

# Examining the Relationship between Teaching Styles and Student Engagement in Accounting Education

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**Abstract:** This study's objective was to investigate how the level of enjoyment that students got from their accounting lessons was impacted by the various teaching strategies used. The difficulty is that the level of enthusiasm and participation in class that students have may vary greatly depending on the kind of instruction that is being employed. This study investigates how various approaches to education influence students' interest levels in accounting classes. Surveys and observations of accounting courses in action are used to compile information on instructional tactics and levels of student engagement in the subject. According to the study's findings, students showed greater interest in their accounting education when their instructors used an interactive, student-centred instructional strategy in the classroom.

**Conclusions** Active learning methods, such as case-based education, group discussions, and hands-on activities, are some of the suggestions that have been made on how education might be improved. In the long run, the deployment of pedagogical practices that encourage student engagement may significantly improve the overall quality of accounting education and the outcomes for its students.

**Keywords** Teaching Styles, Student Engagement, Accounting Education.

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## 1. INTRODUCTION

The ability of a teacher to interact with their pupils and motivate them is crucial for enhancing their students' academic achievement (Anwer, 2019). Students' level of interest, motivation, and overall experience with accounting instruction may be significantly influenced by the instructional approach utilised in the classroom (Sloan et al., 2020). Numerous studies have been conducted to determine how different types of instructors affect student participation in the classroom setting (Duraku & Hoxha, 2020). In the case of accounting education, however, additional research is necessary to determine which teaching strategies are most effective at boosting student engagement and augmenting learning outcomes (Singh et al., 2023). Although research has been conducted on various teaching methods, little is known about how different forms affect student interest and engagement in accounting courses (Xu et al., 2020). In addition, the education of accountants may have unique requirements and aspects which may influence the efficacy of different educational methodologies (Qader et al., 2021). It is possible to improve both the learning and teaching of accounting by understanding the factors that motivate students to participate actively in class. The following research queries will serve as the basis for this investigation, as they were developed with the issues above in mind.

1. What effect do the various teaching methods have on the quantity of interest accounting students demonstrate?
2. In accounting courses, which instructional strategies effectively motivate students' active participation and boost their overall performance?

3. What impact do the various instructional techniques have when applied to the accounting program's specific curricular objectives and requirements?
4. What are the most effective strategies for encouraging student participation in accounting courses?

This study's primary objective is to investigate the relationship between different teaching methods and accounting students' level of interest in the subject. Specifically, the researchers anticipate that this investigation will:

1. Analyze how different approaches to teaching accounting may affect student motivation and information retention.
2. Determine which teaching strategies are most effective for increasing student interest in accounting courses and retaining enrollment.
3. Examine how accounting education's specific characteristics and requirements impact the efficacy of various instructional techniques and report your findings.
4. Determine the interests that motivate students to enrol in accounting courses.

The ultimate objective of the study is to improve the learning outcomes and classroom experiences of accounting majors by providing answers to the provided research questions and identifying the characteristics that contribute to student engagement.

## 2. LITERATURE REVIEW

In this article, we explore the research that has been conducted on how the use of various teaching styles affects students' motivation in accounting courses (Qader et al., 2021). The first step is to think of essential phrases associated with the method and the students. Following that is a synopsis of the results from studies that examined the effectiveness of different ways of education about the engagement and accomplishment of accounting students (Krasodomska & Godawska, 2021). Studies on this topic have been published by a significant number of academic institutes (Baas et al., 2020). This study of the relevant literature is being done to lay the framework for more research in this area.

The many methods that instructors use to maximise student learning are collectively referred to as "teaching styles," and the phrase "teaching style" is used relatively often (Alhourani, 2021). A broad range of instructional approaches, usually referred to as "teaching styles," are available to instructors as tools for use in the classroom (Mastrokoulou et al., 2022). The classroom may use various instructional strategies, including but not limited to lectures, group projects, individual research, assistance from technology, and customised teaching (Arumugam et al., 2015). How teachers educate their pupils may significantly impact how interested and engaged those students will be in the classroom (Hiver et al., 2020). A student's degree of interest in and dedication to their education is referred to as "student engagement," the phrase "student engagement" defines this level. In addition to the student's academic success, we also consider the students' level of participation in the learning process and their emotional and behavioural health (Al-Khani et al., 2019). Students are more likely to participate actively in classroom discussions and raise questions demonstrating thoughtfulness when they have an emotional or intellectual investment in the content being taught.

