

THE IMPACT OF TEACHING STYLES ON FIRST YEAR PSYCHOLOGY STUDENT'S ACADEMIC PERFORMANCE

ABSTRACT

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This study examined students' perceptions of their professors' teaching styles—focusing on communication skills, instructional methods, and classroom management—and how these factors relate to academic performance. While previous literature suggests that teaching style impacts learning outcomes, this study specifically investigates whether this relationship holds true within the context of psychology education. A descriptive-correlational research design was employed in this study. The respondents were psychology students, mostly aged 19–22 (54%) and predominantly female (67%). Academic performance was measured using the General Weighted Average (GWA), with the majority of students (56.5%) scoring within the 1.6–2.0 range. Perceptions of teaching style were assessed using a Likert-type scale, and correlations were analyzed with Spearman's rho. Overall, students rated their professors positively across the three teaching style domains. In communication skills, professors received the highest scores for simplifying complex topics (mean = 1.9) and attentiveness to student concerns (mean = 1.95). Instructional methods were also well-rated, particularly for clarity of lesson structure (mean = 1.96) and the use of collaborative activities (mean = 1.99). Classroom management earned its highest score for effectively handling classroom dynamics (mean = 1.93). Despite these favorable evaluations, statistical analysis revealed no significant correlation between teaching styles and academic performance. Communication skills ($p = 0.70$, $\rho = 0.03$), instructional methods ($p = 0.68$, $\rho = -0.03$), and classroom management ($p = 0.34$, $\rho = 0.07$) all yielded p -values above 0.05, indicating no meaningful relationship. The study also identified challenges in adapting to teaching styles: approximately 22–24% of students felt their professors' styles did not support their academic success, and 22% reported low academic self-confidence. Some students cited a lack of varied teaching methods, insufficient encouragement of critical thinking, and limited engagement. Between 12% and 16.5% noted difficulties stemming from unaddressed learning preferences, while 13.5–15% struggled with motivation and reported few opportunities for participation and practical application. Although professors received positive ratings in key areas, academic performance appeared to be more strongly influenced by factors such as student self-efficacy, learning styles, and motivation. Incorporating diverse, student-centered teaching methods may help enhance academic outcomes.

RECOMMENDED CITATION

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