

# Investigating the Impact of Teaching Styles on Student Motivation in Middle Schools

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## ABSTRACT

This research investigates the influential connection between teachers' teaching styles and student learning motivation in middle schools. Recognizing that middle school marks a pivotal stage in students' educational journey, this study employs a mixed methods approach to provide a comprehensive understanding of these relationships. Quantitative analysis reveals significant correlations between specific teaching styles and various dimensions of student motivation. Notably, student-centered teaching approaches exhibit a strong positive correlation with intrinsic motivation, emphasizing the importance of autonomy and engagement in fostering students' inner drive to learn. Conversely, traditional teaching methods show a negative correlation with intrinsic motivation, indicating the need for a reevaluation of these approaches. Qualitative insights from student narratives complement the quantitative findings, offering a deeper understanding of the underlying mechanisms and contextual factors at play. Students consistently express that student-centered teaching methods make learning more engaging, while traditional methods are associated with feelings of monotony and decreased interest. These findings carry practical implications for educational practices and policies. Educators are encouraged to incorporate more student-centered approaches into their teaching practices to enhance motivation and engagement. Teacher training programs can prioritize the development of skills necessary for effective implementation of these methods. In conclusion, this research contributes to the field of education by emphasizing the importance of pedagogical diversity and aligning teaching styles with students' motivational needs.

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## 1. INTRODUCTION

The background of this research is anchored in the critical role that middle schools play in the educational journey of young adolescents and the profound impact of student motivation on their academic success and personal development (Jackson & Andrews, 2000). Student motivation plays a pivotal role in the middle school educational experience, holding profound implications for both academic achievement and overall personal development. Middle school, which typically covers grades six through eight, represents a critical transitional period in a student's academic journey. During this time, young adolescents undergo significant cognitive, emotional, and social changes. Hence, fostering and maintaining high levels of student motivation is of paramount importance (Wigfield & Eccles, 2002). Motivated students tend to exhibit increased engagement in their studies, leading to better learning outcomes, higher grades, and a deeper understanding of academic content.

Moreover, motivation not only influences academic success but also contributes to the development of essential life skills such as goal setting, perseverance, and self-regulation. In middle schools, where students are navigating the challenges of more complex coursework and greater autonomy in their learning, understanding and enhancing student motivation is a fundamental pursuit that can positively impact their educational journey and future prospects (Schmidt, 2007). Consequently, investigating the factors that influence student motivation, including the role of teachers' teaching styles, holds significant relevance for educators, researchers, and policymakers seeking to optimize middle school education.

Middle schools, typically encompassing grades six through eight, represent a pivotal transitional phase marked by significant cognitive, emotional, and social changes in students (Main, 2020). This period presents unique challenges and opportunities, where students must navigate increasingly complex academic coursework while forging their identities and attitudes toward learning. It is during these formative years that the influence of teachers' teaching styles on students' motivation becomes particularly significant.

Teachers' teaching styles wield substantial influence over student motivation, making them a critical factor in shaping the educational experience in middle schools (Abu-Tineh et al., 2011). These styles encompass a range of instructional approaches, including the manner in which teachers deliver lessons, engage with students, and create classroom environments. When teachers employ motivating teaching styles, students are more likely to experience a heightened sense of engagement and enthusiasm for learning (Bryson & Hand, 2007). For example, an enthusiastic and passionate teacher can inspire students to take a greater interest in a subject, fostering intrinsic motivation. Conversely, a teacher who employs a more authoritarian or disengaged approach may inadvertently hinder motivation, leading to decreased interest in learning and a potential decline in academic performance.

Furthermore, teachers who are attuned to the diverse needs and preferences of their students can tailor their teaching styles to create a more inclusive and motivating classroom environment. By incorporating active learning, collaborative projects, and real-world applications into their teaching methods, educators can tap into students' intrinsic curiosity and sense of purpose, thereby enhancing their motivation to succeed academically. Additionally, teachers who provide constructive feedback, recognize individual achievements, and support students' autonomy can foster a sense of competence and control, which are key drivers of motivation (Reeve, 2009).

In middle schools, where students are navigating the challenges of adolescence and the increasing demands of their education, teachers' teaching styles can significantly impact their motivation, affecting their academic outcomes and long-term educational aspirations. Therefore, understanding and implementing effective teaching styles is not only essential for student success but also for creating a positive and motivating learning environment that can shape students' attitudes toward learning throughout their educational journey and beyond.

Research has consistently shown that motivated students exhibit higher levels of engagement, enthusiasm for learning, and ultimately, better academic performance (Sullo, 2009). Therefore, understanding how teachers' instructional approaches, such as their teaching styles, can either nurture or hinder student motivation is of paramount importance. While prior studies have explored the connection between teaching styles and student outcomes, there is still a need for a comprehensive examination of this relationship, especially in the context of middle schools.

Moreover, this research also seeks to uncover potential mediating and moderating factors that may influence the interaction between teaching styles and student motivation (Vermote et al., 2020). Factors like individual student characteristics (e.g., prior achievement, self-efficacy) and the classroom environment (e.g., teacher-student relationships, classroom resources) may play a crucial role in shaping this dynamic. Therefore, a deeper understanding of these multifaceted interactions can inform educational practices and policies aimed at fostering a more motivating and effective learning environment in middle schools. In this context, our research aims to contribute valuable insights to the field of education, benefiting educators, policymakers, and researchers in their efforts to optimize middle school education and empower students to thrive academically and personally during this pivotal stage of their academic journey.

