



## Teaching and Learning Styles as Predictors of Students' Achievement in English Language in some Selected Secondary Schools

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ARTICLE INFO	ABSTRACT
<p><b>Artikel History:</b> Received: May 26, 2026 Revised: 18, June 2026 Published: 30 July 2026</p> <p><b>Keywords:</b> Learning Styles, Teaching Styles, Match and Mismatch Styles</p>	<p>The English language plays a leading role in academic success and advancement of students in Nigeria. Students' low competence in English has led to unacceptable rate of failure in it and other content area subjects, especially at the secondary school level. Research in English language teaching has to a large extent, sought to enhance effective teaching and learners' performance and communicative skills. Literature reveals a preponderance of studies in English language teaching and learning in relation to attitudes, interests, gender, approaches, methods, strategies and use of technology. However, teaching and learning styles as essential elements of the teaching-learning process have drawn the attention of few researchers and stakeholders. This study therefore, examined teaching and learning styles of teachers and students as predictors of students' achievement in English. Correlational research design was adopted. Purposive and simple random sampling techniques were used to select 115 teachers and 446 students for this study. Instruments used were: Teaching Style Questionnaire (<math>r=87</math>), Learning Style questionnaire (<math>r=0.77</math>) and Achievement test in English Language (<math>r=0.67</math>). Results indicate that students most preferred learning styles are: kinesthetic (44.8%) and visual learning styles (28.7%) while teachers most preferred teaching styles include: Demonstrator (43%), facilitator (19%) and delegator (17%). Furthermore, there was a significant positive but weak relationship between learning style and achievement in English (<math>r= 0.168</math>). Additionally, learning style has a positive significant contribution to students' achievement (<math>B= 0.351, t=2.616; p&lt;.05</math>). This study therefore, recommend that teachers should be match teaching styles with learning styles and should use teaching styles that are students centered.</p>



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## INTRODUCTION

The English language in Nigeria, functions as the language of international relations, wider communication and also the language instructional at all levels of education. As part of the extensive use of the language, it is medium of accessing knowledge in science, technology and other fields of study as well as a tool for career advancement and securing lucrative jobs. It also enhances international mobility of people especially in the search for greener pastures. Hence, to appropriate the benefits of being literate in the English language, one has to demonstrate a certain level of proficiency in it. The quest to enable students acquire adequate level of communication skills in the language (i.e high level of proficiency), imposes a great demand on teacher's content-knowledge and pedagogical skills, and on the part of the students, positive attitude to language and hard work.

The expectation that teachers through the teaching-learning process would facilitate students' development of needed level of proficiency in the language is yet to be sufficiently realised. Many of the teachers fail to realise their role and responsibility to the educational system (Anya & Okoyechukwu, 2019). Students in turn have demonstrated poor performance in English language examinations, low level of proficiency and communication skills. It has been consistently observed almost every year that students record mass failure in this subject. For instance, the West African Examinations Council reports the massive failure of candidates that sit for the final examination every year (Onluwene, Udechukwu&Ekwu, 2019). The Chief examiners reports (2023) shows that there was a decline in candidates' performance. Specifically, the candidates were: unable to differentiate a report from an ordinary narrative; inability to understand the content or message contained in the passages; poor use of language; poor expression as a result of wrong use of tenses, poor use of prepositions and articles; failure to grasp the requirements and demands of the questions attempted; inability to construct simple and correct sentences and a horde of other things (WASSCE, Chief Examiner's Report, 2023). This is a disturbing and distressing development to all stakeholders in the educational sector (Ekpo and Ojating, 2023).

However, many factors have been attributed to students' underachievement in this subject (English language). These range from students related factors such as: socio-economic factors, teachers factors, to use of ineffective methods and strategies (Ekpo et al., 2023 Nwosu et al., 2021, and Anya et al., 2019). Besides, studies have shown that attitude variables such as teachers and students classroom behaviours and instruction management variable are factors that affect students' academic achievement in English language (Srisopha, 2022). Previous studies have attempted to unravel these problems by exploring various interventions for instance, Akuezulio, Mbachu, and Akunne (2022) studied academic interest and self-esteem as correlates of secondary school students' academic achievement in English language and also offers major recommendation. While, Anya and Okoyeukwu (2021) study on factors responsible for poor academic performance of English language in senior secondary schools reveals that the teacher is a major factor in the teaching and learning process. To them, some teachers have refused to realise that the way they teach, behave and interact with students indeed matters. Thus, there are teachers who have the mastery of the subject matter but lack the pedagogical skills of instructional delivery as well as the appropriate knowledge of teaching styles.

