

# Teaching Styles and Student Motivation in Higher Institutions of Learning: A Case of Islamic University in Uganda, Kampala Campus

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**Abstract:** This study assesses the influence of teaching styles on student motivation in higher institutions of learning, a case of Islamic University in Uganda, Kampala Campus. The study sought to specifically cover the following specific objectives; i) To assess the influence of lecture-based teaching style on student motivation, and ii) To examine the influence of collaborative teaching style on student motivation at Islamic University in Uganda, Kampala Campus. The study revealed that lecture-based teaching style has a strong statistically positive and significant influence on student motivation at Islamic University in Uganda, Kampala Campus. Additionally, the study also revealed that collaborative teaching style has a very strong statistically positive and significant influence on student motivation at Islamic University in Uganda, Kampala Campus. The study concludes that teaching styles have a significant influence on student motivation at Islamic University in Uganda, Kampala Campus in that an enhancement in lecture-based teaching style and collaborative teaching style would resultantly lead to an improvement in student motivation at Islamic University in Uganda, Kampala Campus. It is recommended that the institution administrators should encourage lecturers to adopt and use a student-centered approach which includes active learning, personalized learning, and choice and autonomy as this may directly have a significant influence on student motivation at Islamic University in Uganda, Kampala Campus.

**Keywords:** *Teaching Styles, Lecture-Based Teaching Style, Collaborative Teaching Style, and Student Motivation.*

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## I. INTRODUCTION

This study assesses the influence of teaching styles on student motivation in institutions of higher learning, a case of Islamic University in Uganda, Kampala Campus.

### A. Historical Perspective

Over the years, teaching styles have moved from rigid, top-down models towards flexible, learner-centered approaches. This shift, driven by pedagogical research and global discourse, has generally increased student motivation by fostering engagement, autonomy, and relevance. However, implementation varies significantly by region, institutional culture, and access to resources (Cudney & Ezzell, 2017). In North America and parts of Asia during the mid-20<sup>th</sup> century, progressive education movements were

sought of which advocated for experiential learning and democratic classrooms. This promoted students' interests as a driver of motivation as well as promoted dialogic teaching, empowering students as co-creators of knowledge, heightening motivation through relevance and agency (Inayat & Zehra, 2020). In Africa, there is continued emphasis on lecture-based and exam-oriented models of teaching styles inherited from colonial systems with limited shift to more participatory or student-centered approaches which has led to student motivation often to remain extrinsic driven by hopes of employment in institutions of higher learning, despite high unemployment rates among graduates. However, intrinsic motivation is higher when students are engaged with relevant, participatory learning (Audu, 2018).

### B. Theoretical Perspective

This was coordinated by the Humanistic Theory of Learning introduced by Maslow and Rogers in 1964. The theory postulates that motivation is driven by the fulfilment of needs (Maslow's hierarchy: from physiological to self-actualization) (Ursula, 2024). According to Benmoussa and Miloud (2024) a supportive, empathetic, student-centered teaching style where the teacher is a facilitator rather than an authority promotes intrinsic motivation by addressing psychological needs for belonging, esteem, and self-actualization. Through this teaching style, learners also feel valued, respected, and empowered, which fosters a deeper student engagement. The authors also assert that a learner-centered teaching style encourages democratic classrooms, learner autonomy, and holistic development which ultimately influences students' motivation to attend school and participate in classroom activities (Benmoussa & Miloud, 2024). Thus, the theory offers a relation among teaching styles and student motivation.

### C. Contextual Perspective

This was carried out amongst institutions of higher learning, taking a case of Islamic University in Uganda, Kampala Campus assessing the influence of teaching styles on student motivation. This was taken into account due to the limited studies undertaken in the institutions in relation to teaching styles and student motivation particularly at Islamic University in Uganda, Kampala Campus. Furthermore, Islamic University in Uganda, Kampala Campus was taken into account due to the variations in student motivation indicated by a decline in students' attendance rates, academic performance, and poor behavioral patterns such as irregular engagement in learning activities (Hassan, 2021).

