

A Study of the Relationship Between Teaching Styles and Classroom Engagement of Elementary School Teachers

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Abstract. Primary school students' classroom participation is an important variable to predict their academic performance. Classroom participation is influenced by many factors. Among them, teaching style is an important indicator of a teacher's professionalism, it may also impact student participation in the classroom. This study explored the relationship between primary school teachers' teaching styles and classroom participation, as well as several factors that affect classroom participation. The results shows that teachers' teaching styles have a significant impact on classroom participation, and students' preferences for teachers' teaching styles in different situations have an impact on classroom participation. In addition, teacher styles are not static. Through teachers' acquired learning, it is possible to adapt to different teaching sessions with different teacher styles. Thus, this paper provides suggestions on how teacher styles can be adapted and refined. Future research could delve deeper into the mechanisms that influence student classroom engagement. Future research is also needed to provide evidence on the mediating and moderating mechanisms in the relationship between teacher style and student classroom participation.

Keywords: Teaching styles, classroom participation, primary school teachers.

1. Introduction

In the current educational environment, elementary education is becoming increasingly important. As key instructors in the development of students, the teaching styles of elementary school teachers have a significant impact on their learning outcomes and overall development. Teaching style refers to the personalized and consistent approach that teachers use in the teaching process, reflecting their educational philosophy, teaching methods, and personality traits.

At present, there are some problems in the study habits of primary school students, such as a lack of study plan, easy to be disturbed by the classroom, and insufficient awareness of revision. To cultivate good study habits, teachers must break through homogenized teaching styles, incorporate new teaching concepts, and select and strengthen teaching styles according to the characteristics of each student [1]. At the same time, psychological factors related to teachers' personalities play a key role in shaping the formation of their teaching styles; therefore, attention should be paid to the development of educators' psychological qualities, including critical thinking skills, emotional experience, and willpower resilience. In addition, practical and effective measures need to be implemented to incorporate selection criteria into assessments to cover psychological qualities in order to improve the overall quality of teaching and learning, thereby promoting educational excellence [2].

Classroom engagement refers to the degree of active participation demonstrated by students in classroom learning activities, which directly affects their academic performance and learning outcomes. It is noteworthy that there are significant gender differences and geographic differences across grade levels in classroom engagement among elementary school students.

Among them, the participation level of girls is higher than that of boys, the participation level of elementary school students in urban schools is higher than that in rural schools, and there are also significant differences in the participation of different grades. [3]

This paper focuses on the relationship between elementary school teachers' teaching styles and classroom participation and explores how to improve the quality of elementary school teaching and promote the overall development of students. By deeply analyzing the connection between teaching

style and classroom engagement, teachers can provide useful references and insights for elementary school teachers to help them better cope with educational challenges and improve educational quality.

2. Teachers' Teaching Styles

2.1. Definition of Teaching Style

Teaching style refers to the unique teaching methods, approaches, and strategies shown by teachers in the process of teaching, which is the concentrated manifestation of individual teachers' teaching ideas, teaching skills, and teaching manners in the field of teaching. The formation of teaching style is influenced by a variety of factors such as teachers' personality characteristics, subject background, educational experience, etc., as well as the constraints of students' needs and learning characteristics.

Teaching style affects students' learning outcomes and academic development to a great extent. Different teaching styles may be appropriate for different students, and an effective teaching style may vary from subject to subject and content to content. Teachers therefore need to be aware of different teaching styles and choose the appropriate ones to achieve their teaching goals.

2.2. Characteristics of Teaching Style

Characteristics of teaching style refer to the unique ways and characteristics that teachers show in the teaching process, which reflect their teaching philosophy, teaching methods, and teaching strategies.

To break through the homogenization of teaching styles, teachers need to adopt a variety of teaching styles to adapt to the learning needs of different students and curriculum requirements. At the same time, teachers also need to choose the appropriate teaching style according to the actual situation of students and teaching objectives to maximize the advantages of each teaching style. Teachers need to continuously improve themselves to apply different teaching styles to actual teaching and continuously improve their teaching level and professionalism. [4]

The following are some common characteristics of teaching styles: Individualization: Teachers' teaching style is deeply influenced by their personality traits, showing unique individual characteristics. These personality traits include the teacher's character, values, attitudes, interests, etc., and they largely determine the teacher's teaching methods, strategies, and styles.

Purposefulness: Each teaching style has a clear purpose, and teachers choose the appropriate teaching style according to the teaching objectives and students' learning needs. For example, if the goal of teaching is to develop students' innovative thinking and practical skills, then teachers will choose teaching methods and strategies that are consistent with an innovative teaching style.