Studies have shown that most teachers and students are not familiar with teaching and learning styles. Teaching and learning styles are key aspects of the teaching-learning process. Teaching styles can be describe as the preferred ways of facilitating or revealing the content a particular subject, while learning styles are students preferred ways of absorbing information (Farooq, Qadir&Sajid., 2022). The ability to match teaching styles with learning styles may likely influence students academic achievement in English language.

## **Review of Related Literature**

### **Theoretical framework**

This study is hinged on Jerome Bruner's theory of instruction. Bruner views learning as an active process in which learners construct new ideas or concepts based on current and past knowledge. This theory also guides teachers on the process of facilitating knowledge and skills. This theory encourages the instructor to translate information to learners in a format that will be appropriate to learner. That is exploring various styles that will suit the learners' needs. Two of the basic tenets of Jerome Bruner's theory of instruction and transmission emphasis learners' disposition to learning towards learning and instruction must be well structured to enable learners grasp the information presented easily. This theory therefore stands as a guide to designing learning instruction according to students' learning styles.

### **Teaching Styles and Learning Styles**

Styles are individual preferred ways or methods of receiving and carrying out an activity. Research has shown that styles in education (teaching and learning styles), are hypothetical tools that are useful in understanding and explaining important aspects of the teaching and learning process (farooq et al., 2022). They are regarded as one of the hidden curricula that impact students' learning outcomes (Inayat et al., 2020). Hence, teaching and learning styles are major determinants of students' academic achievement (Chetty, et al., 2019). This is because teacher and students interaction mostly shape or influence the learning environment and also the assimilation of contents. Teaching styles can be described as the totality of an instructor's or facilitator's beliefs, behaviours, methods and strategies used in presenting lessons to the students (Chetty et al., 2019). It means all classroom behaviour exhibited by the teacher or instructor in order to facilitate knowledge and bring about a desirable learning outcome. Teaching styles is of great importance because they play a vital role in the classroom setting, directing how knowledge is communicated and learnt by students.

Since, teaching is a purposeful activity designed to bring about learning, an understanding of the way teachers instruct (teaching styles) is germane if learning is to be fostered. There are various teaching styles models. For instance', Grasha (2002) classified teaching styles into: Expert, Formal Authority, Facilitator and Delegator.

The expert style teachers are only concerned about the knowledge they want to impart to the students. They demonstrate mastery of the subject matter and push the students to develop their skills (Farooq et al., 2022). They are not only concerned with the sharing of knowledge but also ensure students are well prepared and familiar with the lesson. The formal authority teaching style encompasses provision of feedbacks to students both negatively and positively. It is teacher centered and it provides information to students through lecture methods, explanation and problem-solving skills. Teachers, who adopt the demonstrator style, teach by giving personal examples. They oversee, guide, direct and inspire by displaying activities and skills through motivation and demonstration strategies (Ahmed et al., 2021). The facilitator style's main tool is interpersonal communication. The teacher supports the students and focuses on task. The teacher gives the students the freedom to collaborate and be active in learning activities. The teacher engages in strategies that encourages cooperative learning, problem-solving and active learning activities (Ahmed et al., 2021). The delegator style is centered on the students, where the teacher relegates powers in the classroom. In this form, of classroom, students work independently on project or in groups, while the teacher acts as a resource person (Farooq et al., 2022).

Furthermore, Grasha (2002) made these five teaching styles into four clusters of teacher-centered and learner-centered categories and they are:

**Expert/Formal Authority:** this tends towards teacher-centered classrooms in which the teacher is the sole custodian of knowledge, while the students take in the information presented. Teachers within this cluster feel responsible for providing and controlling the flow of the content and the students are expected to be at the receiving end.