### D. Conceptual Perspective

Teaching styles refer to the consistent behaviors, approaches educators engage to deliver instructions, engage learners, and facilitate learning. A teaching style reflects the teacher's philosophy of education, personality, and response to students' needs and learning environment that influence student motivation, engagement, and academic success (Inayat & Zehra, 2020). Student motivation refers to the internal drive or external stimulus that compels a learner to engage in academic tasks, persist in learning activities, and strive toward educational goals. It reflects the willingness, desire, and energy a student puts into learning (Aneela & Mahmood, 2019). In this study, teaching styles was envisioned in terms of lecture-based teaching style and collaborative teaching style, while student motivation was envisioned in terms of intrinsic motivation, extrinsic motivation, engagement levels, attendance rates, and academic performance.

### E. Statement of the problem

The government through the National Council for Higher Education has executed various policies aimed at improving students' satisfaction and motivation in different

institutions of higher learning by engaging several teaching styles that support diverse learning needs. For instance, the National Higher Education Policy has been put in place which guides the regulation, development, and quality assurance of higher education institutions. The policy encourages innovation in teaching styles that support autonomy, interaction, and real-world application, factors that foster intrinsic motivation in institutions of higher learning in Uganda (National Council for Higher Education, 2018).

However, despite of all the plausible policies to improve student motivation, student motivation in Islamic University in Uganda is still inconsistent characterized by a decline in students' attendance rates, academic performance, and poor behavioral patterns such as irregular engagement in learning activities (Hassan, 2021). This has consequently resulted into a decline in students' academic performance and course completion rates at Islamic University in Uganda. Therefore, this study assessed the influence of teaching styles on student motivation in institutions of higher learning, a case of Islamic University in Uganda, Kampala Campus.

### F. Objectives of the Study

#### ➤ General Objective

To assess the influence of teaching styles on student motivation in higher institutions of learning, a case of Islamic University in Uganda, Kampala Campus.

#### ➤ Specific Objectives

This study specifically covered these subsequent specific objectives;

- To assess the influence of lecture-based teaching style on student motivation at Islamic University in Uganda, Kampala Campus.
- To examine the influence of collaborative teaching style on student motivation at Islamic University in Uganda, Kampala Campus.

#### ➤ Study Hypotheses

##### • $H_{a1}$ :

Lecture-based teaching style has a statistically significant influence on student motivation at Islamic University in Uganda, Kampala Campus.

##### • $H_{a2}$ :

Collaborative teaching style has a statistically significant influence on student motivation at Islamic University in Uganda, Kampala Campus.

### G. Conceptual Framework

The framework shows an association between Teaching Styles and Student Motivation.