Diversity: Different subjects, teaching contents and student groups have diverse needs for teaching styles. Therefore, an excellent teaching style needs to be diversified, and able to choose and apply different teaching methods and approaches according to different teaching situations.

Adaptability: An excellent teaching style needs to be highly adaptable, and able to adjust teaching methods and approaches according to students' feedback and performance. Teachers need to pay attention to the actual situation and learning needs of students and adjust their teaching strategies in time to better meet students' learning needs.

Innovativeness: To adapt to the ever-changing educational environment and meet the diverse needs of students, an excellent teaching style needs to be constantly innovated and improved. Teachers need to actively explore new teaching styles and methods, as well as constantly reflect on and refine their teaching styles to continuously improve their teaching standards.

2.3. Influences of Teaching Styles

He Wen suggests that teachers with short teaching experience tend to favor conservative and executive teaching styles, while teachers with more than 20 years of teaching experience are more inclined to legislative and radical styles. Science teachers and teachers of other subjects tend to be more executive than liberal arts teachers. Generalist teachers tend to favor the Executive and

Conservative styles more than High-Performance teachers, but these styles are less popular because they are relatively simple and ineffective. The percentage of Highly Effective Teachers is much lower among teachers with 1-4 years of teaching experience than among those with more than 5 years of teaching experience, suggesting that as teachers enter the maturity stage, they refine their teaching experience, style, and other aspects of their teaching and increase their effectiveness. [5]

Compared to teaching, the focus on factors influencing the formation of teaching styles in countries other than China has been more centered on school, subject, student, and teacher factors.

Evans in-depth analysis of the structure of teaching style based on the examination of a variety of factors that may affect the teaching style. He measured teachers' teaching styles by synthesizing and analyzing dimensions and found that age and gender had a significant effect on teaching styles. When comparing younger and older teachers, older teachers displayed an integrative teaching style in the classroom, while younger teachers were more likely to display an analytical teaching style. In addition, male teachers usually display an integrative teaching style, while female teachers tend to display an analytical teaching style. [6]

3. Classroom Engagement: Definition and Measurement

Classroom engagement refers to the degree of active participation and deep involvement shown by students in classroom teaching activities. It covers a wide range of students' participation in classroom discussions, answering questions, presenting ideas, participating in group discussions and other teaching and learning sessions, reflecting students' initiative and commitment to the learning process.

One of the various ways to measure classroom engagement is to observe the frequency and depth of students' behavior in class, including answering questions, presenting ideas, and participating in group discussions. In addition, students' classroom participation can be understood by recording the number of times they answer questions in class and the percentage of correct answers, or by assessing their contributions to group discussions.

To get a more complete picture of students' classroom participation, methods such as questionnaires or interviews can be used to obtain first-hand information from students' perspectives about their participation in the classroom. These methods not only provide quantitative data about students' classroom participation but also help teachers gain a deeper understanding of students' feelings and needs about classroom activities so that they can better adjust their teaching strategies and improve the quality of their teaching.

Classroom engagement is one of the most important indicators of students' learning effectiveness and one of the most important means to improve teaching quality. There are significant differences in the classroom participation of primary school students, in which the superior students have higher participation and the intermediate and backward students have lower participation. In addition, factors such as different grade levels, gender, and parent's education level also have some correlation with students' classroom participation. Specifically, the higher the grade level, the higher the students' classroom participation; boys' participation is higher than girls'; and the higher the parents' education level, the higher the students' classroom participation. [7]

Therefore, teachers should focus on improving students' classroom participation, creating a positive learning atmosphere, and stimulating students' interest and initiative in learning, to improve the teaching effect. These methods not only help to achieve teaching goals but also provide valuable feedback for improving teaching methods and enhancing teaching quality.

4. Relationship between Classroom Engagement and Teachers' Teaching Style

There is a close relationship between classroom engagement and teachers' teaching style. Teachers' teaching style has a significant impact on classroom engagement, and a good teaching style can inspire students' enthusiasm and engagement and improve teaching effect.

The diversity of teachers' teaching styles can attract students' attention and increase their interest in learning. Different teaching styles can stimulate students' senses, such as auditory, visual, and tactile senses, making them more focused and engaged in class. Teachers can create a positive and active classroom atmosphere and stimulate students' thinking and creativity through a rigorous logical and analytical approach, innovative spirit of exploration, caring and sharing attitude, and humorous and active elements.

