

SOCIAL RELATIONSHIP AND TEACHER TEACHING STYLE: IT'S EFFECT ON ACADEMIC MOTIVATION

Shiryl T. Ytoc

College of Teacher Education, Agusan del Sur State College of Agriculture and Technology, Bunawan, Agusan del Sur, 8506 Philippines

Correspondence Tel.: +639120663731, Email: shiytoc@gmail.com

ABSTRACT: *The main purpose of the study was to determine which domain of social relationships and teacher teaching style best predicts academic motivation among elementary education students in ASSCAT. The predictive correlation research design was used in the study. The instruments were administered to the elementary students, identified through the universal sampling technique. The statistical tools used to obtain the results were weighted mean, Pearson R correlation, and multiple linear regression. Results revealed that their perceptions of social relationships, teacher teaching style, and academic motivation were high. Moreover, there was a significant relationship between teacher teaching style and social relationships and students' academic motivation. Moreover, social relationships and teacher teaching styles best predict the academic motivation of the students.*

Keywords: Social Relationship, Teacher Teaching Style, Academic Motivation, Predictive-Correlation

1. INTRODUCTION

Academic motivation is the driving factor that influences a person to attend school and obtain a degree [1]. According to [2], motivation to achieve is one of the best predictors of academic performance and thereby enhances students' learning experiences. However, achieving high-level motivation is a difficult task, and the consequences for the students are serious for their daily functioning and professional development [3]. Evidence from a variety of studies suggests that students who are not motivated are more unsuccessful regarding their academic learning, grades, and achievement [4, 5, 6, 7]. Similarly, [8] concluded that if the students are not motivated, then they will not perform well, which will lead to a low level of performance.

In spite of such a continuing problem, many empirical studies are carried out to explore factors that affect the motivation of the students. The studies of [9] and [10] revealed that parent involvement and home environment have a significant impact on students' academic motivation. Also, [11] investigated that if the learning strategy is determined by the learning style, students will be motivated to learn what they target to achieve. However, [12] and [13] found out that there is a significant positive relationship between academic motivation and academic achievement.

Although there is a growing body of research devoted to the study of academic motivation that is affected by the social relationship through the use of teacher's and student's relations [14, 15] and parent's relations [16] across Asian cultures, upon a thorough review conducted by the other studies, it has been observed that several factors have been shown to have a significant impact on students' academic motivation, and the above factors align with the social categories.

Further, as far as the researchers know, no study to date has examined the relationship between social relationships and academic motivation in the Philippines, particularly at the Agusan del Sur State College of Agriculture and Technology (ASSCAT).

Teachers have effects on students' assessments of self-efficacy, happiness, and behavior in class. Teaching practices, such as teachers' emotional support and classroom organization, can influence the students' attitudes and manners in the classroom [17]. Teachers may employ motivation strategies to enhance student autonomy, such as

the language they use and the actions they take while teaching [18]. Another point from the study [19] indicated that a variety of methods should be identified and used to inspire the students to be motivated and cooperative. The teachers have many options in choosing different teaching techniques designed for teaching and learning. Also, [9] explained that a teacher must be knowledgeable about the student's academic motivation and learn how to use it for the student's academic success.

Colleges need to strengthen their focus on the main purpose of their existence, which is to build students' quality and competences to accomplish their vision and mission to strive for a high-quality institution. Thus, this study contributed to the body of knowledge and was of great help to other researchers who will experience the scarcity of literature on academic motivation, especially in the area of the Caraga Region.

Hence, the purpose of this study is to explore the effects of social relationships and teacher teaching style on academic motivation among education students. Also, the researchers want to examine the significant connection between these three variables. The study of social relationships and teacher teaching styles as predictors of academic motivation among education students at Agusan del Sur State College of Agriculture and Technology Therefore, this study is urgently necessary to provide appropriate answers to the problems related to factors affecting the academic motivation that the student has been facing.

2. METHODOLOGY

Research Design

This study used a predictive correlation research design. It is used in those cases when there is an interest in identifying the predictive relationship between the predictor and the outcome or criterion variable. Predictive correlational design predicts the variance of one or more variables based on the variance of another variable(s).

This type of research design is also appropriate since the aim of this study is to predict the academic motivation of elementary education students using social relationships and teacher teaching styles.