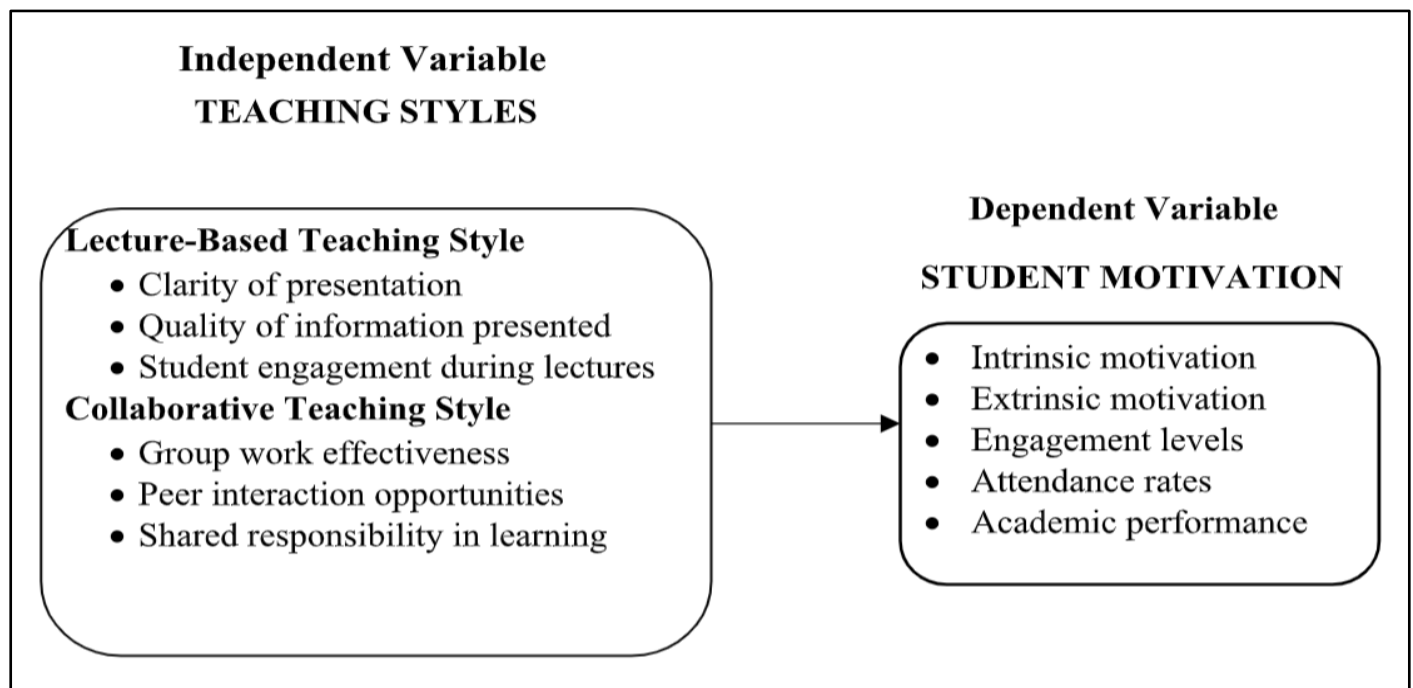


Fig 1 Conceptual Framework

## II. LITERATURE REVIEW

### ➤ Teaching Styles and Student Motivation

Teaching styles play a critical role in shaping student motivation in higher education. They affect how students perceive the learning environment, their level of engagement, and ultimately their academic persistence and performance. Learner-centered teaching style through group discussions, problem-based learning, and flipped classrooms, encourages student autonomy, engagement, and critical thinking which resultantly boosts student intrinsic motivation (Maridel, 2024). Additionally, Barberos, Gozalo and Padayogdog (2021) assert that teacher-centered teaching styles or approaches including traditional lectures, top-down instruction, and minimal student input often promotes rote learning and compliance which may foster student extrinsic motivation only in the various educational institutions.

Teaching styles that focus on the relevance of the content delivered significantly influence student motivation. Teachers who connect course material to real-world applications, career goals, or student interests make learning more meaningful and motivating which encourages students to actively engage in the various classroom activities and continuously attend school in order not to miss out on the important information and lessons provided in classes (Cudney & Ezzell, 2017). However, the authors assert that rigid or outdated teaching methods may cause students to question the value of their education, leading to student demotivation and dissatisfaction resulting into students poor attending and missing classes which may also affect their academic performance (Cudney & Ezzell, 2017).

According to Aneela and Mahmood (2019) teaching styles significantly shape how students engage with learning, persist in their studies, and perform academically. The way a

lecturer teaches through their approach to instruction, communication, and classroom management can either foster or hinder motivation. Learner-centered teaching style, which focuses on student engagement, autonomy, collaboration, and critical thinking, promotes intrinsic motivation by making students active participants in their learning and builds confidence and interest through meaningful interaction. This teaching style increases student autonomy, encourages critical thinking, and motivates students by connecting theory to real-life practice. Additionally, Xiaofang (2025) asserts that teacher-centered teaching style in which the teacher dominates classroom activities, often through lectures and one-way communication, may foster extrinsic motivation where students learn for grades or fear of failure, which can lead to passive learning and disengagement, especially in large classes. This may discourage deep learning and reduce student motivation, especially for students who prefer interaction or applied learning.

Lecture-based teaching style is a traditional, teacher-centered approach where instructors primarily deliver content through verbal presentation, and students are expected to listen, take notes, and absorb information. Through this teaching style, lecturers can provide a clear, organized presentation of complex material, helping students understand the subject's framework which clarity increases student motivation as it helps them grasp difficult concepts without confusion resultantly leading to improved student academic performance and engagement (Azany, 2024). According to Chan, Maneewan and Koul (2023) students may feel motivated when taught by knowledgeable lecturers who share expertise and real-world insights as this inspires students to see the practical value of their studies, increasing motivation to pursue their field as well as improve academic performance. The authors also assert that for subjects with extensive content, lectures allow instructors to cover key

points quickly which helps students prepare for intensive practical sessions and exams, motivating them to engage with the material (Chan et al., 2023).

