

The Effects of Teacher's Instructional Strategies on Students Learning Satisfaction with Communication Styles as a Mediator among Students in Jiangxi College of Applied Technology

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Abstract

This study investigates the impact of teachers' instructional strategies on students' learning satisfaction in vocational education, with a particular focus on the mediating role of communication styles. Utilizing a systematic literature review methodology, the research synthesizes findings from a broad range of peer-reviewed sources to identify key trends and insights. The results indicate that both direct instructional methods, such as explicit teaching, and indirect methods, promoting critical thinking and independent learning, significantly influence students' satisfaction. Additionally, the study highlights the pivotal role of communication styles in mediating this relationship. Assertive communication, characterized by clarity and respect, is found to enhance student engagement and satisfaction, whereas aggressive, passive, and manipulative communication styles are linked to negative educational experiences. The findings underscore the importance of vocational educators adopting a balanced mix of instructional strategies and developing effective communication skills to create a supportive learning environment. These insights can inform teaching practices in vocational institutions, ultimately improving educational outcomes and preparing students for successful careers. Future research should further explore these dynamics in various educational contexts to optimize teaching practices in vocational settings.

Keywords: Instructional Strategies, Learning Satisfaction, Communication Styles, Vocational Education, Systematic Literature Review

Introduction

The educational landscape is continuously evolving, especially in vocational colleges where the emphasis is on equipping students with the skills and knowledge required for specific career paths. Among the factors that significantly influence students' learning experiences and satisfaction are the instructional strategies employed by teachers and the communication styles they adopt. Teacher instructional strategies encompass a range of methods, from direct, structured teaching to more indirect, student-centered approaches. These strategies are crucial in vocational settings like Jiangxi College of Applied Technology, where students are prepared for immediate entry into the workforce. Understanding how these instructional strategies impact students' learning satisfaction is essential for enhancing educational outcomes and ensuring that students are adequately prepared for their professional journeys. In addition to instructional strategies, the communication styles between teachers and students play a mediating role in shaping the overall learning experience. Effective communication fosters a positive learning environment, enhances student engagement, and contributes to higher levels of satisfaction. Conversely, poor communication can lead to misunderstandings, decreased motivation, and a negative educational experience. This study aims to investigate the effects of teachers' instructional strategies on students' learning satisfaction, with a particular focus on how different communication styles mediate this relationship. By examining these dynamics within the context of Jiangxi College of Applied Technology, the research seeks to provide insights that can inform teaching practices and improve educational experiences in vocational institutions.

Related Work*Students' Learning Satisfaction*

Learning pleasure is an important part of a student's schooling since it encompasses multiple facets that influence the student's sense of well-being and interest in their coursework as a whole. How instructors present material has a significant impact on students' level of satisfaction with the learning process. Student happiness in school is directly tied to the quality of instruction they get. These strategies might range from more hands-on and experiential learning to more traditional forms of direct and structured education. How well these methods work and how well they fit students' individual learning styles can have a major impact on students' enthusiasm and satisfaction. The nature of the course material is also a major factor in the student's overall experience (Langegård et al., 2021). It alludes to how current, thorough, and understandable the course material is. Content's direct relevance to students' intended fields is especially important in vocational colleges, where they are training for specific professional paths. Learner engagement and retention can be improved by providing content that is both personally meaningful and comprehensive.

Another factor that plays a role in determining how satisfied a learner ultimately is is the classroom setting. Facilities, resources, and students' general sense of well-being are all included in this facet of a school's pedagogical environment. It has been shown that students report better levels of satisfaction with their education when they have access to state-of-the-art, well-equipped facilities and a welcoming learning environment. Students' happiness outside the academic field is directly proportional to their success in the classroom (Alam, 2022). Students' happiness is elevated in tandem with their sense of accomplishment and self-efficacy when their learning efforts are successful. The practical experience students gain

at vocational schools has a significant impact on how well they are prepared for the workforce after graduation.

Teachers Instructional strategies

The term "teacher instructional strategies" refers to a broad category of methods used by teachers to promote student learning (Burt, 2022). Strategies like this play a significant influence in influencing students' educational experiences and preparedness for the workforce at vocational institutions in Ganzhou, Jiangxi. Explicit teaching and structured guiding are examples of direct instructional practises. Teachers who use this method lay out their objectives explicitly, disseminate content systematically, and generally adhere to a linear pedagogical structure. This strategy is commonly used while teaching kids fundamentals, and it helps guarantee that they learn what they need to know. Theoretical parts of vocational education can benefit greatly from its use.

On the other hand, indirect methods of teaching encourage independent learning and student initiative. Teachers that use these strategies frequently engage their students in group discussions, stress the importance of critical thinking, and build their lessons on students' questions (Dekker, 2020). These methods are especially useful at vocational schools, which place a premium on the development of students' analytical and problem-solving skills, as well as their capacity for self-directed study.