Research Instruments

This study utilized three sets of research instruments. The questionnaires for independent variables are social

relationships and teacher teaching style. Academic motivation is the questionnaire for the dependent variable. The first questionnaire is social relationships, adapted from the study of [20], and it is composed of four (4) indicators, which are relationships with: faculty (composed of 5 items), classmates (composed of 4 items), non-teaching faculty (composed of 8 items), and family (composed of 5 items).

The second questionnaire is teacher teaching style adapted from [26] and is composed of four indicators, which are democratic, authoritarian, laissez-faire, and indifferent. The questionnaire has a total of 29 items: 1–11 for democratic, 12–20 for authoritarian, 21–25 for laissez-faire, and 26–29 for indifferent.

The third questionnaire is the academic motivation questionnaire, from the study of [7], which has three indicators: intrinsic, extrinsic, and amotivation, and is comprised of 12 items in each indicator with a total of 24 items for intrinsic and extrinsic motivation, except for amotivation, which has four items.

Research Participants

The respondents of this study were the elementary education students at Agusan del Sur State College of Agriculture and Technology (ASSCAT). The researchers employ a universal sampling technique in which all elementary education students have an equal opportunity to participate in the survey. With the new normal set up in schools caused by the COVID-19 pandemic, the gathering of data can be facilitated using an online survey, specifically via the Google Form.

3. RESULTS AND DISCUSSIONS

3.1 Level of Social Relationship

Table 1 presents the level of social relationships in terms of relationships with faculty, classmates, non-teaching staff, and family. It obtained an overall mean of 3.61, which suggests that the social relationships of the students are strong. Among the indicators, relationships with family gained the highest mean of 4.06. According to [21], the relationship between students and faculty has a significant impact on developing their academic. Similarly, [22] concluded that student-faculty interaction shows the development of building skills. On the other hand, the study of [23] revealed that the relationship of the students to their teachers and classmates was significantly associated with academic initiative. Also, [24] concluded that social support from classmates has been found to contribute to the fulfillment of a student's success. Moreover, the study conducted by [25] revealed that there was a clear link between family and the students, where they encourage and help their students in academic aspects.

The participant's perception of their teacher's teaching style, as shown in Table 2, obtained a mean value of 3.73 with a verbal description of high, which means often manifested. Further analysis of the table indicated that the indifferent style obtained the highest mean of 3.99, which is described as high and interpreted as often manifested. This result implies that the students recognize the teachers' effort to accept their opinions. They are also aware that teachers respect their privacy and encourage them to finish their work independently. These results were supported by [27],

Table 1. Level of social relationship among BEED students in ASSCAT

Social Relationship	Standard Deviation	Mean	Descriptive Rating
Relationship w/ Faculty	0.81	3.52	High
Relationship w/ Classmate	0.91	3.65	High
Relationship w/ Non-Teaching Staff	0.71	3.22	Moderate
Relationship w/ Family	1.17	4.06	High
Overall Mean	0.75	3.61	High

3.2 Level of Teacher Teaching Style

who stated that indifferent teaching increases one's potential freedom, trains them to seek information, and creates more awareness of manipulating information. Also, the democratic teaching style is likely to encourage mental liberty, which will increase the chance for the students to apply opportunities to choose and resist pressures to conform.

Among the four indicators, the democratic teaching style obtained the lowest mean of 3.32 with the verbal description of moderate and interpreted as sometimes manifested. This result implies that the teacher embarrasses the students in the class. They also did not allow their students to express their personal opinions freely and treated them unfairly. The study of [28] suggested that instead of depending mostly on an authoritative teaching style, teachers should also utilize a teaching style that would let the students discover facts independently and obtain more scope to interact in the class. The results would not only be better learning but also significant learning, which would lead to better intellectual development.