Lecture-based teaching style through a one-way communication restricts students' ability to ask questions or explore ideas actively, reducing intrinsic motivation. More so, when students are passive listeners with limited interaction, motivation can decline due to boredom and lack of engagement. For instance, in large lecture halls, students often lose focus after prolonged, uninterrupted lectures, leading to decreased student motivation to review or study the material independently (Wang, Lee & Hoque, 2020). Additionally, Maridel (2024) postulated that if the lecture-based teaching style applied fails to connect content to students' interests or real-life applications, students may perceive the material as irrelevant, which may leave students unmotivated because they do not see how the knowledge applies to their careers.

Lecture-based teaching style can support student motivation when well-structured and delivered by passionate experts, especially in content-heavy disciplines. However, its motivational impact diminishes without opportunities for interaction, relevance, and student autonomy. Modern education often combines lectures with interactive methods to maintain student motivation and promote deeper learning (Sembiring, Ginting & Tarigan, 2025). The authors also assert that lecture-based teaching style creates a passive learning environment which is easy to follow for some learners as it keeps the lecture flow smooth but may however reduce students' active engagement in learning or classroom activities and intrinsic motivation (Sembiring et al., 2025).

Teaching styles also comprise of a collaborative teaching style, which encompasses learners working collectively as a team or pair to resolve problems, deliberate ideas, or complete tasks. It emphasizes shared learning, peer interaction, and collective responsibility. This style contrasts with more traditional, teacher-centered methods and is widely used in higher education to enhance motivation and learning outcomes (Keerthigha & Singh, 2023). The authors assert that collaborative teaching style encourages students to take responsibility for their part of the work, fostering autonomy and this motivates students to contribute actively and take ownership of their learning, as students feel empowered because they contribute meaningfully to the group's success (Keerthigha & Singh, 2023).

According to Andayani, Alamsari and Riza (2025) collaborative teaching styles positively influence student motivation by making learning interactive, social, and meaningful. By encouraging students to work together, share responsibility, and support each other, this style fosters intrinsic motivation, deeper learning, and persistence in higher education. The authors assert that a collaborative teaching style through group work creates a support network that can reduce anxiety and increase motivation as collaborative teaching satisfies relatedness (connection to others), autonomy, and competence, all essential for intrinsic motivation (Andayani et al., 2025).

### III. METHODOLOGY

#### A. Research Design

A cross-sectional design was adopted by this study taking a quantitative approach. A cross-sectional design concerns with assessing and collecting data on various study variables at a given point in time from a sample that represents a larger population (Kassu, 2019). This design was therefore vital in assessing the influence of teaching styles on student motivation at Islamic University in Uganda, Kampala Campus in a single point at time. A quantitative approach was fundamental in providing a systematic, objective, and statistical way of understanding phenomena relying on numerical data and formal analysis.

#### B. Target Population and Sample Size

A study population is a set of people that a researcher is interested in studying for a particular research project in which the sample is drawn (Majid, 2018). The study population comprised of students from the different selected faculties at Islamic University in Uganda, Kampala Campus from which a sample was drawn. The sample size consisted of 100 respondents (students) selected from the three selected faculties at Islamic University in Uganda, Kampala Campus.

#### C. Sampling Procedure

Sampling refers to a systematic process of selecting a subset of individuals from the target population to act as a representative sample in the study (Singh & Masuku, 2017). Simple random sampling was utilized to select students from the different selected faculties at Islamic University in Uganda, Kampala Campus to participate in the study to provide data. Simple random sampling provides an equal and independent chance to each member of the study of being selected or chosen for a sample (Elfil & Negida, 2017).