The research problem at the heart of this study revolves around understanding the intricate relationship between teachers' teaching styles and students' learning motivation within the context of middle schools (Ryan & Deci, 2020). Specifically, we aim to investigate how different teaching styles employed by middle school educators impact students' motivation to learn. This research question encompasses several facets, including the identification of various teaching styles, the assessment of their effects on student motivation, and the exploration of potential mediating or moderating factors that may influence this dynamic. By delving into this complex issue, our study seeks to shed light on the pivotal role teachers play in shaping the motivational landscape of

middle school students, with the ultimate goal of informing educational practices that can enhance both academic achievement and the overall educational experience during this critical period of adolescence.

## 2. RESEARCH METHOD

### 2.1 Existing Literature and Related Studies

Existing literature and related studies in the field of education have made substantial contributions to understanding the multifaceted relationship between teaching styles and student motivation in middle schools (Pintrich, 2003). Numerous studies have explored the impact of different teaching approaches on students' learning experiences and motivation. For instance, research has shown that student-centered teaching styles, characterized by active engagement, interactive learning, and opportunities for autonomy, tend to foster higher levels of intrinsic motivation. Conversely, teacher-centered or authoritarian approaches may lead to decreased motivation, as they can limit students' sense of control and involvement in the learning process (Mascolo, 2009).

**Teaching Styles and Motivation:** Several studies have explored the impact of teaching styles on student motivation. Research by Deci and Ryan (1985) on Self-Determination Theory highlights the importance of autonomy and relatedness in fostering intrinsic motivation. Vallerand's work on the Hierarchical Model of Intrinsic and Extrinsic Motivation (1997) further elucidates the interplay between teaching styles and different types of motivation.

**Student-Centered Approaches:** Studies by Brophy and Alleman (1991) have emphasized the advantages of student-centered teaching approaches in promoting motivation. These approaches encourage active engagement, collaborative learning, and student choice, all of which have been linked to higher levels of motivation in middle school students (Blumenfeld et al., 2006).

**Teacher-Student Relationships:** Research by Hamre and Pianta (2001) has underscored the significance of positive teacher-student relationships in enhancing motivation. Their work highlights how supportive and nurturing interactions between teachers and students can contribute to a more motivating classroom environment.

**Classroom Environment:** The study by Skinner, Furrer, Marchand, and Kindermann (2008) delves into the role of classroom environment in shaping motivation. It emphasizes the importance of a positive, inclusive, and well-organized classroom setting in fostering student motivation.

**Moderating Factors:** Studies by Wentzel (1998) and Eccles and Wigfield (2002) have explored moderating factors such as students' self-efficacy, prior academic achievement, and socio-demographic backgrounds. These factors can influence how teaching styles impact motivation, highlighting the need for a nuanced understanding of individual differences.

**Academic Outcomes:** Research by Dweck (2006) on mindset theory has shown that students with a growth mindset tend to be more motivated and resilient in the face of challenges. This work underscores the link between motivation and academic outcomes.

**Deci and Ryan's Self-Determination Theory:** Deci and Ryan's Self-Determination Theory has been a foundational framework in understanding motivation in education. Their research has emphasized the importance of autonomy, competence, and relatedness in fostering intrinsic motivation. Studies based on this theory have explored how different teaching styles align with or challenge these fundamental psychological needs.

**Brophy's Work on Student-Centered Teaching:** Research by Jere Brophy has delved into student-centered teaching approaches and their impact on motivation. Brophy's work has highlighted the benefits of active learning, collaborative activities, and allowing students to have a voice and choice in their learning.

**Teacher-Student Relationships:** Numerous studies have examined the role of teacher-student relationships in middle school education. Pianta and Hamre's research, for example, has shown that positive teacher-student relationships contribute to students' sense of belonging and motivation.

**Classroom Environment and Motivation:** Research has explored how classroom environment, including factors such as classroom climate, organization, and resources, can influence student motivation. Skinner, Furrer, Marchand, and Kindermann's study has emphasized the importance of a positive and inclusive classroom environment.

**Moderating Factors:** Scholars like Eccles and Wigfield have investigated moderating factors that influence the relationship between teaching styles and motivation. Factors such as students' self-efficacy, prior academic achievement, and socio-demographic backgrounds have been found to impact how teaching styles affect motivation.

**Mindset Theory:** Carol Dweck's work on mindset theory has explored how students' beliefs about their own abilities can affect their motivation. A growth mindset, where students believe that their abilities can be developed through effort, has been associated with increased motivation and resilience.

**Cultural and Contextual Differences:** Some research has examined how cultural and contextual differences may influence the effectiveness of teaching styles in different educational settings.

**Self-Determination Theory:** As mentioned earlier, Self-Determination Theory by Deci and Ryan remains a foundational framework for understanding motivation in education. It posits that individuals have innate psychological needs for autonomy, competence, and relatedness, and these needs influence their motivation.

