. The teacher must be a role model, an advisor and a facilitator of constructive and pragmatic growth. It is also an undeniable fact that a teacher can be successful especially when more students are motivated enough to learn. Arsene Wenger said, "When you look at people who are successful, you will find that they aren't the people who are motivated but have consistency in the motivation.

Questionnaire:-

1) What is your level of education currently?
Check all that apply.

- ☐ School level
- ☐ Graduate level
- ☐ Post graduate
- ☐ Others level

2) Do you agree that the lecture-style teaching method, is a good way of teaching,considering the diverse requirements of modern education system?
Mark only one oval.

- ⬭ YES
- ⬭ NO

3) Do you prefer the "Coach-style" teaching method, where the teacher plays therole of a lecturer and also involves

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multimedia presentations, demonstrations, etc. ?
Mark only one oval.

- Yes
- No

4) How likely are you to be attentive in an Activity style Teaching method, where youare encouraged to ask questions and develop critical thinking habits to discoversolutions through exploration instead of lecturing method?

Mark only one oval.

	1	2	3	
Likely				Not likely

5) Do you prefer group style Teaching method which calls for debate and creativewriting, where teacher plays the role of a consultant instead of a traditional lecturer figure?
Mark only one oval.

- Yes
- No

6) Do you prefer classrooms where the teacher adjusts his/her teaching style according to the interests and needs of different types of students in yourclassroom?

Mark only one oval.

- Yes
- No

7) Which of the following factors motivates you to complete tasks and performwell academically?

8) Do you expect to be rewarded materialistically (cash rewards, trophy, gifts, etc.)for your success?
Mark only one oval.

- Yes
- No

9) Do you desire to be treated equitably i.e. your peers as well as you , must receive an equal reward for the same amount of input?
Mark only one oval.

- Yes
- No. It doesn't bother me.

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10) When your efforts seem to bring direct results, are you:-

Mark only one oval.

- Motivated to achieve the task with more enthusiasm & excitement
- You have a more laid back approach to achieve it.

11) Which of the following goals motivates you the most?

Mark only one oval.

- Simple to achieve goals
- Very difficult/majestic/extremely challenging goals
- Challenging yet achievable, specific goals

12) Which of the following statements made by a teacher, help you to connect andunderstand them better?

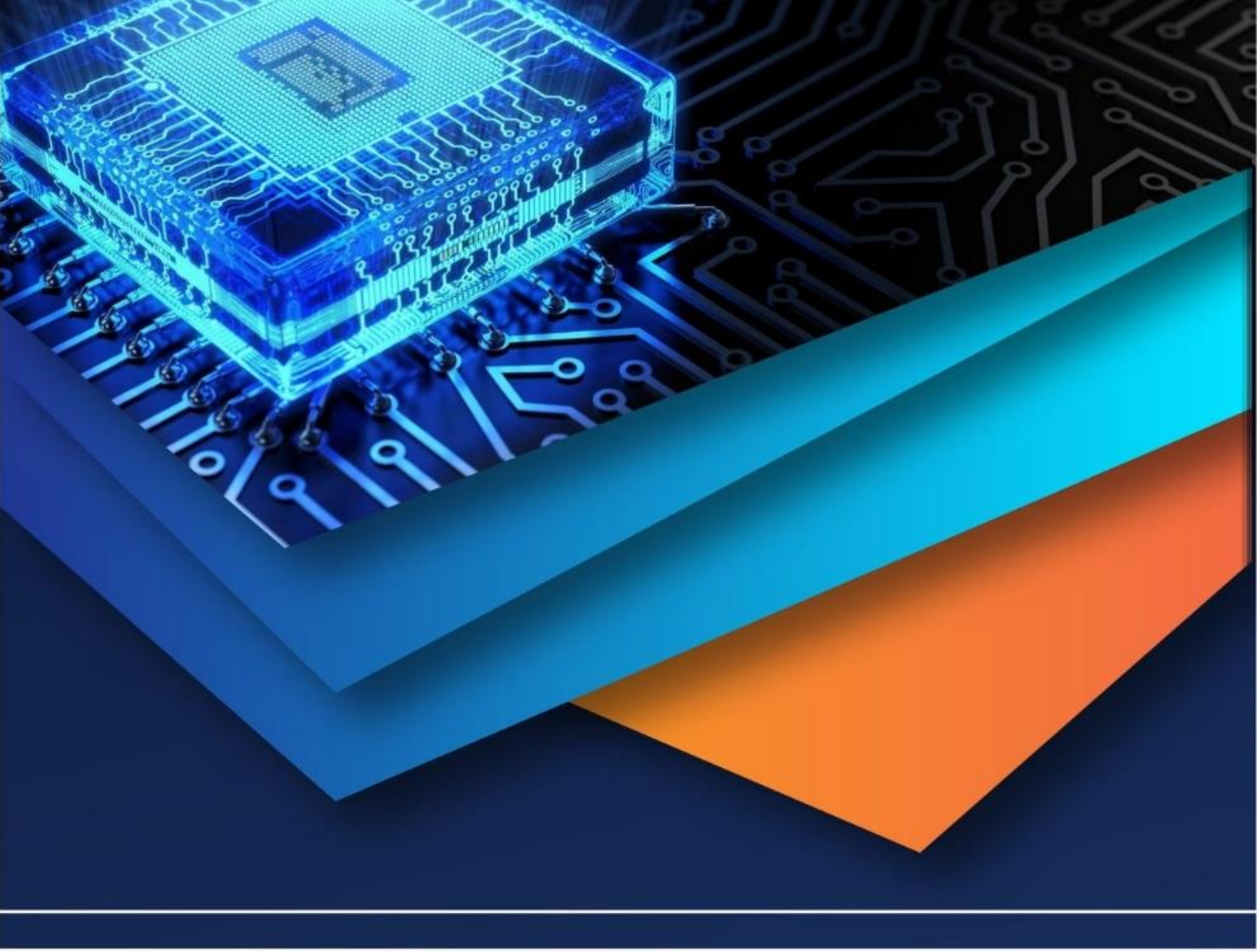
Mark only one oval.

- Do as I say
- Do as I do!
- Follow me.
- What do you think?
- Consider this approach

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