#### D. Data Collection Methods

##### ➤ Questionnaire Survey Method

A questionnaire survey method is a research technique in which structured questions are used to collect data from respondents (Anokye, 2020). The questionnaire survey method was crucial in generating information that facilitates comparisons and identification of patterns or trends using a series of predefined and easily understandable questions. This method was thus used to enable researcher collect data out of a large number of people quickly and cost-effectively.

#### E. Data Collection Instruments

##### ➤ Structured Questionnaires

Structured questionnaires are data collection tool composed of a set of standardized, closed-ended questions presented in a specific order designed to ensure consistency and comparability of responses across all participants (Kuphanga, 2024). Structured questionnaires were employed to gather data from individuals comprising of pre-formulated and fixed questions with predefined response options and these were administered to students in selected faculties at Islamic University in Uganda, Kampala Campus. Structured questionnaires were used since they maintain uniform data

collection across groups, quick to administer to larger groups, and require less time for data collection on study phenomena.

#### ➤ *Data Analysis*

Quantitative data analysis involves the organization, interpretation, and presentation of numerical data to discover patterns, test hypotheses, and support decision-making. Both descriptive and linear regression analysis methods were employed in data analysis. Descriptive analysis was utilized to provide simple summaries about individuals' demographics in tables using percentages and frequencies. Linear regression analysis was engaged to examine the influence of the independent variable on the dependent variable. Linear regression analysis is fundamental in research in identifying whether and how strongly predictor variables influence the problem variable (Maulud & Abdulazeez, 2020). Linear regression analysis involved the use of simple linear regression models which contained both independent and dependent variables.

#### ➤ *Ethical Consideration*

An introductory letter was acquired by the researcher from the university as a requirement to attain authorization

from campus administrators to conduct the survey in their premises before the study was undertaken.

The researcher ensured that participants' consent is given voluntarily and in writing, with an option to withdraw at any given time with no penalty.

The researcher also fully informed participants about the purpose, procedures, objectives, and benefits of the study.

Additionally, the researcher ensured that personal data was kept confidential and used only for research purposes and also respondents' identities were protected using anonymization or pseudonyms.

#### *F. Study Findings*

##### ➤ *Findings on the Demographic Characteristics of the Respondents*

The demographic characteristics of the students were assessed and findings provided in Table 1;

Table 1 Demographic Characteristics of the Students

<b>Demographic Characteristics</b>			
<b>Category</b>	<b>Items</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Gender</b>	Male	52	52.0
	Female	48	48.0
	<b>Total</b>	<b>100</b>	<b>100.0</b>
<b>Age Groups</b>	19-25 years	24	24.0
	26-30 years	38	38.0
	31-40 years	22	22.0
	Above 40 years	16	16.0
	<b>Total</b>	<b>100</b>	<b>100.0</b>
<b>Education Level Pursued</b>	Diploma	10	10.0
	Bachelors' degree	76	76.0
	Masters' degree	14	14.0
	<b>Total</b>	<b>100</b>	<b>100.0</b>
<b>Marital Status</b>	Married	28	28.0
	Single	72	72.0
	<b>Total</b>	<b>100</b>	<b>100.0</b>

Source: Field Data (2025)

Table 1 show that out of 100 students who participated in the study, majority 52 (52.0%) of the students were males and 48 (48.0%) of students were females. The results also show that most 38 (38.0%) of students were 26-30 years, 24 (24.0%) of students were 19-25 years, 22 (22.0%) of students were 31-40 years, and 16 (16.0%) of students were above 40 years.

In addition, the study findings show that out of 100 students who participated in the study, majority 76 (76.0%) of the students were pursuing a Bachelors' degree, 14 (14.0%) of students were pursuing a Masters' degree, and 10 (10.0%) of students were pursuing a Diploma.

In respect to marital status, the study findings show that out of 100 students who participated in the study, majority 72

(72.0%) of the students were single and the least proportion 28 (28.0%) of the students were married.

#### *G. Findings on the Objectives of Study*

Findings are provided in accordance to specific study objectives in this section.

##### ➤ *Influence of Lecture-Based Teaching Style on Student Motivation at Islamic University in Uganda, Kampala Campus*

The study sought to assess the influence of lecture-based teaching style on student motivation at Islamic University in Uganda, Kampala Campus and this was established through running a linear regression analysis and findings provided in Table 2.