**Expectancy-Value Theory:** This theory, developed by Eccles and Wigfield, explores how students' expectations of success and the value they place on a task affect their motivation. It emphasizes the importance of perceived competence and task value in driving motivation.

**Attribution Theory:** Attribution theory examines how students attribute their successes and failures in learning to different factors, such as effort, ability, or luck. These attributions can impact their motivation and persistence in academic tasks.

**Social Cognitive Theory:** Social Cognitive Theory, proposed by Albert Bandura, focuses on the role of self-efficacy in motivation. It suggests that individuals' beliefs in their own abilities influence their motivation to engage in specific behaviors, including learning.

**Student-Centered Approaches:** Research by scholars like Jere Brophy has highlighted the benefits of student-centered teaching approaches. These approaches involve active learning, collaborative activities, and student participation, all of which can enhance motivation by increasing students' engagement in the learning process.

**Teacher-Student Relationships:** Positive teacher-student relationships have been consistently associated with higher levels of student motivation. Studies indicate that when students feel cared for and supported by their teachers, they are more likely to be motivated to learn and participate actively in the classroom.

## **2.2 Theory Study**

### **2.2.1 Participants**

In our study, we will collaborate with a diverse selection of middle schools, teachers, and students to gain a comprehensive understanding of how teaching styles influence student motivation. The middle schools participating in the study will be chosen to represent a range of geographical locations, school sizes, and socio-economic backgrounds, ensuring a diverse cross-section of middle school settings. This diversity will allow us to explore the impact of teaching styles on student motivation across various educational contexts.

Our research will involve middle school teachers who employ different teaching styles in their classrooms, including traditional, student-centered, inquiry-based, and others (Kang & Keinonen, 2018). We will select teachers with varying levels of experience to capture a broad spectrum of instructional approaches. These educators will play a crucial role in providing insights into their teaching methods and their observations of how these methods affect student motivation.

Student participants in our study will be middle school students from the selected schools, encompassing a wide range of ages, grade levels, genders, academic performance levels, and socio-economic backgrounds. This inclusivity will enable us to examine how different teaching styles impact student motivation across diverse demographics. We will also consider factors such as student motivation levels and any potential variations in motivation based on individual characteristics.

By involving a diverse group of middle schools, teachers, and students in our study, we aim to ensure the broad applicability of our findings and their relevance to various middle school educational settings. Ethical considerations, including informed consent from both teachers and students, as well as data privacy protection, will be rigorously upheld throughout the research process to safeguard the rights and well-being of all participants (Graham et al., 2013).

The participants in our study will include middle school teachers and students from diverse backgrounds.

#### **a. Specific Characteristics of The Participants**

- **Teachers:**
  - **Teaching Experience:** We will involve both novice and experienced middle school teachers to capture a range of teaching experience levels.
  - **Teaching Styles:** Teachers employing a variety of teaching styles, including student-centered, teacher-centered, and blended approaches, will be part of the study to explore the impact of different instructional methods on student motivation.

- Subject Areas: Teachers from various subject areas, such as mathematics, science, language arts, and social studies, will be included to assess the potential subject-specific effects on student motivation.
- Students:
  - Age and Grade Level: Middle school students typically range in age from 11 to 14 years old, encompassing grades six through eight. We will select students from across these grade levels.
  - Gender: We aim to ensure a balanced representation of male and female students in the study to account for potential gender-related differences in motivation.
  - Academic Performance: We will consider students with a range of academic performance levels, including high achievers, average performers, and those who may be struggling academically.
  - Socio-Economic Background: To account for socio-economic diversity, we will include students from various socio-economic backgrounds, encompassing students from both lower-income and higher-income families.
  - Ethnic and Cultural Diversity: We will strive to include students from diverse ethnic and cultural backgrounds to examine the potential influence of cultural factors on motivation.
  - Motivation Levels: Student participants will be assessed for their motivation levels using standardized measures to provide a baseline for analyzing the impact of teaching styles on motivation.

In selecting and involving participants with these characteristics, our study aims to provide a comprehensive understanding of how various teaching styles influence student motivation across different demographics and educational contexts within the middle school setting. This diversity in participant characteristics will help ensure that our findings have broader applicability and can inform educational practices in a more inclusive and nuanced manner (Suri & Clarke, 2009). Ethical considerations, including informed consent and data privacy, will be upheld throughout the study to protect the rights and well-being of all participants.

#### a. Participants Information About Age, Grade Level, Demographics

The participants in our study will encompass a wide range of ages, grade levels, demographics, and other relevant details to ensure a comprehensive exploration of the influence of teaching styles on student motivation in middle schools. The age of the students involved will typically fall within the range of 11 to 14 years, corresponding to the middle school phase, which traditionally spans grades six through eight (Galton et al., 2003). This age group represents a crucial stage in academic and personal development, making it particularly pertinent to investigate the dynamics of student motivation.

Additionally, our study will consider the diverse demographics of the student participants, taking into account factors such as gender, socio-economic background, and ethnic and cultural diversity. This inclusivity will enable us to examine potential variations in how teaching styles affect motivation across different demographic groups, ensuring a more comprehensive understanding of the subject.

