

**STUDENTS' PERCEPTIONS ON TEACHERS' TEACHING
STYLES TOWARD STUDENTS WELL BEING**

THESIS

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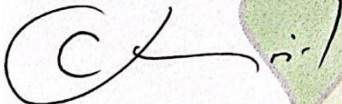
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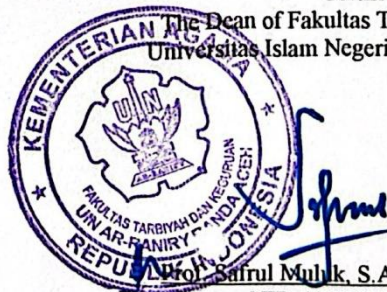
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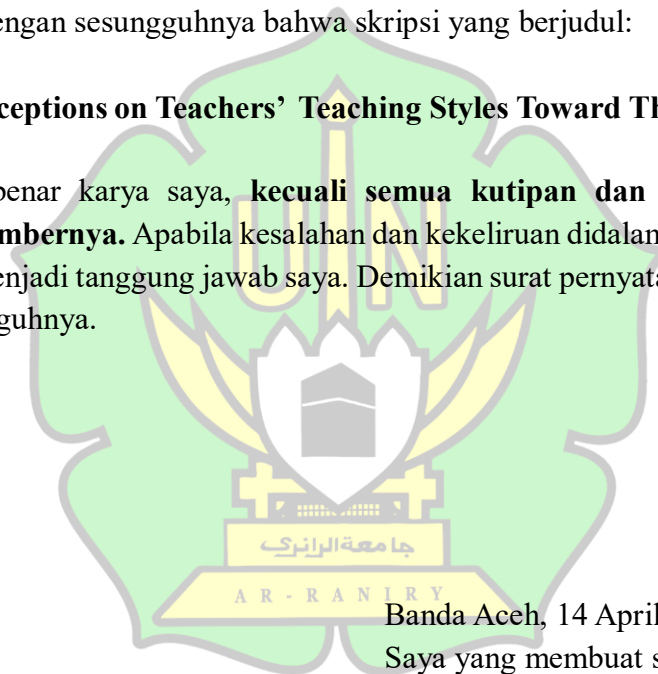
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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

Students' Perceptions on Teachers' Teaching Styles Toward Their Well Being

adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.



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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

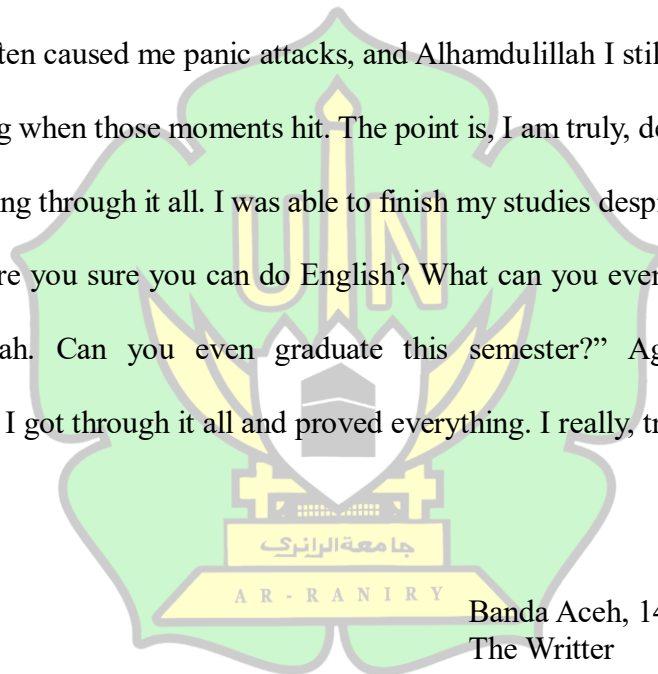
Alhamdulillah rabbi 'alamin, All praise be to Allah SWT, the Lord of the worlds and the Master of the Day of Judgment, who has granted me the opportunity, health, and strength. With His guidance and blessings, I have been able to complete my thesis entitled “Students’ Perceptions on Teachers’ Teaching Styles Toward Their Well Being”. Peace and blessings be upon the Prophet Muhammad, his family, and his companions, who brought Islam from darkness into light.

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ABSTRACT

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Title : Students' Perceptions On Teachers' Teaching Styles
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Keywords : Students' perceptions, teaching styles, well-being,
motivation, learning environment.