The Personal Model/ Expert/Formal Authority: this is also teacher-centered approach that emphasises modeling and demonstration. This approach encourages students to observe processes as well as content. The Facilitator/Personal Model/ Expert cluster is student-centered approach. Teachers design activities, social interactions or problem-solving situations that allow students to engage and process course contents.

The fourth group is the Delegator/Expert style: this places most of the learning activities on the learner while the teacher acts as a resource person. Teachers provide complex tasks that require student imagination and creative caps. This cluster works well when students are willing to collaborate and accept responsibility.

### **Learning Styles**

Learning styles are the preferred ways of receiving and processing information. Hence, they are individual characteristics, strengths and preferred ways of receiving and processing information (Magulod, 2019). Studies have shown that learning styles have been critically explored. To this end, a lot of models have been designed in categorising learning styles. For instance, in Dunn and Dunn (2005) model, learning style is described as the preference for or aversion to variables within five groups which are: Environmental variables (sound, light, temperature and seat design), Emotional variables (motivation, task, persistence and responsibility), Sociological preference (learning alone, collaborative learning: part of a team, group, with an adult or with variety of routines). The fifth group is the physiological characteristic which includes the four modalities of learning which are auditory, visual, tactile, kinesthetic and psychological process such as global or analytical learners.

Kolb experiential model (1984) gives a holistic approach to learning. It deals primarily with processing preferences such as concrete experience, reflective observation, abstract conceptualization and active experimentation. Similarly, Curry learning style (1983) which is also known as Onion model classified learning styles into three distinct levels such as : cognitive personality style, information processing style and instructional preferences. Besides, Felder and Silversman's in their (2002) learning styles' model classified learners styles into active and reflective, sensing and intuitive, visual and verbal, and sequential and global learning styles. Moreover, there is Neli Fleming model (1987) which was adopted in this study because it is the most used learning styles that can be applied to all fields of study. This model classified learners into: visual, auditory and kinesthetic learners.

Visual learners: they describe everything they see in terms of appearance. Thus, they think in pictures rather than words. they are good at interpreting graphs, tables, charts, maps and colours (Lincai et al, 2024). Auditory learners: are good listeners. They tend to absorb information in a more efficient manner through sounds, music, discussions and teaching. They appreciate audio books and find reading aloud strategy helpful in retaining information.

Kinesthetic learners: this set of learners' process and acquire information through movement, actions and touch. They are known as hands-on students who draw, build or make something by trial and error (Lincai et al, 2024).

### **Studies on students' preferred learning styles**

Studies have shown that teaching and learning styles are paramount to academic achievement, thus a mismatch in both styles will lead to poor academic achievement. For instance, Maduawia et al., (2024) study on influence of learning styles and gender on students' academic achievement preferences and academic achievement in chemistry shows that learning styles significantly influence students' academic achievement in chemistry. The results also shows that kinesthetic learners achieve higher in chemistry. Magulod (2019) studied learning styles, study habits and academic performance of Filipino University students in applied science courses. The study employed descriptive correlational research design and a total of seventy-five respondents were purposively sampled. Two sets of standardized instruments were utilised by the researcher.

Results of the study revealed that the students of applied sciences courses preferred visual, group and kinesthetic as major learning styles. Besides, Linca et al, (2024) study the influence of learning styles on students' academic performance. A questionnaire was used to elicit information from 143 students aged between 19 and 56 years. The results indicate significant differences between students with auditory, visual and practical learning styles depending on the academic performance and the year of study.