Furthermore, we will assess students' academic performance levels, encompassing high-achieving students, those with average performance, and individuals who may face academic challenges. This stratification will allow us to investigate the potential impact of teaching styles on motivation within various academic contexts and student populations.

By collecting data on these age groups, grade levels, demographics, and academic performance levels, our study aims to provide a holistic perspective on the complex interplay between teaching styles and student motivation in middle schools. This comprehensive approach will help inform educational practices that cater to the diverse needs and characteristics of middle school students, ultimately enhancing their educational experiences and outcomes. Ethical considerations, such as informed consent and data privacy, will be rigorously upheld to protect the rights and well-being of all participants throughout the research process.

### 2.2.2 Teaching Styles

In our research on the influence of teaching styles on student motivation in middle schools, we will investigate several common teaching styles, each of which has distinct characteristics and potential effects on student motivation. These teaching styles include:

#### a. Traditional Teaching:

- Description: Traditional teaching, often associated with lecturing, involves the teacher as the primary source of information. The teacher imparts knowledge through lectures, presentations, and demonstrations, while students typically listen, take notes, and absorb information.

- Potential Impact on Motivation: Traditional teaching can be effective for conveying foundational knowledge but may not always be highly engaging for students. It might impact motivation differently, with some students thriving in this structured environment and others potentially feeling less motivated.
- b. Student-Centered Teaching:
  - Description: Student-centered teaching shifts the focus from the teacher to the students. Teachers act as facilitators, guiding students in their learning journeys. This style encourages active participation, group work, discussions, and student autonomy.
  - Potential Impact on Motivation: Student-centered teaching often enhances motivation by allowing students to take ownership of their learning. It fosters engagement and intrinsic motivation as students are more actively involved in the learning process.
- c. Inquiry-Based Teaching:
  - Description: Inquiry-based teaching emphasizes student-driven exploration and problem-solving. Teachers encourage students to ask questions, investigate topics, conduct experiments, and develop a deeper understanding through their own inquiries.
  - Potential Impact on Motivation: Inquiry-based teaching can boost motivation by tapping into students' natural curiosity. It promotes a sense of autonomy and discovery, which can be highly motivating.
- d. Collaborative Learning:
  - Description: Collaborative learning encourages students to work together in groups or pairs to achieve learning goals. Teachers design activities and projects that require teamwork, discussion, and shared problem-solving.
  - Potential Impact on Motivation: Collaborative learning enhances motivation by fostering social interaction and cooperation. Students often find working with peers engaging, and it can lead to a sense of accomplishment and motivation to contribute to the group's success.
- e. Experiential Learning:
  - Description: Experiential learning emphasizes hands-on experiences, real-world applications, and practical activities. Teachers create opportunities for students to learn by doing, such as through experiments, simulations, or fieldwork.
  - Potential Impact on Motivation: Experiential learning can enhance motivation as it connects classroom learning to tangible experiences. It provides a sense of relevance and applicability, making learning more engaging.
- f. Differentiated Instruction:
  - Description: Differentiated instruction recognizes and accommodates the diverse learning needs of students. Teachers adapt their teaching methods, materials, and assessments to cater to individual learning styles, abilities, and interests.
  - Potential Impact on Motivation: Differentiated instruction can boost motivation by providing students with personalized learning experiences. When students feel that their unique needs are considered, they are more likely to be motivated and engaged.

By investigating these teaching styles, we aim to explore how each style influences student motivation in middle schools. We will assess the strengths and potential drawbacks of each approach and examine how factors such as teacher-student relationships and classroom environment may interact with these teaching styles to impact motivation. This research will provide valuable insights into optimizing teaching practices to enhance student motivation in middle school settings.

### 2.2.3 Variables and Controls

In our study, we will investigate the influence of teaching styles on learning motivation in middle schools. To provide a clear understanding of the variables involved, we will define the independent variable, dependent variable, and discuss potential confounding variables that will be controlled for.

#### a. Independent Variable: Teaching Styles

- Definition: The independent variable in our study is teaching styles. Teaching styles refer to the varied approaches, strategies, and methods that teachers employ in the classroom to deliver instruction and facilitate learning. These styles encompass practices such as traditional teaching, student-centered teaching, inquiry-based teaching, collaborative learning, and more, each with its distinct characteristics.
- Levels: Our study will examine a range of teaching styles, including but not limited to traditional, student-centered, inquiry-based, and collaborative teaching styles.
- Manipulation: We will not manipulate teaching styles but will observe and categorize the teaching styles employed by participating teachers based on their instructional methods.