This research aims to determine students' perceptions of teachers' teaching styles and their impact on students' well-being. The background of this research is based on the belief that teachers' teaching styles play an important role in shaping students' learning atmosphere and psychological well-being. The researcher used a qualitative descriptive method. Data were collected through questionnaires with university students. The findings show that most students have positive perceptions of their teachers' teaching styles. Teachers who apply varied and interactive teaching styles tend to create a pleasant learning environment and increase students' motivation and well-being. On the other hand, monotonous and authoritarian teaching styles lead to boredom and stress among students. This study concludes that teachers' teaching styles have a significant impact on students' well-being both in academic and psychological aspects.

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CHAPTER I

INTRODUCTION

A. Background of the Study

Teachers are important figures in children's academic lives, and there is evidence suggesting that teacher wellbeing, at least indirectly, has a significant impact on children's socio-emotional adjustment and academic performance (Hamre and Pianta 2004; Malmberg and Hagger 2009; Moolenaar 2010; Roth et al. 2007).

However, to date, the interpersonal relationships between teachers and students have largely been overlooked as a significant factor in teacher wellbeing (Friedman 2000; Kyriacou 2001). Teaching has been ranked as one of the most stressful occupations out of a database of 26 professions, with the emotional involvement of teachers with their students often cited as the main explanation for this finding (Johnson et al. 2005). It seems clear that the formation of personal, supportive teacher-student relationships inherently requires emotional involvement from teachers. For students, the affective quality of the teacher-student relationship is a crucial factor in their school engagement, wellbeing, and academic success (for a meta-analysis, see Roorda et al. 2011). Teacher-student relationships characterized by conflict and mistrust have detrimental effects on children's learning (e.g., Hamre and Pianta 2001). Yet, relatively little is known about the interpersonal demands that teachers may experience from their students (Newberry and Davis 2008). Furthermore, there is limited recognition of the internal needs that

teachers themselves may have for positive, personal relationships with individual students.

In the context of formal education, the teaching and learning process involves various stakeholders, each with their own specific roles in the educational system. Among these, teachers and students hold the most significant positions. Teachers, in particular, play a crucial role in creating an engaging and effective learning environment. A teacher's performance in delivering instruction has a profound impact on the quality of the educational program and, ultimately, on the competence of the graduates.

Albanese (2004) stated that the role of the teacher can either enhance or hinder the outcomes of students' participation in the teaching and learning process. In traditional teaching environments, teachers typically dominate classroom instruction while students passively absorb the knowledge conveyed. According to Kamal and Mideen (2014), teachers often serve as role models whose behavior is easily imitated by students. Ololube, as cited in Odiri (2011), explained that a teacher's expertise and subject matter knowledge are different from ordinary academic knowledge and pedagogy. Teachers must be able to integrate both subject knowledge and pedagogical knowledge into what is called pedagogical content knowledge, which they apply in their everyday classroom practices.

Fazio and Roskes, as cited in Adidewura and Tayo (2007), stated that "attitudes are important to educational psychology because they strongly influence social thought, the way an individual thinks about and processes social information". How teachers teach, behave, and interact with students in the classroom or during

lessons is more important than what they teach. It is evident that a teacher's mindset and attitude shape their behavior and decisions both inside and outside the classroom. Furthermore, Sweeney (2004) demonstrated that teachers' attitudes play a significant role in the learning process as well as in students' academic performance.

Based on my experience, teachers' attitudes play a crucial role in the teaching and learning process. When I discussed with friends why they sometimes avoided attending classes, one of the reasons given was the teacher's attitude in the classroom. While every teacher has a unique attitude, this study specifically focuses on the attitude of teachers while teaching in the classroom. For these reasons, the researcher chose to explore this topic. In line with this perception, I aim to explore how students see their teachers' classroom attitudes and how these attitudes give impacts on their well being.

Studies on this issue have been conducted by many researchers such as Pianta and Stuhlman (2004), who found that teacher-student relationships are crucial to students' academic success, particularly in the early years, with positive teacher attitudes promoting greater emotional and academic development. Similarly, other studies have shown that teacher support and emotional tone can significantly influence student engagement and motivation (Hamre & Pianta, 2001; O'Connor, 2008). However, my study is different from those previous researches in several respects. While their focus was primarily on younger students in primary school, my research examines the perceptions of university students about their past experiences with teacher attitudes during their earlier schooling years. Furthermore,

unlike previous studies that mainly concentrated on academic outcomes, my study investigates how teacher attitudes are perceived to affect not only academic achievement but also the overall well-being of students in higher education. The more comprehensive approach is in line with recent findings that link teacher-student relationships to broader emotional outcomes, including student well-being (Jennings & Greenberg, 2009).