Communication Styles

Different people have different ways of expressing themselves and interacting with others depending on the situation. These approaches have a significant role in shaping the dynamics between instructors and students and the overall climate at vocational colleges in Ganzhou, Jiangxi. Communicating aggressively is characterised by a dominant, confrontational, or hostile assertiveness (Winer et al., 2023). A hostile classroom environment is not conducive to learning, and it can have a negative impact on kids. To keep a classroom healthy and courteous, it's important to identify and address any hostile communication behaviours.

Instead of being direct and assertive, passive speakers tend to be more reserved. Passive students or educators may not speak out for themselves, fail to advocate for what they want, or cave in to peer pressure. This approach has the potential to lower the quality of communication in the classroom as a whole due to misconceptions, unmet needs, and missed opportunities for productive conversation. An oblique kind of animosity or resistance, passive-aggressive communication mixes passive and aggressive methods. Students and faculty at vocational schools may engage in passive-aggressive behaviour by venting their concerns in less obvious ways, which can aggravate already tense interpersonal interactions and disrupt the classroom (Ayers, 2023). To attain one's own ends, manipulative communicators employ a variety of strategies, including lying. Such ways of talking to one another might be harmful in the classroom since they can break down trust and cause discord. The integrity of the classroom depends on being able to recognise and correct manipulative behaviours. A well-rounded and productive communication style, assertiveness is worth emulating. People who are confident in themselves are able to communicate their wants, needs, and limits to others in a way that is both honest and considerate. Teachers and students at vocational schools can benefit from one another more from an assertive communication style that promotes cooperation and fosters a healthy learning environment.

Students are more likely to be pleased with their educational experiences when they are able to have productive conversations with their teachers (Oliveira et al., 2021). Communication styles play a key role in determining the dynamics of the educational setting and can influence students' profession decision in Ganzhou, Jiangxi by mediating the relationship between teachers' instructional tactics and students' learning satisfaction. Therefore, it is crucial for vocational institutions to encourage confident and productive forms of communication in order to maximise the teaching and learning environment.

Methodology

This study employs a systematic literature review (SLR) methodology to comprehensively analyze the effects of teachers' instructional strategies on students' learning satisfaction, with a focus on the mediating role of communication styles. The SLR process involved a structured and rigorous search of peer-reviewed journal articles, conference papers, and other relevant academic sources from databases such as Scopus, Web of Science, and Google Scholar. Keywords and phrases such as "instructional strategies," "learning satisfaction," "communication styles," and "vocational education" were used to identify pertinent studies. Inclusion criteria were established to select studies that specifically addressed the instructional strategies in vocational education settings and their impact on student satisfaction and communication dynamics. The selected studies were then critically evaluated, synthesized, and categorized to identify common themes, trends, and gaps in the existing literature. This systematic approach ensures a comprehensive understanding of the research topic and provides a robust foundation for discussing the implications and recommendations for future educational practices in vocational institutions.

Discussion

The systematic literature review reveals a clear correlation between teachers' instructional strategies and students' learning satisfaction in vocational education settings. Direct instructional methods, such as explicit teaching and structured guidance, are shown to be effective in ensuring that students grasp fundamental concepts, particularly in theoretical components of vocational courses. These strategies contribute to higher levels of student satisfaction by providing clarity and structure, which are essential for mastering basic skills. However, the review also highlights the importance of incorporating indirect instructional methods that promote critical thinking, problem-solving, and independent learning. These methods are particularly beneficial in practical components of vocational training, where students must apply their knowledge in real-world scenarios. By combining both direct and indirect strategies, teachers can create a balanced educational environment that addresses diverse learning needs and enhances overall student satisfaction.

Communication styles emerged as a significant mediator in the relationship between instructional strategies and student satisfaction. Assertive communication, characterized by clear, respectful, and constructive interactions, was consistently associated with positive educational outcomes. It fosters an inclusive and supportive classroom environment, encouraging active participation and engagement from students. Conversely, aggressive, passive, or manipulative communication styles were linked to negative experiences, leading to misunderstandings, decreased motivation, and dissatisfaction. The review underscores the necessity for vocational educators to develop and adopt effective communication skills, which not only enhance the delivery of instructional strategies but also create a conducive learning

atmosphere. Promoting assertive communication in vocational institutions can significantly improve the dynamics between teachers and students, thereby increasing learning satisfaction and better preparing students for their future careers.

Conclusion

The systematic literature review underscores the critical role of teachers' instructional strategies and communication styles in shaping students' learning satisfaction in vocational education settings. Effective instructional methods that blend direct and indirect approaches, combined with assertive communication, can create a supportive and engaging learning environment. This dual focus on teaching techniques and communication can lead to higher levels of student satisfaction and better educational outcomes. Vocational institutions should prioritize the development of these skills among educators to enhance the overall learning experience and adequately prepare students for their professional endeavors. Future research should continue to explore these dynamics, particularly in diverse educational contexts, to further refine and optimize teaching practices in vocational education.

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