### **Studies on Teaching styles and Students academic achievement**

studies have revealed that teaching styles is one of the major constructs that determines students' academic achievement. For instance, Adeyemi (2016) studied the influence of teachers' teaching styles on junior secondary school students' academic achievement in social studies in Nigeria. The study employed survey research design. The sample size consisted of 800 Social Studies students and 40 Social Studies teachers that were selected using simple random sampling technique. Two instruments were used for data collection: Social Studies Achievement Test (SSAT) and Teacher Teaching Style Questionnaire (TTSQ). The results showed that Demonstrator and Facilitator teaching styles were mostly employed in the teaching of Social Studies with 75% and 70% respectively. The results further showed that teachers teaching styles have a significant influence on junior secondary school students' achievement in the subject ( $\chi^2 = 565.44$ ,  $p < 0.05$ ). Shehzad Ahmed, Muhammad Farooqi and Asif Iqbal (2021) also explore the teaching styles of teachers and its effect on students' achievement. The study comprised 480 BS students from Education University Faisalabad from five classes. The Teaching Styles Survey was used as instrument. The result showed that the top most teaching style of teachers was role model. The level of classes had an impact on the formal authority, role model, delegator and facilitator teaching styles. Expert teaching style has weak positive correlation with role model, moderate correlation with formal authority and facilitator teaching styles and strong positive correlation with delegator teaching style. Farooq, Qadir, and Sajid (2022) studied the impact of teaching styles on the achievement score of students at the university level. Data were collected using Teaching Styles Survey. The results revealed that most teachers' use the facilitator teaching style, the next most used teaching style was expert followed by the delegator teaching style and the next style was formal authority, while the last style was demonstrator. The study also reveals a strong positive correlation between all indicators of teaching styles on the academic achievement of students.

Aluofohai, Odion and Idiakhwa (2023) examine the impact of teachers' teaching styles on the academic achievement of Senior Secondary School students in English Language in Edo Central Senatorial District, Nigeria. Four hypotheses were raised and tested in the study. The ex-post facto research design was used. A sample size of 400 Senior Secondary School students and 20 teachers of English Language were drawn using the simple random sampling technique. Two instruments – English Language Teachers' Teaching Styles Questionnaire (ELTTSQ) and the English Language Achievement Test (ELAT) were used to collect data. The result showed that teachers' discussing and delegating style of teaching had significant impact on students' English Language achievement while teachers' directing style of teaching had no significant impact on the academic achievement of senior secondary school students in English Language in the district. Teachers' discussing style of teaching was significantly superior to delegating teaching style in enhancing students' academic achievement in English Language.

### **Studies on mismatch between Teaching and Learning styles**

Studies have shown that teaching and learning styles are central to academic achievement, thus a mismatch in both styles will lead to poor academic achievement.

Chetty et al., (2019) investigate the learning and teaching styles as determinate of students' academic performance in Universiti Malaysia Pahang. Five lecturers and 251 students participated in the study. Data from students were collected using Leonard, Enid's VAK Learning Style Survey. Meanwhile, the teaching styles of the lecturers were identified using Grasha and Reichmann's

Teaching Style Survey. The findings revealed that majority of the student's preferred visual learning style. The result also shows that the lecturers' teaching styles give an impact towards the students' academic performance.

Sengsouliya et al., (2021) examine the mismatch in teachers' teaching and students' learning styles in English classes of Laotian secondary schools. A quantitative approach was used to seek answers to the research questions. The data collected were analysed based on descriptive statistics. The findings reveal that student participants had more than one preferred learning styles. They preferred Kinesthetic, Group, and Audio learning styles in their English classes. The study also finds that mismatches in styles between teachers' teaching styles and students' learning style preferences do exist in four out of the five sampled schools. Teachers' are more oriented to Visual styles. Ntombekhaya (2017) examines the preferred learning styles used by Grade 8 English First Additional Language (EFAL) learners and the teaching styles preferred by their teachers in Hare, South Africa. The study made use of Classroom Work Style survey, interviews and observation schedule as the tool for data collection. The findings revealed that visual and the compound learning styles were more prevalent among learners, and their teachers adopted mainly teacher -centered approach. Vukic (2018) investigates a mismatch or match between teaching and learning styles in teaching English as a foreign language. The results showed that the preferred learning and teaching styles were both visual. Therefore, there was a match between the dominant learning and teaching styles.

### **Statement of the problem**

There is a growing concern by stakeholders in education about the decline in students' academic performance in English language. Several factors have been adduced to this persistent poor achievement such as: inadequate teaching and learning facilities, students' negative attitude to learning and lack of variation in teaching methods, strategies and recently styles. Literature shows that previous studies have focused on areas such as; learners' learning styles and attributes in science, teaching styles and a match or mismatch of teaching and learning styles in tertiary institutions. However, there is inadequate awareness of teachers on the importance correspondence between teaching and learning styles especially at the secondary school level. Against this backdrop, the study examined the relationship among teaching styles, learning styles and students' academic achievement in English language.