B. Research Question

This study endeavors to respond to the questions of the following research:

1. How do students perceive their teachers' teaching styles in the classroom?
2. How did they see them to have any impacts on their well-being?

C. Research Aims

According to the statements of the problem, the objectives of the research are organized as follows:

1. To describe students' perceptions of their teachers' teaching styles in the classroom.
2. To identify how students perceive the impact of teachers' teaching styles on their well-being without examining causal relationships.

D. Significance of Study

This research provides several benefits for students by enhancing their understanding of their teachers' attitudes and behaviors in the classroom. By examining how teachers' attitudes influence the learning environment, students can develop a deeper awareness of how different teaching approaches affect their academic experience and personal development. For students who aspire to become

teachers, this research serves as a valuable learning tool, offering insights into the importance of positive, professional attitudes when interacting with learners. Additionally, students can gain the confidence to provide constructive feedback on their teachers' attitudes, which can contribute to creating a more supportive and effective learning environment. It is hypothesized that students' academic performance and personal development are positively influenced by teachers' professional and positive attitudes, leading to a more supportive and effective learning environment.

For Teachers, this research offers an opportunity for self-reflection on their classroom attitudes and practices. By understanding how students perceive their behavior, teachers can assess whether their approach fosters a positive learning atmosphere or inadvertently impacts students negatively. The findings of this research could help educators evaluate their methods and make necessary adjustments to improve student engagement and motivation. Ultimately, this research can guide teachers in cultivating attitudes that promote not only academic achievement but also students' well-being and personal growth, ensuring they create a nurturing and productive classroom environment.

E. Research Terminology

To avoid misinterpretation, the researcher wants to clarify three things that require deeper focus and more detailed understanding. Based on the title of this proposal and its contents, the three things are:

1. Perceptions

Perception is psychological processes through the experience gained by the five senses, individuals can process responses into positive or negative perceptions.

Obtaining responses is obtained through the stages of selection, interpretation, and reaction (Putri, 2022). According to Purworini, et al.(2017) perception is about objects, events, or relationships obtained by inferring information experience interpreting messages. In human perception, there is a difference in sensing something that is good or positive perception and negative perception that will affect the human action. From the definition above, it can be concluded that perception arises based on experience and feeling of each individual. Perception is a response each individual through the process of sensing. Norman (2002) describes perception as a conscious awareness of objects and events in one's environment. Similarly, Mangal (2007) characterizes perception as an individual's conscious engagement in behavior, emphasizing how each person processes raw data from their surroundings into meaningful patterns. This suggests that perception involves the interpretation of one's environment through personal feelings and perspectives. Consequently, differing perceptions among individuals can lead to varied interpretations of information. In this research, the focus is on students' perceptions on teachers' teaching styles toward their well being.

2. Teachers' Teaching Style

Teaching Style is defined as "the characteristic manner in which a teacher conducts lessons, manages the classroom, and interacts with students, often influenced by their educational philosophy and personal preferences" (Grasha, 2002, p. 57). Teaching styles encompass various approaches that affect how knowledge is presented, how students engage with the material, and how assessment is carried out. Different teaching styles, such as authoritarian, permissive, and democratic, reflect the teacher's level of control and the extent of

student involvement in the learning process (Dunn & Dunn, 2001). The effectiveness of a teacher's style is largely determined by how well it aligns with students' learning needs, which can vary across cultural, cognitive, and developmental contexts. Understanding a teacher's style is crucial for creating an environment that fosters student engagement and motivation, while also improving learning outcomes. A teacher's ability to adapt their teaching style to the specific needs of their students is often considered a hallmark of effective teaching. Thus, teaching styles are a dynamic component of teaching that significantly influences the overall educational experience.

3. Students' Well-being

Student well-being in higher education is a positive condition that reflects a balance between academic life and personal life. According to students' perspectives in the study by Douwes et al. (2023), well-being is not only about feeling happy or being free from psychological problems, but also about how they manage stress, maintain social relationships, and balance academic efforts with other activities such as working, socializing, and taking time for themselves. Students also consider well-being to be closely related to their ability to cope with challenges (resilience) and the presence of support from the campus environment, such as lecturers, classmates, and support facilities.

The study emphasizes that students view well-being holistically, not limited to academic aspects alone. They perceive their well-being as being strongly influenced by a combination of internal factors, such as time management skills and motivation, as well as external factors like social environment and institutional policies. Therefore, to effectively support student well-being, higher education

institutions are encouraged to adopt a comprehensive approach and take into account students' experiences and needs as individuals living within multiple life contexts.