Table 2. Level of Teacher Teaching Style among BEED students in ASSCAT

Academic Motivation	Standard Deviation	Mean	Descriptive Rating
Authoritarian	0.71	3.94	High
Democratic	0.62	3.32	Moderate
Laissez Fair	0.83	3.65	High
Indifferent	0.92	3.99	High
Overall Mean	0.66	3.73	High

3.3 Level of academic motivation

Table 3 below shows the level of academic motivation perceived by Bachelor of Arts students. An overall result obtained a mean value of 3.38 with a verbal description of high, which means often academically motivated. Further analysis of the table indicated that extrinsic motivation

obtained the highest mean of 3.99, described as high and interpreted as often academically motivated. This result implies that the students are doing tasks for public approval or fame. They want to show that they are intelligent and can succeed in having "the good life" later on. This implication was supported based on the study of [29], which stated that teachers who teach effectively could reward extrinsically motivated students, and this effort is valued by the students who find pleasure and fulfillment in accomplishing and attaining good grades as proof of their intelligence. Also, [30] stated that the teachers could arrange several activities to enhance student motivation to improve the student's extrinsic motivation, such as providing educational facilities, creating a conducive learning environment, implementing specific learning strategies, and providing an independent educational program.

Among the three indicators, motivation obtained the lowest mean of 2.35 with a verbal description of low and was interpreted as seldom academically motivated. This result implies that the students were taking an interest in the lesson. They are willing to participate in doing the task set by the teacher. The study of [31] stated that teachers who are most efficient at diagnosing and improving student motivation tend to pay attention to interpersonal dealings with students, link education with the things that students value, and encourage independence more than control in their classrooms.

Table 3. Level of academic motivation among BEED students in ASSCAT

Academic Motivation	Standard Deviation	Mean	Descriptive Rating
Intrinsic Motivation	0.81	3.79	High
Extrinsic Motivation	0.85	3.99	High
Amotivation	1.10	2.35	Low
Overall Mean	0.47	3.38	High

3.4 Pearson r in Testing the Relation Between the Level of Social Relationships and the Level of Academic Motivation

Table 4 below shows the significant relationship between social relationships and academic motivation among BEED students in ASSCAT. As depicted in the table, the overall mean relationship was significant, with an r-value of 0.475 and a p-value of 0.000, which is less than the 0.05 level of significance. This implies that as the level of social relationships increases, the level of academic motivation also increases.

Moreover, relationships with faculty, classmates, non-teaching staff, and family have a direct relationship with intrinsic and extrinsic motivation, since all of the r-values were positive, which means that the more the students have strong relationships with faculty, classmates, non-teaching staff, and family, the more they are intrinsically and extrinsically motivated in their academic endeavors. However, relationships with faculty, classmates, non-teaching staff, and family have an indirect relationship with amotivation, since all of the r-values were negative, which means that the more the students have strong relationships

with faculty, classmates, non-teaching staff, and family, the lower their amotivation is, that is, the lower their lack of motivation.

This implication was supported by the study of [10], which found that parenting style plays a significant role in intrinsic and extrinsic motivation, which leads to an increase in students' academic achievement. [32] concluded that good relationships with classmates are associated with high self-esteem and a lower risk of emotional and behavioral issues. The study in [33] shows that students who have relationships with university staff have an effect on their success in college life. [20] recommended that the collaboration between university faculty and university teaching staff could strengthen the relationship between academic successes.

Moreover, the results in the table also imply that the more the student's socializes with others, the less they encounter a lack of motivation (or the more the student will be motivated). And this implication was anchored on the study of [34], which found that social responsibility and social relationships are negatively related to motivation.

Table 4. Test of significant relationship between social relationship and academic motivation among BEED students in ASSCAT,

Social Relationship	Academic Motivation	r-value	p-value	Remarks
Relationship w/ Faculty	Intrinsic Motivation	0.626	0.000	Significant
	Extrinsic Motivation	0.662	0.000	Significant
Relationship w/ Classmates	Amotivation	-0.417	0.000	Significant
	Intrinsic Motivation	0.704	0.000	Significant
Relationship w/ Non-Teaching Staff	Extrinsic Motivation	0.692	0.000	Significant
	Amotivation	-0.456	0.000	Significant
Relationship w/ Family	Intrinsic Motivation	0.394	0.000	Significant
	Extrinsic Motivation	0.463	0.000	Significant
Overall Mean	Amotivation	-0.289	0.009	Significant
	Intrinsic Motivation	0.617	0.000	Significant
Overall Mean	Extrinsic Motivation	0.741	0.000	Significant
	Amotivation	-0.533	0.000	Significant
Overall Mean	Intrinsic Motivation	0.719	0.000	Significant
	Extrinsic Motivation	0.791	0.000	Significant
Overall Mean	Amotivation	-0.529	0.000	Significant
	Overall Mean	0.475	0.000	Significant