### **Research Questions**

1. What are the learning preferences (styles) manifested by senior secondary school two students in English language?
2. What are the teaching styles of senior secondary school two teachers of English language?
3. What relationship exists among teaching styles, learning styles and students academic in English language?
4. Which of the two independent variables predict students' academic achievement in English language?
5. What is the relative contribution of the teaching and learning styles to students' academic achievement in English Language?

## **METHOD**

This study adopted the descriptive survey research design of the correlational type. The participant in the study comprised all senior secondary school 11 English language teachers and students in Ondo State. Simple random sampling technique was used to select Ondo Central Senatorial district which is one of the three senatorial districts in Ondo State, Nigeria. Purposive random sampling technique was used to select five schools from each of the nine local

governments in Ondo Central Senatorial District (this district has about six hundred and fifty thousand students and teachers) based on school type and presentation of students for external examination. Simple random sampling technique was used to select four English language teachers and one intact class from each school. In all, one hundred and twenty teachers and their four hundred and fifty students participated in the study.

### **Instrumentation**

Three set of research instruments were used in collecting data for this study. They are: Teaching Style questionnaire, Learning Style questionnaire and Achievement Test in English language.

#### **Teaching style questionnaire:**

The teaching style questionnaire was adapted from Grasha Teaching Style Inventory (2004). The questionnaire was divided into two sections. The first section contained demographic details of the respondents while the second section had thirty two items which solicited information on the various teaching styles. The questionnaire was of the modified Likert scale type which has four options of: Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). In scoring the instrument, the positive statements were scored as follows: SA = 4, A = 3, D = 2, and SD = 1, while the negative worded statements were scored in reverse order: SA = 1, A = 2, D = 3, and SD = 4. The instrument was presented to language experts and Guidance and Counselling experts to ascertain the appropriateness of the statements in terms of language construction, clarity of purpose, and suitability for the target population. Their recommendations in the final draft. In order to determine the reliability of the instrument it was trail- tested on 20 English language teachers that were not part of the study sample. Cronbach's Alpha reliability co-efficient was used to obtain an index of  $r=0.87$ .

#### **Learning Style Questionnaire**

The learning style questionnaire was adapted from Wrinkles (2008). The questionnaire is in two sections, the first section contained demographic details of the respondents and the second section had 26 items which were used to solicit responses on the learning style preferences. The questionnaire was of the modified Likert scale type comprising four response options: Often, Sometimes, Seldom and Never. The face and content validity of the instrument was ascertained by lecturers in language Education and Guidance and Counseling Department in the University of Ibadan. Their final recommendations were included in the final draft. In scoring the instrument, the positive statements were scored as follows: Often = 4, Sometimes = 3, Seldom = 2, and Never = 1, while the negative worded statements were scored in reverse order: often = 1, Sometimes = 2, Seldom = 3, and Never = 4. In order to determine the reliability of the instrument, it was trail- tested on 50 secondary school two students that were not part of the study sample. Cronbach's Alpha reliability co-efficient was used to obtain an index of  $r=0.77$ .

#### **Achievement Test in English Language**

This was a self-constructed by the researcher. The achievement test comprises 48 multiple choice test items and 5 essay questions. The test was divided into two sections: section A had multiple choice questions on various aspects of language. Section B was divided into two parts: part one contained comprehension and summary questions and part two was for essay. The instrument was validated by language educators in the department of language Education, University of Ibadan. The instrument was also trail-tested on 50 senior secondary school two students that were not part of the study. The reliability of the instrument was obtained using test re-test method and it yielded reliability co-efficient of 0.67.

**Data Analysis**

The data were analysed using frequency counts and percentages, multiple regression and analysis of variance (ANOVA). In order to determine the teaching and learning styles of teachers and students, the relationship of the independent variables to students achievement in English language, and the composite and relative effects of the independent variables to students achievement in English language. in addition to ascertain if the independent variables could predict students’ achievement in English language.

