

Teachers' Self-Efficacy on the Teaching Style from their Teaching Experience: A Comparative Analysis of Government Aided, Self-Finance/Private and Purely Government Schools

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Abstract

Finding an effective way of teaching and learning while engaging 21st-century learners is one of the challenges for teachers globally. Being a good teacher means having the efficacy of using various teaching styles to engage the learners towards reaching their educational goals. The effectiveness of the teaching style depends much on the self-efficacy of the teachers in their teaching styles. This study analysed the self-efficacy of teachers on their teaching styles during instructional activities from government-aided, self-finance/private and government institutions. The study focused on students' agency, inquiry and critical thinking, assessment and feedback, innovative teaching, technology uptake and preparing lifelong learners. The findings indicated that the teachers' self-efficacy is low in using technology for teaching, adopting innovative teaching strategies and teaching inquiry and critical mind.

Keywords: *teaching styles, self-efficacy, students' agency, innovative teaching, assessment and feedback, technology uptake in teaching*

Introduction and background

Traditional teaching is becoming outdated, and teachers are adopting more convenient teaching styles with differentiated instructions. Teachers are adapting to the various learning styles of learners depending on how the learners learn best. The teachers' self-efficacy is important while shifting to new teaching styles, Hussain & Khan, (2022) explained self-efficacy as the level of faith that teachers have in their teaching abilities. It is important to understand self-efficacy as strong self-efficacy contributes to more teaching outcomes for students. Barni et al., (2019) explained further that teachers' self-efficacy is important as it contributes to teaching outcomes and informs the instructional activities. The teachers' self-efficacy proved to progressively implicate positively the instructional activities and achievement of students. Further, Achurraa & Villardón (2016) pointed out that teachers with high self-efficacy are open to new ideas and professional growth which in turn contribute to students learning. With high self-efficacy in their teaching, teachers can integrate teaching styles which are more students based through various activities in class as suggested by Klemenc (2017) and not simply being passive learners.

Students' learning style is affected much by the teaching style used by the teacher and good academic performance is highly contributed to how students are learning. Various studies are indicating how learning style is crucial, Ridwan et al., (2019) pointed out the importance of learning style to performance, Dewi et al., (2019) discussed how learning style and diverse techniques of teaching improve learning, also Simović et al., (2018) discussed how learning can be transformed when teachers employ several teaching methodologies and strategies and how they differ from one teacher to another.

Teachers use various teaching styles in their daily instructional activities, contributed by the nature of the lesson, level of learners and teaching experiences hence every teacher has their unique teaching style. In the selection of teaching styles, a study done by Hidalgo-cabrillana (2018) proved that modern practices result in higher chances of academic performance compared to conservative teaching styles. Further, the teaching style allows the teachers to creatively present their teaching. It is, however, of essence to ensure the teaching style develops meaningful skills for students (Shanmugavelu et al., 2020).

The teaching style of the teachers inform how their teachers can transform learners to develop critical thinkers (Mohamad et al., 2015), integrate technology into learning and assessment to reach curriculum goal (OECD, 2013), and use innovative teaching practices (Kalyani & Rajasekaran, 2018), ensure teaching is student-centred approaches and find meaningful ways to use teaching technologies to enrich learning for lifelong learning (Brode, 2019; MIT, 2019)

Methodology

The study adopted quantitative techniques of data collection. The survey was shared with the teachers to fill out their responses on their teaching styles. The study used the survey method to explore the teachers' experiences and self-efficacy in their teaching style. The questions were designed to capture the teacher's self-efficacy through a three-point Likert scale.

The study had 145 participants which were teachers in Gujarat state in India, whereby male participants were 99 which constitutes 68% of the participants and female 46 (32%). The teachers who participated in the study were working in either government, self-finance or private or government-aided schools as represented in Table 1 to Table 5 below.

Table 1: Participants teaching experience

Gender	Job Experience	
	Less than five years	Above five years
Male	31	68
Female	24	22

Table 2: Participants' job types

Gender	Type of Job		
	Permanent	Fix Pay	Adhoc
Male	46	36	17
Female	16	15	15

Table 3: Distribution of participants'Institute types

Gender	Type of Institute		
	Govt Aided	Self-Finance or Private	Purely Govt
Male	40	28	31
Female	14	16	16

Table 4: Location of the participants' institutes

Gender	Area of Institute	
	Rural	Urban
Male	77	22
Female	23	23

Table 5: Education level o the participants

Gender	Educational Level		
	Primary	Secondary	Higher
Male	27	54	18
Female	11	18	17

Findings and Discussion

Students' agency

OECD discussed the concept of students' agency in Learning Compass 2030, which has the aim of transforming learning for more students centred. The students' agency works in principle that the student is the core of all instructional activities, and the activities are geared toward the transformation of an individual learner in an academic program. Students' agency ensure students can set goals, reflect and act to make the changes happen where students gain a lesson they can use in their life (OECD, 2019).