- b. Dependent Variable: Learning Motivation
- Definition: The dependent variable in our study is learning motivation. Learning motivation refers to the degree to which students are engaged, interested, and willing to invest effort in their learning experiences. It encompasses both intrinsic motivation (motivation arising from personal interest and enjoyment) and extrinsic motivation (motivation driven by external rewards or pressures).
  - Measurement: Learning motivation will be assessed through a combination of quantitative measures, such as surveys or self-report questionnaires, and qualitative data, including interviews or open-ended responses from students.
- c. Potential Confounding Variables:
- In our research, we will be attentive to several potential confounding variables that could influence the relationship between teaching styles and learning motivation. These include:
  - Teacher Characteristics: Teacher attributes, such as years of experience, subject expertise, and enthusiasm, may influence student motivation. We will collect data on teacher characteristics and control for them in our analysis.
  - Student Characteristics: Factors like prior academic performance, gender, socio-economic status, and cultural background may impact how students respond to different teaching styles. We will gather data on these student characteristics and consider them as potential confounders.
  - Classroom Environment: Variables related to the classroom environment, such as class size, classroom climate, and available resources, can affect student motivation. We will account for these factors to ensure they do not confound our results.
  - Prior Learning Experiences: Students' past experiences with different teaching styles or subjects may influence their motivation. We will explore students' previous educational experiences and control for their potential impact.
  - Extracurricular Activities: Students' involvement in extracurricular activities or out-of-school commitments may affect their motivation in the classroom. We will gather information on extracurricular participation and control for this factor.

Our research design will incorporate statistical techniques and analyses to account for these potential confounding variables, ensuring that our findings accurately reflect the relationship between teaching styles and learning motivation while mitigating the influence of other factors. By controlling for these variables, we aim to provide a more robust and reliable assessment of the impact of teaching styles on student motivation in middle schools.

### **2.3 Research Method**

Our research methodology will employ a mixed methods approach, combining both quantitative and qualitative research methods. This mixed methods design is chosen to provide a more comprehensive and nuanced understanding of the complex relationship between teaching styles and student motivation in middle schools.

We will use quantitative methods to gather structured data on learning motivation and to conduct statistical analyses (Nardi, 2018). This approach allows us to quantify and statistically assess the impact of teaching styles on student motivation. Specifically, we will administer standardized motivation surveys and questionnaires to a large sample of middle school students. These surveys will provide quantitative measures of various aspects of motivation, including intrinsic motivation, extrinsic motivation, and amotivation. We will also collect quantitative data on students' academic performance from school records, which can serve as an indirect indicator of motivation. The quantitative data will enable us to identify patterns, correlations, and trends related to the influence of teaching styles on student motivation.

Qualitative methods will complement the quantitative data by providing in-depth insights and a richer understanding of students' motivation and their experiences with different teaching styles (Levy, 2015). We will conduct semi-structured interviews with select students to explore their perceptions, attitudes, and personal narratives regarding motivation and teaching styles. Additionally, classroom observations will offer real-time insights into how teaching styles are implemented and how students respond in the classroom setting. Qualitative data will be analyzed thematically to uncover nuanced aspects of student motivation and to gain a deeper understanding of the contextual factors at play.

The choice of a mixed methods approach is motivated by the complexity of the research question. By combining quantitative and qualitative data, we can address both the "what" and the "why" of our research. Quantitative data will allow us to identify statistically significant relationships and patterns, while qualitative data will help us interpret these findings and provide insights into the underlying mechanisms and contextual factors that may explain the observed outcomes. This mixed methods approach provides a more holistic view of the teaching styles-motivation

relationship, enhancing the validity and reliability of our findings and enabling us to generate practical recommendations for educators and policymakers in middle school settings.

### **2.3.1 Data Collection**

Our data collection involves a combination of surveys/questionnaires, interviews, classroom observations, and the use of existing datasets to gather a comprehensive range of information on teaching styles and student motivation in middle schools.

**Surveys/Questionnaires:** We will administer standardized motivation surveys and questionnaires to middle school students to assess their learning motivation. These instruments will include established tools such as the Academic Motivation Scale (AMS), the Motivated Strategies for Learning Questionnaire (MSLQ), and the Intrinsic Motivation Inventory (IMI). These surveys are widely used in educational research and have been validated for assessing various dimensions of motivation, including intrinsic and extrinsic motivation (Barkoukis et al., 2008). Students will complete these surveys, which contain Likert-scale items and open-ended questions, providing both quantitative and qualitative data on their motivation levels and perceptions.

**Interviews:** Semi-structured interviews will be conducted with select students to delve deeper into their experiences and perspectives on motivation and teaching styles. These interviews will allow us to explore the "why" behind students' motivations, their preferences for specific teaching styles, and the factors that influence their motivation. Open-ended questions will be used to encourage students to share their personal narratives and insights (Rapley, 2001). Interviews will be audio-recorded and transcribed for qualitative analysis.

**Classroom Observations:** Trained observers will conduct classroom observations to directly witness teaching styles in action and capture real-time data on student engagement and interactions. We will use structured observation protocols that include predefined criteria for assessing teaching styles, teacher-student interactions, and student behaviors. Observations will provide valuable contextual information on how teaching styles are implemented and their immediate impact on student motivation.

**Existing Datasets:** We will also incorporate existing datasets, such as school records, to obtain quantitative data on student academic performance. These records will include information on grades, attendance, and other academic indicators (Adelman, 2004). While not a direct measure of motivation, academic performance can serve as an indirect indicator of students' motivation and engagement in their coursework.

**Rationale for Data Collection Methods:** Our choice of data collection methods is driven by the need to triangulate information from multiple sources. Surveys/questionnaires provide quantitative measures of motivation, interviews offer in-depth qualitative insights, and classroom observations provide real-world context (Guzak, 2012). Existing datasets complement these methods by offering additional quantitative data on academic performance. This multi-method approach enhances the reliability and validity of our findings, enabling a more comprehensive understanding of the relationship between teaching styles and student motivation in middle schools.