**RESULT AND DISCUSSION**

Research Question One: What are the learning preferences (styles) manifested by senior secondary school two students in English language?

**Table 1.** Showing summary of learning styles manifested by senior secondary school two students of English Language.

Learning Styles preferences	Frequency	Percentage
Kinesthetic Learning Style	200	44.8%
Visual learning style	128	28.7%
Visual/Auditory	49	11%
Auditory Learning Style	26	5.8%
Visual/Kinesthetic Learning Style	25	5.6%
Auditory/Kinesthetic Learning Style	17	3.8%
Visual/Auditory/Kinesthetic learning style	1	0.22%
<b>Total</b>	<b>446</b>	<b>100%</b>

Table 1 reveals that students learning style preferences in this order: Kinesthetic learning style (44.8%) , Visual learning style (28.7%), Visual/Auditory (11%), Auditory learning style (5.8%), . others are shown on the table (4.1).

The learning styles performance of students are further illustrated in Fig. 1

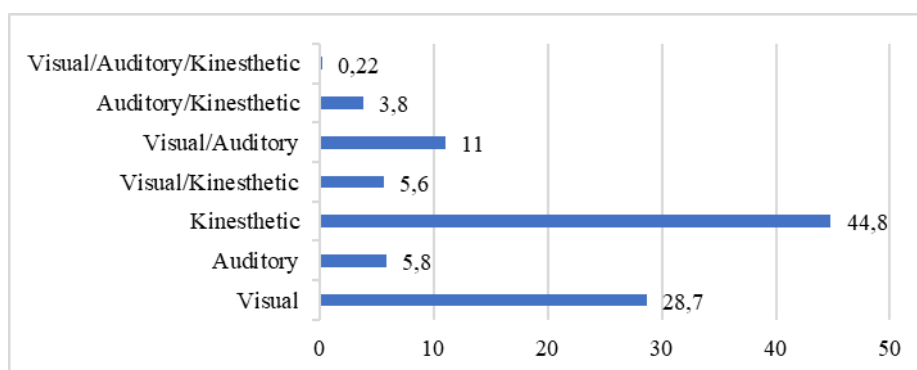


Fig 1. Learning Style preferences manifested by senior secondary school two students of Ondo Central Senatorial District.

Research Question 2: What are the teaching styles of senior secondary school two teachers of English language?

**Table 2.** Showing summary of teaching style preferences of senior secondary school two teachers of English Language

Teaching Styles	Frequency	Percentage
Formal Authority/Expert	-	-
Facilitator	22	19%
Demonstrator	49	43%
Delegator	19	17%
Formal Authority/Facilitator	14	10%
Facilitator/Demonstrator	8	7%
Facilitator/Delegator	2	1.7%
Formal/Facilitator/Delegator	1	0.87%
<b>Total</b>	<b>115</b>	<b>100%</b>

Senior secondary two teachers of English language adopted Demonstrator teaching style (43%) , Facilitator teaching style, Delegator teaching style (17%), and other clusters such as Formal Authority/Facilitator (10%), Facilitator/Demonstrator (7%), Facilitator/Delegator(1.7%) and the combination of Formal Authority/Facilitator/Delegator (0.87%).

Research Question 3: What relationship exists among teaching styles, learning styles and students academic in English language?

**Table 3.** Correlation Matrix, between teaching and learning styles and students’ Academic Achievement in English Language

Variable	Achievement	Learning Styles	Teaching Styles
Achievement	1		
Learning Style	0.17*	1	
Teaching Style	-0.35	-0.73	1
	0.195	0.274	
<b>Total</b>	<b>115</b>		<b>100%</b>

\* denotes significant at  $p < 0.05$

Table 3 shows the result of the relationship among teaching styles, learning styles and academic achievement. The result shows that there is a negative non-significant relationship between teaching style and academic achievement of students ( $r = -0.35$ ). However, there is a significant positive relationship between learning style and academic achievement of students ( $r = 0.17$ ). Also, Table 4.3 reports a negative, non-significant correlation between teaching styles and learning styles, suggesting that teachers and students did not possess opposing styles.