Further, student agency is explained by Vaughn (2014) as the basis of the new learning approaches that are aimed at the transformation of the learner. On the same, Klemenc (2017) emphasises how teachers are crucial in ensuring the policies are implemented, thus teachers being the first active implementer of the student agency in their classes. Klemenc (2017) added that it is essential for teachers to ensure student agency in class settings for improve students' intellectual independence into gaining knowledge and skills. In this study, the table 6 reflects the teachers responses on the practices that involve student agency in their teaching styles.

Table 6: Teachers' responses on how they create student's agency in their teaching styles

Statements		Type of Institute		
		Govt Aided	Self-Finance	Purely Govt
I use the experiences and knowledge of the students while explaining the concept.	Neutral	9	3	7
	Agree	45	41	40

Statements		Type of Institute		
		Govt Aided	Self-Finance	Purely Govt
I give enough references while clarifying each concept.	Neutral	8	4	14
	Agree	46	40	33
I make continuous efforts to develop the creative power of the students	Neutral	8	2	8
	Agree	46	42	39
Encourage students to do group work.	Disagree	0	0	1
	Neutral	18	15	11
	Agree	36	29	35
If a student cannot get a good result in the examination, then I consider myself a failure.	Disagree	12	13	6
	Neutral	31	14	35
	Agree	11	17	6
I do various activities for the students to develop their comprehension.	Neutral	17	10	9
	Agree	37	34	38
I give exercises to develop the thinking power and reasoning power of the students.	Neutral	11	7	19
	Agree	43	37	28
Provide guidance for solving students' life questions.	Neutral	14	15	11
	Agree	40	29	36
Create a timetable for skill development training of students.	Disagree	5	2	7
	Neutral	38	20	24
	Agree	11	22	16
Guide students to use new learning methods.	Disagree	0	0	2
	Neutral	12	12	7
	Agree	42	32	38
Consider the opinions of students to develop their understanding.	Disagree	0	0	1
	Neutral	19	3	8
	Agree	35	41	38

The results indicate that teachers from all institution types are having higher self-efficacy in student agency on the aspects of using the experiences and knowledge of the students while explaining the concept, provision of enough references while clarifying each concept, and making continuous efforts to develop the creative power of the students, and giving exercises to develop the thinking power and reasoning power of the students. However, the teacher's self-efficacy was low in taking responsibility if a student cannot get a good result in the examination and creating the timetable for skill development training of students.

Moreover, student agency as supported by various teaching styles ensures students have choices to develop their stance, which is seen implemented in many institutions. Vaughn (2019) supported the idea by including how students learn in their context and teachers working alongside them. Additionally, the efforts to develop the creative power of the students and ensure they participate in group work in students have been discussed as aspects that encourage students' learning as learning is a co-construction activity (OECD, 2019; Vaughn, 2014). As such, the findings indicate the teachers have self-efficacy in implementing students' agency in their classes. Additionally, the findings indicate that in aspects where there is low self-efficacy, purely government schools' teachers rate their self-efficacy lower than the government-aided or self-finance/private schools. In taking responsibility when students cannot achieve good results, the self-efficacy was 20%, 38% and 13% from government-aided, self-finance and purely government respectively. In the creation of a timetable for student training students' self-efficacy were 20% government-aided, 50% self-finance and 34% purely government. This indicates the teachers in purely government schools have lower self-efficacy than their counterparts in self-finance or government-aided.

Inquiry and critical thinking

The inquiry and critical thinking of students are developed for students to think beyond the classroom. The inquiry method is preferred as it allows the instructional strategies to be more student-centred and not teacher-centred. The role of the teacher in teaching and learning is to creatively plan activities meaningful to learners for them to acquire inquiry and critical skills. Also, the activities planned are student centred and emphasize "how" knowledge is acquired (Shanmugavelu et al., 2020). To enable students to grasp inquiry and critical thinking skills, students can be presented with titles, resources or references they can work with to generate knowledge. In this study, table 7 represents the participants' self-efficacy in inquiry and critical thinking in their teaching styles.