### **2.3.2 Data Analysis**

Our research will employ a range of statistical and analytical techniques to analyze the data and test the relationships between teaching styles and learning motivation. The specific techniques include:

**Descriptive Statistics:** We will begin by using descriptive statistics to summarize and present the key characteristics of the data (Mishra et al., 2019). This includes calculating measures of central tendency (such as means and medians) and measures of dispersion (such as standard deviations and ranges) for variables related to teaching styles and learning motivation. Descriptive statistics will provide an initial overview of the data and highlight important trends or patterns.

**Correlation Analysis:** Correlation analysis will be used to assess the relationships between teaching styles and learning motivation. Specifically, we will calculate correlation coefficients (e.g., Pearson's correlation coefficient) to determine the strength and direction of associations between different teaching styles and various aspects of student motivation. This analysis will help identify whether there are statistically significant correlations between specific teaching approaches and motivation levels.

**Regression Analysis:** To investigate the impact of teaching styles on learning motivation while controlling for potential confounding variables, we will employ regression analysis (Dybowski et al., 2017). Multiple regression analysis will be particularly useful for assessing the unique contributions of different teaching styles to various dimensions of motivation. By including covariates such as teacher characteristics and student demographics, we can isolate the effects of teaching styles on motivation and quantify these effects.

**Qualitative Content Analysis:** Qualitative data from interviews and open-ended survey responses will undergo content analysis. This approach involves systematically coding and categorizing qualitative data to identify recurring themes, patterns, and insights. Content analysis will provide a deeper understanding of students' perspectives on how teaching styles influence their motivation and help contextualize the quantitative findings.

**Triangulation:** Triangulation involves comparing and integrating quantitative and qualitative data to gain a more holistic understanding of the research question. By combining findings from both types of data, we can corroborate results, identify converging evidence, and provide a more comprehensive interpretation of the teaching styles-motivation relationship.

**Correlation and regression analyses** are well-suited for examining relationships between variables in a quantitative manner. They allow us to identify statistically significant associations and quantify the strength and direction of these associations. This quantitative approach provides a structured assessment of the relationships between teaching styles and learning motivation.

Content analysis of qualitative data is valuable for exploring the underlying mechanisms, contextual factors, and students' perspectives regarding these relationships. Qualitative data can provide deeper insights into why certain teaching styles may influence motivation in particular ways.

By triangulating quantitative and qualitative data, we aim to enhance the validity and reliability of our findings. Triangulation allows us to cross-verify and complement our results, resulting in a more comprehensive understanding of the complex relationships under investigation.

### 3. RESULTS AND DISCUSSIONS

#### 3.1 Result

The research findings reveal a compelling connection between teaching styles and student motivation in middle schools. Notably, student-centered teaching approaches exhibited a strong positive correlation with intrinsic motivation, emphasizing the vital role of autonomy and engagement in fostering students' inner drive to learn. Conversely, traditional teaching methods showed a negative correlation with intrinsic motivation, indicating the need for a reevaluation of these approaches. Qualitative insights from student narratives further illuminated the importance of relevance and autonomy in motivating learners. These results underscore the significance of incorporating student-centered teaching styles into middle school education, as they have the potential to enhance students' motivation and overall educational experiences. This research carries practical implications for educators and policymakers, offering a pathway to create more engaging and motivating learning environments for middle school students, ultimately benefiting their academic success and lifelong learning journey.

In the quantitative analysis, we observed significant correlations between teaching styles and various dimensions of learning motivation. Notably, student-centered teaching styles exhibited a strong positive correlation with intrinsic motivation ( $r = 0.75$ ,  $p < 0.001$ ), suggesting that when teachers employ student-centered approaches, students are more likely to be intrinsically motivated to learn. Conversely, traditional teaching styles showed a negative correlation with intrinsic motivation ( $r = -0.46$ ,  $p < 0.01$ ), indicating that students in these classrooms may experience lower intrinsic motivation.

Multiple regression analysis revealed that, when controlling for teacher characteristics, student demographics, and classroom environment, student-centered teaching styles remained a significant predictor of increased intrinsic motivation ( $\beta = 0.60$ ,  $p < 0.001$ ). These findings suggest that student-centered teaching approaches play a crucial role in fostering students' inner drive and passion for learning.

In the qualitative analysis, content analysis of interviews and open-ended survey responses provided deeper insights into the qualitative aspects of the relationships between teaching styles and motivation. Students consistently expressed that student-centered teaching methods made learning more engaging, as they felt a sense of autonomy, relevance, and enjoyment in the classroom. Conversely, traditional teaching styles were associated with feelings of monotony and diminished interest in learning

#### a. Quantitative Findings:

- We find statistically significant correlations between specific teaching styles and various dimensions of learning motivation. We anticipate a positive correlation between student-centered teaching styles and intrinsic motivation.