Research Question 4: Which of the two independent variables predict students’ academic achievement in English language?

**Table 4.** Summary of Multiple Regression Analysis showing composite relationship of teaching and learning styles and Students’ Academic Achievement in English Language.

Model	Sum of Squares	df	Mean Square	F	Significance	Remark
Regression	227.771	2	113.885			
Residual	3777.105	112	33.724	3.377	0.26	Significant
Total	3869.965	114				

$R = .335$ ;  $R^2 = .126$ ; Adjusted  $R^2 = .117$

Table 4 reveals the joint correlation coefficient ( $R = 0.335$ ), indicating that a low positive relationship existed between teaching and learning styles and students' academic achievement in English Language. It reveals the coefficient of determination ( $R^2 = 0.126$ ), which shows that 12.6% of the variation in students' academic achievement in English language is explained by the teaching and learning styles, while the remaining 87.4% may be attributable to other factors not included in this model. Table 4.4 also indicates that the adjusted  $R^2$  value is 0.117, suggesting that after adjusting for sample size and model complexity, approximately 11.7% of the variance in students' academic achievement in English language is explained by teaching and learning styles. Table further shows that the regression model was statistically significant ( $F_{(2, 112)} = 3.377$ ;  $p < 0.05$ ). This indicates that teaching and learning styles significantly predicts students' academic achievement in English language.

**Research Question 5:** What is the relative contribution of teaching and learning styles on students' academic achievement in English Language?

Table 5. Summary of Multiple Regression Analysis showing relative Influence of teaching and learning styles on students' academic achievement in English Language.

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig
	B	Std. Error			
1. (Constant)	51.372	5.453		9.421	0.000
Learning Style	-0.068	0.042	-0.351	-2.616	0.019
Teaching Style	-0.022	0.044	-0.046	-0.046	0.622

Table 5 shows that learning style significantly contributed to students' academic achievement in English Language ( $\beta = -0.351$ ,  $t = -2.616$ ,  $p < .05$ ). This implies that learning style independently predicts students' academic achievement in English Language. The standardized beta coefficient ( $\beta = -0.351$ ) indicates that learning style contributes moderately to explaining variations in academic achievement. The negative beta coefficient suggests an inverse relationship between learning style scores and academic achievement; this means that an increase in the measured learning style variable is associated with a decrease in students' achievement in English Language. It can be inferred that English language teachers should consider students' learning styles when their academic achievement in English Language is concerned.

The results also indicate that teaching style had a negative but non-significant contribution to students' academic achievement in English Language ( $\beta = -0.046$ ,  $p > .05$ ). This suggests that teaching style did not independently predict students' academic achievement in English Language within the model. Although the regression coefficient indicates a negative relationship, the relationship is statistically insignificant; therefore, teaching style cannot be considered an important predictor of students' academic performance in this study.

These results imply that among the two predictor variables examined, only learning style made a statistically significant contribution to students' academic achievement in English Language, while teaching style did not significantly influence students' achievement.

## **Discussion of Findings**

### **Students preferred Learning Styles**

Findings showed that learners manifested Kinesthetic learning style (44.8%) , Visual learning style (28.7%), Visual/Auditory (11%), Auditory learning style (5.8%) and other form of styles. The result also showed that students also demonstrated a combination of two or more styles which are: visual/auditory, visual/kinesthetic, auditory/kinesthetic and visual/auditory/kinesthetic learning styles. This suggests that learners have their preferred ways of learning and they also use a combination of these styles while learning. This is in agreement with Sengsouliya et al., (2021) findings which reveal that student participants had more than one preferred learning styles and they preferred Kinesthetic, Group, and Audio learning styles. Furthermore, results reveal that kinesthetic learning style is the most dominant style used by senior secondary school students. This shows that students prefer learning via practicals, physical touch and actions.