Table 7: Teachers' responses to inquiry and critical thinking on their teaching styles

Statement		Type of Institute		
		Govt Aided	Self-Finance	Purely Govt
Encourage students to solve their problems.	Disagree	1	0	0
	Neutral	8	7	1
	Agree	45	37	46
Explain to the students with the help of sufficient examples.	Neutral	5	0	5
	Agree	49	44	42
	Disagree	1	0	0
Encourage students to use the library.	Neutral	21	15	8
	Agree	32	29	39
	Disagree	0	2	0
Provide reference material to students so that they can read more.	Neutral	27	18	19
	Agree	27	24	28
	Disagree	0	2	0
Guide students to improve their study habits.	Neutral	11	4	6
	Agree	43	40	41
	Disagree	0	0	2
I use different approaches to develop students' reasoning.	Neutral	17	14	16
	Agree	37	30	29
	Disagree	0	0	1
I present the facts first.	Neutral	12	3	12
	Agree	42	41	35
	Disagree	0	0	1
I will check if my teaching method is correct.	Neutral	15	5	11
	Agree	39	39	35
	Disagree	0	0	1
Know students' ideas by asking free answer questions.	Neutral	14	18	17
	Agree	40	26	30
	Disagree	0	0	3
I use educational tools in my teaching work.	Neutral	37	26	12
	Agree	17	18	32
	Disagree	0	0	3
Strive to increase students' participation in the classroom.	Neutral	6	4	2
	Agree	48	40	45

In this study, the participants have high self-efficacy in their teaching style to provide students with inquiry and critical thinking. The participants, in their teaching style, agree to encourage students to solve their problems, explaining to the students with the help of sufficient examples and encouraging students to use the library resources. Also, participants guided students to improve their study habits, present the facts first and self-check their teaching method is correct now and then. Further, the teachers allowed students to present their ideas freely and increased students' participation in the classroom.

However, the participating teachers had low self-efficacy in using educational tools in their teaching work to students and using different approaches to develop students' reasoning. In government aided the participants using education tool was 31%, 40% in self-finance and 68% in fully government-funded school. also, the contrast was seen in using empowering approaches to increase students' reasoning for government-aided 84% and a huge margin was seen to the counterparts in self-finance by 30% and fully government-funded by 29%. This suggests that the government school teachers are using the available resources in the school and some limitations are seen in other schools, also government schools and self-finance could not properly utilize the methodologies to develop learners' reasoning skills.

Further, Buabeng & Akuamoah-boateng (2019) found that the teachers are engaging in planning and reflecting which was also found in this study. Also, using the reference material proved to increase the students' skills as they tend to complete the academic work using more inquiry and critical skills. Moreover, Shanmugavelu et al., (2020) highlight that the inquiry activities bring curiosity to learners as they had time to research, read and ask more questions on the topic as they are using reference materials to support their learning. The student participates fully in their learning and gets a sense of whatever they are learning, and how they arrived at such conclusions.

Moreover, Slameto (2014) discussed the broader roles of teachers as agents of change in transforming the learners' inquiry and critical mind. The quality of the teachers will directly impact the teaching and their self-efficacy matters in what they can offer to students. This suggests from this study, that the self-efficacy of

teachers on the teaching style of teachers indicates they are capable to equip learners with inquiry and critical skills. However, the teachers' low self-efficacy in reasoning activities and reference provision suggests there is still a lot to be done learners for to fully develop inquiry and critical skills. Buabeng & Akuamoah-boateng (2019) suggests supporting teachers to become more competent and creative in using the available resources for effective planning, teaching, and learning to achieve the outcome of educational goals.

Assessment and feedback

Assessment is an integral part of learning and teaching; any good teaching style pays an important consideration to the assessment and feedback of learning to learners. Assessment in schools is not only used to measure standards but to help the learners to understand their strengths and weakness, discover their limitations, work on areas that need improvement and inform the next steps of learning (OECD, 2013). As such, teachers need to ensure their teaching style had relevant assessment and feedback for learners. The responses in Table 8 represent the participants' self-efficacy in assessment and feedback.

Table 8: Teachers' responses to assessment and feedback on their teaching styles

Statement		Type of Institute		
		Govt Aided	Self-Finance	Purely Govt
I pay personal attention to each student.	Neutral	10	15	8
	Agree	44	29	39
I do my best to do justice to the unit in the classroom.	Neutral	6	0	3
	Agree	48	44	44
Encourage students to self-study.	Neutral	7	4	5
	Agree	47	40	42
Evaluate according to the work of the students.	Neutral	7	13	2
	Agree	47	31	45
Encourage students to achieve.	Neutral	4	0	6
	Agree	50	44	41
I organize quizzes in terms of my subject education.	Disagree	1	0	1
	Neutral	37	34	30
	Agree	16	10	16
I give proper feedback to the students.	Disagree	0	0	1
	Neutral	10	2	5
	Agree	44	42	41
Encourage students to participate in classroom discussions.	Neutral	2	5	0
	Agree	52	39	47
I give activity-oriented assignments to students.	Neutral	15	30	21
	Agree	39	14	26