3.5 Pearson r in Testing the Relation Between the Level of Teachers Teaching Style and the Level of Academic Motivation

Table 5 below shows the significant relationship between teacher teaching style and academic motivation among BEED students in ASSCAT. As depicted in the table, the overall mean relationship was significant, with an r-value of 0.719 and a p-value of 0.000, which is less than the 0.05 level of significance. This implies that as the level of teacher teaching style increases, the level of academic motivation also increases.

Moreover, the teacher's teaching style in terms of authoritarian, democratic, laissez-faire, and indifferent has a direct relationship with intrinsic and extrinsic motivation, since all of the r-values were positive, which means that the higher the perception level of students of the authoritarian, democratic, laissez-faire, and indifferent teaching styles, the

more they are intrinsically and extrinsically motivated by their academic endeavors. However, authoritarian, democratic, laissez-faire, and indifferent teaching styles have an indirect relationship with amotivation, since all of the r-values were negative, which means that the more the students have strong relationships with faculty, classmates, non-teaching staff, and family, the lower their amotivation is, that is, the lower their lack of motivation.

This implication was supported based on the study of [35], which concluded that, as perceived by the students, the democratic teaching style was the most frequently observed. Furthermore, they concluded that the democratic style of teaching greatly helps the students to have a clear understanding of the subject matter as it permits the utmost participation of the students in classroom learning. On the other hand, [36] concluded that teachers have a tremendous effect on motivating their students in terms of the teachers' behavior and teaching style. The study [37] stated that the teachers should be democratic in the class to carry students along towards understanding the lesson to achieve the learning outcome.

Another study conducted by [38] concluded that teacher educators frequently criticized and perceived authoritarian teaching styles as traditional styles. They state that it is not motivating the students at all. The study [39] stated that when a teacher treats students with affection, their feeling of belonging to school increases. However, when the teacher-student relationship is low, the students are having difficulties learning the lesson, and the teacher could have a problem delivering the lesson and motivating the students.

Moreover, the study of [26] concluded that according to students' perceptions of their teacher, the students felt that their teachers focused only on their work and did not even have close relationships with the students. The indifferent teachers rarely cared about the needs of their students and believed students had to be more responsible for their learning and learning outcomes. [40] concluded that different teaching styles have a significant effect on the students' level of motivation. Furthermore, they concluded that to motivate students, a teacher can use a clear understanding of their teaching style. Teachers should be knowledgeable about different teaching styles and can expertly shift teaching styles by considering the nature of students.

3.6 Multiple Regression on the influence of Social Relationship and Teacher Teaching Style to the Academic Motivation

The data in Table 6 below shows the multiple regression analysis of social relationships and teacher teaching styles that greatly affect the academic motivation of the students. The data revealed that social relationships and teacher teaching styles affect the academic motivation of the students. Since the p-values of 0.003 (social relationship) and 0.000 (teacher teaching style) were less than the 0.05 level of significance, Moreover, teacher teaching style was the predictor that greatly affected academic motivation, provided the beta coefficient of 1.071 was higher than the beta coefficient value of -0.421 in social relationships.

Table 5. Test of significant relationship between teacher teaching style and academic motivation among BEED students in ASSCAT

Social Relationship	Academic Motivation	r-value	p-value	Remarks
Authoritarian	Intrinsic Motivation	0.818	0.000	Significant
	Extrinsic Motivation	0.971	0.000	Significant
	Amotivation	-0.474	0.000	Significant
Democratic	Intrinsic Motivation	0.380	0.000	Significant
	Extrinsic Motivation	0.437	0.000	Significant
	Amotivation	-0.258	0.021	Significant
Laissez Fair	Intrinsic Motivation	0.971	0.000	Significant
	Extrinsic Motivation	0.775	0.000	Significant
	Amotivation	-0.375	0.001	Significant
Indifferent	Intrinsic Motivation	0.772	0.000	Significant
	Extrinsic Motivation	0.941	0.000	Significant
	Amotivation	-0.410	0.000	Significant
Overall Mean	Intrinsic Motivation	0.884	0.000	Significant
	Extrinsic Motivation	0.936	0.000	Significant
	Amotivation	-0.449	0.000	Significant
Overall Mean		0.719	0.000	Significant