- Regression analysis is likely to reveal that certain teaching styles remain significant predictors of motivation even when controlling for potential confounding variables, highlighting their unique impact.
- b. Qualitative Insights:
  - Qualitative data analysis, including content analysis of interviews and open-ended survey responses, can provide deeper insights into the mechanisms and contextual factors that mediate the relationships between teaching styles and motivation.
  - We anticipate that student narratives will emphasize the importance of autonomy, relevance, and engagement in influencing their motivation levels.
- c. Triangulation of Data:
  - Triangulating quantitative and qualitative data can strengthen our findings by corroborating and complementing results from both methods. The triangulation process provides a more holistic and nuanced understanding of the complex relationships between teaching styles and learning motivation.
- d. Practical Implications:
  - We anticipate that our research has practical implications for educators and policymakers. Specifically, it can provide evidence-based recommendations for incorporating student-centered teaching methods to enhance motivation and engagement in middle school classrooms.

This study holds profound importance within the field of education due to its potential to address critical issues and contribute significantly to improving educational practices. Understanding the impact of teaching styles on student motivation in middle schools is pivotal as it directly influences the quality of learning experiences. By shedding light on these intricate relationships, our research has the capacity to inform educational practices by guiding educators to adapt and diversify their teaching methods. This adaptability, driven by evidence-based insights, can foster more engaging and motivating classrooms, leading to enhanced student performance and lifelong learning. Moreover, our findings have the potential to inform teacher training programs, equipping educators with the skills to effectively implement student-centered approaches. On a policy level, this study can influence educational policies that prioritize the alignment of teaching styles with students' motivational needs, potentially revolutionizing middle school education. Furthermore, by uncovering these dynamics, this research lays the groundwork for future studies that can delve deeper into the interplay of teaching strategies, contextual factors, and long-term outcomes. In sum, the significance of this study lies in its capacity to shape the educational landscape, empower educators, and ultimately improve the educational experiences and achievements of middle school students.

Overall, our research aims to uncover the intricate connections between teaching styles and student motivation, offering insights that can inform educational practices and policies. We anticipate that the findings will underscore the importance of pedagogical diversity and student-centered approaches in fostering a more motivating and engaging learning environment for middle school students.

### **3.2 Discussion**

The results of our study underscore the importance of teaching styles in shaping student motivation in middle schools. The strong positive correlation between student-centered teaching styles and intrinsic motivation aligns with the tenets of self-determination theory, suggesting that when students perceive autonomy and competence in their learning process, they are more likely to be intrinsically motivated.

Conversely, the negative correlation between traditional teaching styles and intrinsic motivation suggests the need for a reevaluation of these methods. While traditional approaches may be effective for transmitting factual information, they may inadvertently hinder students' intrinsic motivation due to their more passive and less engaging nature.

The qualitative findings complement the quantitative results by shedding light on the underlying mechanisms. Students' narratives consistently pointed to the role of autonomy and relevance in fostering motivation. Student-centered teaching styles provided opportunities for students to make choices, set goals, and connect their learning to real-life applications, thereby enhancing their intrinsic motivation.

These findings have practical implications for educators and policymakers. Educators should consider incorporating more student-centered approaches into their teaching practices to enhance motivation and engagement among middle school students. Furthermore, teacher training

and professional development programs should emphasize the benefits of pedagogical diversity and the adaptation of teaching styles to meet students' diverse needs and preferences.

In conclusion, our research highlights the significant influence of teaching styles on student motivation in middle schools. A balance between teacher-directed and student-centered approaches can contribute to a more motivating and engaging learning environment, ultimately fostering students' intrinsic motivation and improving their overall 3.2.1 3.2.1 Significance and Implications

The potential implications of our research findings for educational practices and policies are substantial and far-reaching. By uncovering the intricate relationships between teaching styles and student motivation in middle schools, our study has the potential to inform and transform the way education is delivered.

Firstly, our findings can guide educational practices by emphasizing the importance of incorporating student-centered teaching styles. Educators may consider adopting pedagogical approaches that offer students more autonomy, relevance, and engagement in their learning. This shift can create more motivating and stimulating classroom environments, where students feel a sense of ownership over their education.

Moreover, teacher training and professional development programs could be adapted to include strategies for effectively implementing student-centered teaching methods. Educators equipped with these skills are better positioned to facilitate an environment where students are intrinsically motivated to learn, fostering lifelong learners who are actively engaged in the educational process.

On a policy level, our research may encourage the development of guidelines and recommendations for teaching practices in middle schools. Policymakers can use our findings to advocate for the integration of student-centered teaching styles into educational standards. Additionally, investments in resources and infrastructure that support these innovative teaching approaches can contribute to widespread improvements in middle school education.

Overall, the implications of our research extend to enhancing the quality of education and student outcomes in middle schools. By prioritizing pedagogical diversity and the alignment of teaching styles with students' motivational needs, educational practices and policies can empower students to become more motivated, engaged, and successful learners, ultimately shaping a brighter future for the next generation.

Our research is highly relevant and makes a significant contribution to the existing body of knowledge in the field of education. The relevance lies in the critical importance of understanding how teaching styles impact student motivation in middle schools, a pivotal phase in students' educational journey. This study contributes by offering a comprehensive and nuanced examination of these relationships, combining quantitative and qualitative methods to provide a holistic view. By uncovering correlations between specific teaching styles and motivation dimensions, our research offers empirical evidence that can guide educators in optimizing their pedagogical approaches. Additionally, the qualitative insights from student narratives shed light on the underlying mechanisms, adding depth and context to the quantitative findings. As such, our study provides actionable insights for educators, informs teacher training programs, and has the potential to influence educational policies. In sum, our research is relevant as it addresses a fundamental aspect of education and contributes valuable knowledge that can enhance the quality of learning experiences for middle school students, ultimately benefiting their academic success and lifelong learning journey.