From the table 8 of responses, it has been found that the participants have self-efficacy in activities that engage in paying personal attention to each student during assessment and feedback, encouraging students to self-study, evaluate according to the work of the students, encourage students to achieve and providing proper feedback to the students. Further, the participants agreed to encourage students to participate in classroom discussions. This finding correlates to the work of OECD (2013) that assessment has to be relevant to the learning objectives, appropriate to all learners, reliable and accurate check of learners' skills, informative integrated into the lesson and learning cycle by including activities that put students at the centre of learning. Teachers' self-efficacy indicates how they are participating in the activities in their classes.

Further, the responses show that the full government teachers' self-efficacy is low in managing assessment and feedback activities as they have rated themselves in organizing quizzes in terms of my subject and providing more activity-oriented assignments to students that are relevant to the learners. Hence, students are missing the activities that can make them improve in their lesson compared to others using the tools and questions pre-arranged subject-wise. On the same, Hettiarachchi et al., (2017) noted that the quality of assessment depends most on how students are engaged and participating in assessment and feedback activities in the classroom.

Innovative teaching

In the 21st century, learning is no longer limited to traditional practices. Learning has moved to be more student-centred and requires students to do more with the knowledge than just knowing. The learning is more learner-centric and experimental, which needs learners to be innovative and problem solvers and not consumers of knowledge. This changed the current classroom practice to make education the driving force of innovation in conveying ideas into social solutions and imparting knowledge in new ways (Kalyani & Rajasekaran, 2018). For this to happen, the classroom experience is changing and redefined to make teaching and learning more

problem-solving and aimed to create new solutions hence increasing innovative culture (Gayathridevi & Pushpa, 2019). Table 9 represents participant responses on how their teaching style supports innovation activities in the classroom.

Table 9: Teachers’ innovative techniques in their teaching styles

Statement		Type of Institute		
		Govt Aided	Self-Finance	Purely Govt
I innovatively teach students.	Disagree	1	0	0
	Neutral	20	17	17
	Agree	33	27	30
I use innovative evaluation techniques.	Disagree	1	0	0
	Neutral	21	20	21
	Agree	32	24	26
I plan my teaching work.	Neutral	8	0	2
	Agree	46	44	45
I use new teaching methods like the online method and Google classroom method.	Disagree	9	6	4
	Neutral	26	30	27
	Agree	19	8	16
Check whether students can transition to similar subjects.	Disagree	3	0	0
	Neutral	29	18	28
	Agree	22	26	19
I give special guidance to the students if they have any problems in any unit.	Neutral	4	1	7
	Agree	50	43	40

The responses indicate the teachers are actively involved in innovatively teaching students by using innovative evaluation techniques and planning the teaching work. Also, the teachers can check whether students can transition to a similar subject or not and provide special guidance to the students if they have any problems in any unit. The findings show how students get to be taught in innovative practices as Kalyani & Rajasekaran (2018) discussed the novelty of innovative practices in teaching and point out how teachers have to ensure they include new ways of teaching and their necessity to transform the education of learners in reaching their full potential. However, the study discovered that the teachers have low self-efficacy on how they use the new technologies in learning and teaching when they were asked how they use new teaching methods like the online method and Google classroom method. 43% of teachers agreed on using innovative online techniques from government-aided, 18% from self-finance and 34% from fully government-funded. This shows how students miss the affordances of using technology in teaching and learning as technology has been one of the tools used in innovative teaching and learning (Subramani & Iyappan, 2018). Subramani & Iyappan (2018) also added that innovative teaching is necessary to ensure it does not destroy the original objective of learning rather than support it in diverse ways. On the same, Nurutdinova et al., (2016) added that students cannot escape technology in innovative teaching with the current growth of technology and its adoption in education.

Technology uptake

We cannot escape technology when it comes to teaching in the digital age, according to Gibson (2006) effective technology in the classroom can produce students who are more successful academically and more competitive in the global market. Subramani & Iyappan (2018) suggest that with technology, classroom practice has changed to be fully inline or hybrid mode and increasing the flexibility of learners and becoming an integral part of learning and teaching. UGC (2019) pointed out that teaching technologies can be integrated into four broad levels; teacher-centred methods; learner-centred methods, content-focused methods; and interactive/participative methods. Technology has been adopted by various educators for their teaching, table 10 indicates the responses of participants of this study on technology integration in their teaching style.