### **Teachers preferred teaching styles**

Findings indicate that most teachers of English language preferred the demonstrator teaching which is teacher centered. This means that most teachers of English language want their students to behave like them. Hence, these set of teachers, oversee, guide, direct and inspire by displaying activities and skills through motivation and demonstration strategies (Ahmed, et al., 2021). To support this, Shehzad et al., (2021) study shows that the top most teaching style of teachers was role model. However, Adeyemi (2016), study on the influence of teachers' teaching styles on junior secondary school students' academic achievement in social studies in Nigeria did not corroborate this study. The results reveal that Demonstrator and Facilitator teaching styles were mostly employed in the teaching of Social Studies with 75% and 70% respectively. This may be as a result of other factors such as class size or levels of the learners. However, some teachers adopted clusters of teaching styles like that of Grasha (2004) teaching style clusters such as: Formal Authority/ Facilitator, Facilitator/ Demonstrator and Facilitator/Delegator. Teachers may adopt these clusters based on the various contents or aspects of the English language instruction.

### **The relationship among teaching styles, learning styles and student academic achievement**

The result shows that there is a negative significant relationship between teaching style and academic achievement of students. However, there is a significant positive relationship between learning style and academic achievement of students. Thus teaching styles do not have a relationship with students' academic achievement, this does not agree with Adeyemi (2016) study which shows that teachers' teaching styles have a significant influence on junior secondary school students' achievement in the subject. Furthermore, Alufohai, et al (2023) study reveals that teachers' discussing and delegating style of teaching were the only styles of teaching that had significant impact on students' English Language achievement. This may suggest that teaching styles influence achievement if it matches students' learning style. Findings further shows that there was a positive relationship between learning styles and students' academic achievement in English language. This shows that learning style has more influence on students learning. This corroborates Linca et al, (2024) study which indicates significant differences between students with auditory, visual and practical learning styles depending on other variables such as their year of study.

### **Joint relationship of teaching styles, learning styles and academic achievement**

Teaching styles and learning styles have a joint influence on academic achievement, especially when these styles are matched in order to enhance learning. Thus, if there is a mismatch between teaching style of a teacher and the learning styles of learners, it might result in failure, frustration, and lack of motivation. For instance, Sengsouliya et al., (2021) study of the mismatch in teachers' teaching and students' learning styles in English classes of Laotian secondary schools

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reveals that mismatches in styles between teachers' teaching styles and students' learning style preferences do exist in four out of the five sampled schools. Teachers are more oriented to Visual styles. This may be as a result of the inability of teachers to understand their students preferred learning styles. However, Vukic (2018) study reveals that there was a match between the dominant learning and teaching styles of the participants. This may likely influence students academic achievement positively. Thus, the ability to understand the preferred learning styles of students can help teachers match their teaching styles with that of their learners.

### **The relative contribution of the independent variables (teaching and learning styles) on students' academic achievement in English language**

The findings of the study reveal that learning styles predicted students' academic achievement in English language while teaching styles did not. This is not in agreement with Chetty et al., (2019) which shows that most lecturers' teaching styles give an impact towards students' academic performance. This disparity may be caused by other residual variables not explored in the study. In consonance with this study, Joshua (2021) study reveals that learning styles have significant influence on students' academic achievement across all levels of study. Therefore, learning styles of students are major determinants of academic achievement across all levels.

Furthermore, some researches also indicate that matching of the two variables does not predict academic achievement. For instance, Dasari (2006) states that not all studies support the matching of teaching styles and learning styles. That it is rather a controversial topic in research circles as there are research findings that support the idea of matching and those that do not. Likewise, Khan et al (2018) affirm that there are more cases of mismatch of teaching styles with learning styles than those that match. This implies that, only learning styles can predict academic achievement, while teaching styles cannot predict academic achievement when it is not in agreement with learning styles.

## **CONCLUSION**

Teachers of English language rarely diversify their teaching styles to accommodate various learning styles used by students. The teachers predominantly manifested demonstrator learning style which is teacher centered and do not give room for students to use their preferred learning styles during teaching and learning process. Besides, students' mostly manifested kinesthetic learning style. Therefore it is suggested that teachers should strike a balance between teaching and learning styles in order to increase students' academic achievement in English language. Furthermore, it is suggested as a matter of policy, only qualified teachers of English language are employed and should ensure that facilities and structures that promote students participation and engagement are provided in secondary schools. Teachers should also encourage their students to discover their learning.

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