### **3.2.1 Potential Implications for Educational Practice, Policy, And Future Research**

The potential implications of our research findings have far-reaching effects on educational practice, policy, and future research. In terms of educational practice, our study highlights the need for a balanced approach to teaching styles in middle schools. Educators can benefit from adopting a more diverse pedagogical repertoire that includes student-centered teaching methods. By doing so, they can create learning environments that foster intrinsic motivation, engagement, and active participation among students. Our findings also underscore the importance of teacher training programs that equip educators with the skills to implement student-centered approaches effectively.

On the policy front, our research has the potential to inform and influence educational policies at various levels. Policymakers can use our findings to advocate for the integration of student-centered teaching styles into educational standards, thereby promoting a more motivating and engaging middle school experience. Investments in resources and infrastructure that support

these innovative teaching approaches can contribute to widespread improvements in middle school education.

In terms of future research, our study opens up avenues for further investigation into the dynamics of teaching styles and motivation. Researchers may delve deeper into the impact of specific teacher behaviors and classroom strategies on student motivation. Longitudinal studies can explore how these relationships evolve over time and whether they have lasting effects on students' educational journeys. Additionally, cross-cultural studies may examine how these findings apply in diverse educational contexts.

In summary, our research findings have the potential to drive positive changes in educational practices, inform policymaking, and inspire future research endeavors. By emphasizing the importance of pedagogical diversity and aligning teaching styles with students' motivational needs, our study contributes to the ongoing efforts to enhance the quality of education and empower students to become motivated, engaged, and successful learners.

### **3.2.3 Contribute to The Field of Education**

**Enhancing Student Motivation:** Student motivation is a cornerstone of effective learning. Understanding how teaching styles impact motivation is crucial because motivated students tend to be more engaged, perform better academically, and develop a lifelong love for learning. This study can provide educators with insights on how to cultivate motivation in their classrooms, potentially leading to improved student outcomes.

**Optimizing Teaching Practices:** By uncovering the relationships between teaching styles and motivation, this research can inform teaching practices. Educators can adapt their methods to align with students' motivational needs, creating more stimulating and effective learning environments. This adaptability is especially vital in middle schools, where students undergo critical cognitive and emotional development.

**Informed Teacher Training:** Teacher training programs can use these findings to equip educators with the skills and knowledge needed to implement student-centered teaching methods effectively. Preparing teachers to recognize and respond to the diverse motivational factors at play in the classroom can have a profound impact on student success.

**Policy Implications:** Policymakers can draw from this research to shape educational policies that prioritize pedagogical diversity and student-centered approaches. Investments in educational resources and infrastructure can be directed toward supporting teaching practices that foster motivation, potentially leading to systemic improvements in middle school education.

**Future Research Directions:** This study can pave the way for further research into the dynamic relationship between teaching styles and motivation. Future investigations may delve into specific teaching strategies, longitudinal effects, cross-cultural comparisons, and the interplay of various contextual factors. These avenues of research can deepen our understanding of motivational dynamics in educational settings.

In essence, this study's significance lies in its potential to enhance the quality of education, empower educators to create motivating learning environments, and inform policies that foster positive educational experiences for middle school students. By contributing valuable knowledge to the field of education, it holds the promise of improving educational practices, student outcomes, and the overall educational landscape.

## **4. CONCLUSION**

Our research has provided valuable insights into the intricate relationship between teachers' teaching styles and student learning motivation in middle schools. Through a mixed methods approach that combined quantitative analysis and qualitative exploration, we have uncovered significant correlations and qualitative narratives that shed light on the dynamics at play in the classroom. Our findings indicate that student-centered teaching styles exhibit a strong positive correlation with intrinsic motivation, underscoring the importance of autonomy, relevance, and engagement in fostering students' inner drive to learn. Conversely, traditional teaching methods showed a negative correlation with intrinsic motivation, suggesting the need for a reevaluation of these approaches. The qualitative insights from student narratives emphasized the pivotal role of autonomy and relevance in influencing motivation levels. Students consistently expressed that student-centered teaching methods made learning more engaging, while traditional methods were associated with feelings of monotony and diminished interest in learning. These findings have practical implications for educators, policymakers, and the field of education as a whole. Educators

are encouraged to incorporate more student-centered approaches into their teaching practices to enhance motivation and engagement among middle school students. Teacher training programs can prioritize the development of skills necessary for effective implementation of these methods. Policymakers may consider integrating these insights into educational standards and investments in resources that support innovative teaching approaches. This research contributes to the broader body of knowledge in education by highlighting the importance of pedagogical diversity and aligning teaching styles with students' motivational needs. It underscores the significance of creating motivating and engaging learning environments that empower students to become more motivated, engaged, and successful learners. In essence, our study not only deepens our understanding of the intricate relationship between teaching styles and motivation but also offers practical pathways for enhancing the quality of education in middle schools.

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