Table 2 Regression Analysis on the Influence of Lecture-Based Teaching Style on Student Motivation at Islamic University in Uganda, Kampala Campus

Model Summary							
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate			
1	.519 <sup>a</sup>	.270	.262	.40216			
a. Predictors: (Constant), Lecture-Based Teaching Style							
Coefficients <sup>a</sup>							
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
		B	Std. Error	Beta			
1	(Constant)		2.668	.218		12.235	.000
	Lecture-Based Teaching Style		.342	.057	.519	6.016	.000
a. Dependent Variable: Student Motivation							

Source: Field Data (2025)

Table 2 shows that lecture-based teaching style has a strong statistically positive and significant influence on student motivation at Islamic University in Uganda, Kampala Campus ( $\beta=0.519$ ,  $P\text{-value}=0.000$ ) at 95% confidence interval. The results specify that an increase in lecture-based teaching style significantly result into an improvement in student motivation at Islamic University in Uganda, Kampala Campus by 51.9%. The results imply that an enhancement in the lecture-based teaching style resultantly leads to an improvement in student motivation at Islamic University in Uganda, Kampala Campus.

The summary results show that Adjusted R-square of 0.262, shows that lecture-based teaching style explains 26.2% of the total variations in student motivation and the remaining 73.8% is detailed by other features. It implies that lecture-

based teaching style to some extent and significantly influences student motivation at Islamic University in Uganda, Kampala Campus. Therefore, to improve student motivation, there has to be a boost in the lecture-based teaching style at Islamic University in Uganda, Kampala Campus.

➤ *Influence of Collaborative Teaching Style on Student Motivation at Islamic University in Uganda, Kampala Campus*

The study also required to examine the influence of collaborative teaching style on student motivation at Islamic University in Uganda, Kampala Campus and this was established through running a linear regression analysis with findings given in Table 3.

Table 3 Regression Analysis on the Influence of Collaborative Teaching Style on Student Motivation at Islamic University in Uganda, Kampala Campus

Model Summary						
Model	R	R Square		Adjusted R Square	Std. Error of the Estimate	
1	.598 <sup>a</sup>	.358		.351	.37712	
a. Predictors: (Constant), Collaborative Teaching Style						
Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)		1.514	.333	4.548	.000
	Collaborative Teaching Style		.568	.077	.598	.000
a. Dependent Variable: Student Motivation						

Source: Field Data (2025)

Table 3 shows that collaborative teaching style has a very strong statistically positive and significant influence on student motivation at Islamic University in Uganda, Kampala Campus ( $\beta=0.598$ ,  $P\text{-value}=0.000$ ) at 95% confidence interval. The results signify that an increase in collaborative teaching style suggestively results into an enhancement in student motivation at Islamic University in Uganda, Kampala Campus by 59.8%. The results imply that an enhancement in collaborative teaching style resultantly leads to an improvement in student motivation at Islamic University in Uganda, Kampala Campus.

The model summary shows an Adjusted R-square of 0.351, which indicates that collaborative teaching style explains 35.1% of the total variations in student motivation and the remaining 64.1% is explained by other features. It implies that collaborative teaching style considerably and significantly influences student motivation at Islamic University in Uganda, Kampala Campus. Therefore, to improve student motivation, there has to be a boost in collaborative teaching style at Islamic University in Uganda, Kampala Campus.

#### IV. CONCLUSION

It is concluded that teaching styles have a profound influence on student motivation at Islamic University in Uganda, Kampala Campus in that an enhancement in lecture-based teaching style and collaborative teaching style would resultantly lead to an improvement in student motivation at Islamic University in Uganda, Kampala Campus.

#### RECOMMENDATIONS

It is recommended that institution administrators should encourage lecturers to adopt and use a student-centered approach which includes active learning, personalized learning, and choice and autonomy as this may directly have a significant influence on student motivation at Islamic University in Uganda, Kampala Campus.

The study also recommends that the university lecturers should promote collaboration during teaching and learning by encouraging peer learning and using cooperative learning structured as this would promote interdependence, directly influencing student motivation at Islamic University in Uganda, Kampala Campus.

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