3.6 Multiple Regression on the influence of Social Relationship and Teacher Teaching Style to the Academic Motivation

The data in Table 6 below shows the multiple regression analysis of social relationships and teacher teaching styles that greatly affect the academic motivation of the students. The data revealed that social relationships and teacher teaching styles affect the academic motivation of the students. Since the p-values of 0.003 (social relationship) and 0.000 (teacher teaching style) were less than the 0.05 level of significance, Moreover, teacher teaching style was the predictor that greatly affected academic motivation, provided the beta coefficient of 1.071 was higher than the beta coefficient value of -0.421 in social relationships.

The study [41] revealed that student-faculty interaction is a strong predictor of learning, and students who have a positive relationship with faculty become more involved in academic aspects that will lead to good performance. Similarly, [42] found that the quality of relationships with faculty had a positive effect on the grade point average of the students. [43] also found out that classmates have been found to contribute to the fulfillment of students' basic needs. On the other hand, [44] concluded that family stability leads to increased academic motivation; therefore, it can be determined that a student's home environment plays a significant role in how motivated they are to excel in school.

[45] Results indicate that students are likely to exhibit positive aspects of academic motivation when they observe their teacher give clear expectations for learning outcomes that provide help, advice, and instruction to achieve the academic outcomes, and when the teacher provides emotional support and creates a safe and non-threatening classroom environment.

Table 6. Domain of social relationship and teacher teaching style that best predicts the academic motivation of the students

Factors	Standardized Coefficient	t-value	P-value	Remarks
Social Relationship	-0.421	-3.089	0.003	Significant
Teacher Teaching Style	1.071	7.854	0.000	Significant

4. CONCLUSIONS AND RECOMMENDATION

Based on the findings of the study, the following conclusions were drawn: The teachers’ teaching style is often manifested. It implies that the students recognize the teachers’ effort to accept their opinions.

The Bachelor of Elementary Education students in ASSCAT are often academically motivated. It implies that the students want to show themselves that they can succeed and have "the good life" later on.

It is concluded that any variance in the level of academic motivation has a corresponding variance in the level of the teacher's teaching style.

Furthermore, any increase or decrease in teachers teaching style has a corresponding increase or decrease in academic motivation, and vice versa.

Lastly, the laissez-faire domain of teacher teaching style is the best predictor of academic motivation among Bachelor of Elementary Education students in ASSCAT.

With the stated conclusions, the following recommendations were formulated:

Based on the result of this study, the level of social relationships in terms of faculty, classmates, and family must increase so that it will further affect the academic motivation of the students.

If possible, the administrators are encouraged to promote a social relationship since it can affect the academic motivation of the students. In addition, the results could influence the integration of interaction for the improvement of student motivation as well as the development of the institution.

The teachers are recommended to be exposed to student-teacher interaction since it was found out that the relationship with faculty significantly affects students’ academic motivation. Thus, it is important for them to have workshops to enhance their teacher-student relationship.

It is recommended that the students’ be fully aware of the implications of the social relationship in the classroom and how it will affect their learning motivation.

It is recommended that future researchers conduct further studies about social relations at this institution. This would allow a deeper understanding of the true effect of academic motivation on education.

Furthermore, since social relationships are very broad and cannot be fully covered, this study is concentrated only on those social relationships that are commonly observed in the institution. It is recommended that future research involve other variables that are not included in this study.

Finally, recommendations for further research include conducting a study related to this with different colleges in order to continue to validate the effects of social relationships as well as investigate if the results are similar.

5. REFERENCES

[1] Clark, C. J., Luguri, J. B., Ditto, P. H., Knobe, J., Shariff, A. F., & Baumeister, R. F. (2014). Free to punish: A motivated account of free will belief. *Journal of personality and social psychology*, 106(4), 501.

[2] Poropat, A. E. (2009). A meta-analysis of the five-factor model of personality and academic performance. *Psychological bulletin*, 135(2), 322.