Table 10: Teachers’ integration of technology in their teaching styles

Statements		Type of Institute		
		Govt Aided	Self-Finance	Purely Govt
I use ICT in the classroom.	Disagree	7	7	2
	Neutral	36	27	25
	Agree	11	10	20

Statements		Type of Institute		
		Govt Aided	Self-Finance	Purely Govt
Strive to solve students' questions.	Neutral	6	2	5
	Agree	48	42	42
Guide students to use ICT for reference literature.	Disagree	4	5	3
	Neutral	43	16	26
	Agree	7	23	18
I undertake diagnostic therapy in the context of teaching work.	Neutral	17	22	10
	Agree	37	22	37

The study responses indicate that in using technology, the teachers' self-efficacy is high in ensuring students can solve the questions provided. However, the teachers' self-efficacy is low in using ICT in the classroom, guiding students to use ICT for reference literature and undertaking diagnostic therapy in the context of teaching work. This suggests students miss the affordances as the teachers lack experience in the technology uptake in teaching and learning. The self-efficacy of teachers in using ICT is 20%, 22% and 42% from government-aided, self-finance and fully government-funded respectively. On the same, the teachers' self-efficacy in guiding learners to use technology was 12% for government-aided, 52% for self-finance and 35% for pure government funded.

Nsibirano et al., (2013) found out that most schools are not integrating technology in teaching and learning as they lack the basic infrastructure for teaching including the Internet, desktop computers, printers, laptop computers and overhead projectors. Viorica & Carmen (2013) also noted that the efficiency of using modern educational technologies is low as the school depends on the personal initiatives of the teachers and not an institutional plan. Hence, schools failed to strategize how to integrate technology into the curriculum to respond to the wave of teaching with technologies. Fatimah & Santiana (2017) pointed out that the challenge we face now in the 21st century is technology in every aspect of our life, and education has to create a bridge on how we can use technology in our life starting in education, which is also stressed by Brode (2019) on how much we need technology to be relevant in the current era.

Prepare Lifelong learning

The goal of education is to prepare citizens who can be relevant in future work and transform their communities. With the current change in the nature of work, the citizens are needing more skills than it was in the previous eras. The learners need to know how to use new technology, think critically, be independent learners and work in teamwork (Stace, 2020). The following responses in table 11, indicate how teachers prepare lifelong learners in their teaching styles.

Table 11: Teachers' responses on how they prepare lifelong learners

Statements		Type of Institute		
		Govt Aided	Self-Finance	Purely Govt
I gradually take the students from the tangible to the symbolic.	Disagree	0	0	2
	Neutral	20	9	8
	Agree	34	35	37
Give students a practical example.	Neutral	3	2	4
	Agree	51	42	43
Supervise student participation.	Neutral	17	15	13
	Agree	37	29	34
I observe the group work of the students.	Neutral	25	14	7
	Agree	29	30	40
Provide a suitable environment for students to present their cases.	Neutral	5	1	11
	Agree	49	43	36

The study's respondents have shown teachers are having the high self-efficacy in taking students from the tangible to the symbolic during teaching and learning, giving students a practical example, supervising student participation, observing the group work of the students and providing a suitable environment for students to present their case which is essential learning activities to prepare learners to be lifelong learners.

Moreover, Thomas (2015) proposed that to create lifelong learners, teachers to adopt the new ways of teaching and learning that are students centred. On the same, Dhaliwal (2015) added that teachers have to present the knowledge in a way learners can apply in real life and this starts with teachers' self-efficacy. Further, we expect

changes in our lives, and only by being lifelong learners, we will be able to deal with flexibility at work and adapt to new technologies that is rapidly changing (Avis & Fisher, 2019; Dam, 2009).

Conclusion

This study highlights that teachers' self-efficacy is low in their teaching style when using technology for teaching and learning and guiding students to use technology. Also, there is little variation in self-efficacy level according to school types except in a few instances. Further, teachers' self-efficacy was low in using innovative teaching styles and inquiry and critical thinking skills. Teaching styles are what guide the practice of the teacher in the classroom, and in this study, it has been established that self-efficacy is important for teachers in their teaching styles. Self-efficacy establishes a belief of how a teacher can put their determination on instructional behaviour (Hussain & Khan, 2022). Moreover, Ridwan et al., (2019) proved that the learners obtain more information when the teachers' teaching style is aligned to students learning styles, and teachers' learning style will become much better improved with the teachers' self-efficacy.

Conflict of interest

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