In addition, teachers' teaching style can affect classroom engagement by influencing students' behavioral engagement, cognitive engagement and emotional engagement in the classroom. Teachers' rigorous and logical teaching style can stimulate students' thinking and logical analysis ability, and improve their learning effect; innovative and exploratory teaching style can cultivate students' innovative thinking and practical ability; caring and sharing teaching style can enhance interaction and communication between teachers and students, and improve students' motivation to learn; humorous and active teaching style can create a relaxing and pleasant classroom atmosphere, and improve students' s emotional involvement. [8]

In conclusion, teachers' teaching styles have an important impact on classroom engagement. Teachers can learn about their strengths and weaknesses by observing their own teaching styles, adjusting their teaching strategies and methods, and improving their teaching effectiveness. At the same time, teachers can also develop personalized teaching plans to better meet students' learning needs by understanding their learning styles and needs.

5. Discussion

The following steps can be taken to improve teaching styles and increase classroom participation:

5.1. Improving Teaching Styles

Observe and reflect on teaching styles: Teachers need to observe and understand the strengths and weaknesses of their teaching styles in order to make appropriate adjustments to their teaching strategies and approaches. By observing students' responses and the classroom atmosphere, teachers can determine whether their teaching style is effective and what aspects can be improved.

Diversified teaching styles: Teachers can choose different teaching strategies and methods to suit different teaching contents and student needs. For example, for abstract concepts, a logical and analytical teaching style can be adopted to guide students' understanding through case studies, discussions, etc. For subjects requiring practice, an innovative and exploratory teaching style can be adopted to encourage students to do hands-on work and experiments.

Continuous learning and upgrading: Teachers need to continuously learn and upgrade their teaching skills and knowledge. They can improve their teaching skills by attending training, reading relevant books, and observing the teaching of other outstanding teachers.

5.2. Suggestions for Enhancing Classroom Participation

Create a positive classroom atmosphere: Teachers can enhance the interaction and communication between teachers and students through a caring and sharing teaching style, which has a positive and feasible effect on improving the classroom participation of primary school students and can enhance students' learning autonomy and cooperative learning ability. For example, teachers can pay attention to students' hobbies and life experiences and establish connections with them; at the same time, they can organize activities such as group discussions and role-playing so that students can learn through interaction. [9]

Stimulate students' creativity: Teachers can create a relaxing and pleasant classroom atmosphere and increase students' emotional engagement through a humor and active teaching style. For example, teachers can use humorous language, emoticons, and other materials to attract students' attention; at the same time, they can organize creative competitions, extension training, and other activities to stimulate students' creativity.

Attention to students' individual needs: educators should pay attention to the needs of students at different levels, teach students according to their abilities, be good at guiding and paying attention to student's physical and mental states, and develop individualized teaching programs. [7]

For example, the excellent students should be given the difficulty of the subject, to prevent them from complacency; for the middle students, teachers should often ask questions, remind, and organize classroom teaching; for the backward students, according to their actual ability to put forward the matching problem, and give timely reinforcement to stimulate their sense of self-confidence and sense of well-being. At the same time, teachers should also be good at guiding and encouraging students to answer questions and avoid ridiculing them for wrong answers. [11]

6. Conclusion

The current study shows that teacher style has a significant effect on classroom engagement. A good teacher style can stimulate students' participation and improve their learning. Among other things, teachers' enthusiasm, attention, encouragement, and inspiration may enhance students' self-confidence and motivation and promote their classroom participation. On the contrary, teachers' indifference, neglect, and criticism may dampen students' self-confidence and engagement.

To improve teacher style, teachers can:

Adopt innovative teaching methods: use diversified teaching strategies and methods, such as case studies, group discussions, and role-playing, to attract students' attention and stimulate their interest in learning.

Create a positive classroom atmosphere: strive to create a positive, open, and inclusive classroom environment that encourages students to express their views and opinions and promotes their thinking participation and emotional involvement.

Strengthen teacher-student interaction: increase communication and interaction with students, pay attention to their needs and feedback, and adjust teaching strategies according to the actual situation of students.

To enhance classroom participation, teachers can:

Cultivate students' independent learning ability: guide students to master learning methods, cultivate their independent learning ability, and encourage them to think and solve problems independently.

Use technological means to enhance participation: utilize modern technological means, such as online learning platforms, interactive software, etc., to enrich students' learning methods and improve their participation.

In summary, the above studies show that there is a close relationship between teacher style and classroom engagement, there is a synchronous and stable correlation, and that teachers' effective teaching style significantly affects their classroom engagement. By improving teachers' styles and increasing students' classroom engagement, the quality of teaching can be improved and the overall development of students can be promoted.

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