[3] Heckhausen, J., Wrosch, C., & Schulz, R. (2010). A motivational theory of life-span development. *Psychological review*, 117(1), 32.

[4] Skinner, E. A., Kindermann, T. A., Connell, J. P., & Wellborn, J. G. (2009). Engagement and disaffection as organizational constructs in the dynamics of motivational development. *Handbook of motivation at school*, 223-245.

[5] Park, J., Chung, S., An, H., Park, S., Lee, C., Kim, S. Y., & Kim, K. S. (2012). A structural model of stress, motivation, and academic performance in medical students. *Psychiatry investigation*, 9(2), 143.

[6] Pizon, M. G., & Ytoc, S. T. (2022). A Path Model to Infer Mathematics Performance: The Interrelated Impact of Motivation, Attitude, Learning Style and Teaching Strategies Variables. *East Asian Journal of Multidisciplinary Research*, 1(3), 315-330.

[7] Kusrkar, R. A., Croiset, G., Galindo-Garré, F., & Ten Cate, O. (2013). Motivational profiles of medical students: association with study effort, academic performance and exhaustion. *BMC medical education*, 13(1), 87\

[8] Reeve, J. (2009). Why teachers adopt a controlling motivating style toward students and how they can become more autonomy supportive. *Educational Psychologist*, 44(3), 159-175.

[9] Knapper, V. (2017). Factors That Influence Student Academic Motivation and How Those Factors Impact the Student Achievement of Third Grade Students.

[10] Dagneu, A. (2015). The relationship among parenting styles, academic self-concept, academic motivation and students’ academic achievement in Fasilo secondary school: Bahir Dar, Ethiopia. *Science, Technology and Arts Research Journal*, 4(3), 215-221.

[11] Hazzard, K. (2016). The Effects of read alouds on student comprehension.

[12] Gupta, P. K., & Mili, R. (2017). Impact of academic motivation on academic achievement: A study on high schools students. *European Journal of Education Studies*.

[13] Amrai, K., Motlagh, S. E., Zalani, H. A., & Parhon, H. (2011). The relationship between academic motivation and academic achievement students. *Procedia-Social and Behavioral Science*, 15, 399-402.

[14] Yunus, M. M., Osman, W. S. W., & Ishak, N. M. (2011). Teacher-student relationship factor affecting motivation and

- academic achievement in ESL classroom. *Procedia-Social and Behavioral Sciences*, 15, 2637-2641.
- [15] Wentzel, K. R. (2009). Students' relationships with teachers as motivational contexts. *Handbook of motivation at school*, 301-322.
- [16] Turner, E. A., Chandler, M., & Heffer, R. W. (2009). The influence of parenting styles, achievement motivation, and self-efficacy on academic performance in college students. *Journal of college student development*, 50(3), 337-346.
- [17] Blazar, D., & Kraft, M. A. (2017). Teacher and teaching effects on students' attitudes and behaviors. *Educational evaluation and policy analysis*, 39(1), 146-170.
- [18] Wang, J. C., Chiu, C. Y., Hong, Y. Y., Liu, W. C., Tay, E. G., Nie, Y., & Sim, C. M. Q. (2016). The power of beliefs in impacting motivation: Motivating the academically unmotivated.
- [19] Andala, O. H., & Ng'umbi, M. (2016). The teaching methods used in universities in Rwanda and their effect on the students' academic performance.
- [20] Wayt, L. K. (2012). The impact of students' academic and social relationships on college student persistence.
- [21] Hoffman, M.E. (2014). Faculty and Students Relationships: Context Matters. *College Teaching*, 62:1, 13-19
- [22] Trolian, T. L., Jach, E. A., Hanson, J. M., & Pascarella, E. T. (2016). Influencing academic motivation: The effects of student-faculty interaction. *Journal of College Student Development*, 57(7), 810-826.
- [23] Danielsen, A. G., Wiium, N., Wilhelmsen, B. U., & Wold, B. (2010). Perceived support provided by teachers and classmates and students' self-reported academic initiative. *Journal of School Psychology*, 48(3), 247-267
- [24] Bryan, J., Moore-Thomas, C., Gaenzle, S., Kim, J., Lin, C. H., & Na, G. (2012). The effects of school bonding on high school seniors' academic achievement. *Journal of Counseling & Development*, 90(4), 467-480.
- [25] Center on Education Policy. (2012). What roles do parent involvement, family background and culture play in student motivation.
- [26] Chang Y. (2010): Students' Perceptions of Teaching Styles and Use of Learning Strategies University of Tennessee, Tennessee Research and Creative Exchange, Masters Theses Graduate School.
- [27] Brulé, G., & Veenhoven, R. (2014). Freedom and happiness in nations: Why the Finns are happier than the French. *Psychology of Well-being*, 4, 1-14.
- [28] Sarkar, S. (2017) A study on the perception of secondary level students on teaching styles in geography.
- [29] Komaraju, M. (2013). Ideal teacher behaviors: Student motivation and self-efficacy predict preferences. *Teaching of Psychology*, 40(2), 104-110.
- [30] Triyanto. (2019). The Academic Motivation of Papuan Students in Sebelas Maret University, Indonesia. *SAGE Open*, 9(1), 2158244018823449.
- [31] Hardré, P. L., & Sullivan, D. W. (2009). Motivating adolescents: High school teachers' perceptions and classroom practices. *Teacher Development*, 13(1), 1-16.
- [32] Hombrados-Mendieta, M. I., Gomez-Jacinto, L., Dominguez-Fuentes, J. M., Garcia-Leiva, P., & Castro-Travé, M. (2012). Types of social support provided by parents, teachers, and classmates during adolescence. *Journal of Community Psychology*, 40(6), 645-664.
- [33] Liu, R. (2010). Alienation and first-year student retention. *AIR Professional File*, 116, 1-18.
- [34] Moreno, J. M., Parra, N. R., & González-Cutre, D. C. (2008). Influence of autonomy support, social goals and relatedness on amotivation in physical education classes. *Psicothema*, 20(4), 636-641.
- [35] Munir, F. (2016). Most frequent teaching styles and students' learning strategies in public high schools of Lahore, Pakistan. *Science International*, 28(2)
- [36] Ford, V. B., & Roby, D. E. (2013). Why Do High School Students Lack Motivation in the Classroom?. *Global Education Journal*, 2013(2).
- [37] Okwori, R. O., Owodunni, S. A., & Balogun, M. A. (2015). Classroom Management Styles and Students' Performance in Basic Technology: A Study of Junior Secondary School in Bariga metropolis, Lagos State, Nigeria. *Journal of educational policy and entrepreneurial research*, 2(5), 115-123.
- [38] Timmerman, G. (2009). Teacher educators modelling their teachers? *European Journal of Teacher Education*, 32(3), 225-238.
- [39] Leoanak, Sondang & Amalo, Bonik. (2018). Teacher's behaviour towards students' motivation practice. *SHS Web of Conferences*. 42. 00078. 10.1051/shsconf/20184200078.
- [40] Sheikh, A., & Mahmood, N. (2014). Effect of different teaching styles on students' motivation towards English language learning a secondary level. *Sci. Int (Lahore)*, 26(20), 825-830.
- [41] Ewe, S. P., & Othman, N. (2010). The Relationship Between Academic Self-concept, Parent Expectations, Teacher Expectations and Academic Achievement of SJK (C) Chee Tong Standard 5 Students (Doctoral dissertation, Universiti Teknologi Malaysia).
- [42] Cole, D. (2010). The Effects of Student-Faculty Interactions on Minority Students' College Grades: Differences between Aggregated and Disaggregated Data. *Journal of the Professoriate*, 3(2).
- [43] Bryan, J., Moore-Thomas, C., Gaenzle, S., Kim, J., Lin, C. H., & Na, G. (2012). The effects of school bonding on high school seniors' academic achievement. *Journal of Counseling & Development*, 90(4), 467-480.
- [44] Somers, C. L., Chiodo, L. M., Yoon, J., Ratner, H., Barton, E., & Delaney-Black, V. (2011). Family disruption and academic functioning in urban, black youth [Electronic version]. *Psychology in the schools*, 48(4), 357-370.
- [45] Wentzel, K. R., Battle, A., Russell, S. L., & Looney, L. B. (2010). Social supports from teachers and peers as predictors of academic and social motivation. *Contemporary educational psychology*, 35(3), 193-202.