Researchers have considered a wide array of instructional approaches to determine the elements that spark students' interest in accounting and pinpoint those factors (AL-Hashimy, 2019). Research is currently being carried out in this sector to assess the efficiency of the many approaches that are now used by accounting professors in the classroom (Daniel, 2019). After analysing all of the available literature, the following sections concisely summarise the most significant findings (Al-Hashimy, 2022b, 2022c, 2022d; Al-Hashimy, Said, et al., 2022). Throughout human history, the style of communication that predominated in classrooms where accounting was being taught was the lecture (Freeman & Burkette, 2019). Since quite some time ago, most people have agreed that this approach to education is the best one (AL-HASHIMY, 2018; Hasan et al., 2015; Hussein et al., 2015). Multiple studies have shown that a student's level of involvement drops when they are not actively engaging in class discussions or making use of their analytical thinking abilities (Al-Hashimy, 2022a; Al-Hashimy, Alabdullah, et al., 2022; Hussein et al., 2023). Having a more passive listening approach might be considered detrimental in this regard. In recent years, there has been a rise in the popularity of interactive teaching approaches that actively involve students in the learning process rather than expecting them to passively take the material presented to them (Adipat et al., 2021). With the use of these tactics, which encourage student engagement via the service of interactive and hands-on activities as well as the training of students' critical thinking abilities, it is possible to achieve the goal of more

actively engaging students in the classroom setting (AL-Hashmy et al., 2022; Hussain, Alabdullah, Ahmed, et al., 2023; Hussain, Alabdullah, & Kanaan Abdulkarim, 2023). Numerous studies have shown that students are more interested in their accounting education when they can actively engage in class (Ali et al., 2021). This is something that teachers should make sure to emphasise.

The impact of instructional technologies such as computer games, multimedia presentations, and virtual classrooms has also been investigated (Ramlatchan & Watson, 2020). These technologies include virtual classrooms (AL-HASHIMY, 2017; Al-HASHIMY & Al-hashimy, 2019; HUSSAIN, 2017). Technology-enhanced learning practices may boost student participation because they allow students to interact with one another and establish customised plans for their education. However, little research has been done on how increasing the use of current technology in accounting classes could affect student participation (Puma, 2022). Methods that focus on the student, such as self-directed learning and collaborative projects, are examples of teaching strategies that draw attention to the student (Voskamp et al., 2022). These tactics aim to stimulate students' attention, elicit their comments on class concerns, and tailor the learning experience for each learner. According to the findings of several studies, increasing the distance between the teacher and the students in the classroom such that they are seated closer to the front of the room increases the students' level of engagement and interest in the topic of accounting (Al-Hashimy et al., 2023). The research results are explored in terms of what they show about accounting classes' influence on students' motivation and attendance levels. Studies conducted more recently show that student-centred courses, active learning strategies, and the use of technology could better grab and maintain students' attention than traditional lectures, which have been the standard method of instruction for quite some time. Despite this, there is a need for more research on the impact of various teaching styles on how enthusiastic students are about the accounting courses they are taking. This study will meet that demand by exploring how different teaching strategies impact students' interest in learning and involvement in the classroom.

### 3. METHODOLOGY

This article aims to discuss the procedures followed in an investigation that looked at the connection between teaching methods and the level of engagement shown by students in the subject of accounting. It describes the procedures planned for, carried out, and evaluated to acquire the data for the research. This chapter covers various topics, such as determining the sample size, discussing ethical concerns, and describing the necessary equipment. This study used a quantitative approach to evaluate the link between the instructional tactics implemented by accounting teachers and the level of interest shown by their class participants in the subject matter. A questionnaire was sent to a large and varied cross-section of accounting student populations to gather information. Both the Student Engagement Questionnaire (SEQ) and the Teaching Styles Inventory (TSI) were used in the study that was carried out. To choose people to interview for this investigation, a procedure called purposeful sampling was used. To get a statistically realistic representation of the overall climate of the academic community, we searched for students majoring in accounting who were enrolling at a range of universities. After conducting a statistical power analysis to estimate the requisite sample size for the study, the researchers decided to recruit 500 accounting students to take part in the investigation.

#### Instrumentation

The Teaching Styles Inventory (TSI) was used to investigate the various approaches of education utilised by accounting instructors. The Teaching Styles Inventory (TSI) is a collection of questions rated on a Likert scale to evaluate the prevalence of various teaching styles in educational settings. A wide range of pedagogical approaches, including student-centred teaching, active learning, the incorporation of technology elements, and traditional lecture-based training, are all included in this inventory. With the help of the SEQ, we could put the children's enthusiasm for bookkeeping into numerical form. The Student Engagement Questionnaire (SEQ) is a tool that includes questions that assess a student's degree of involvement in the classroom in terms of their cognitive, emotional, and behavioural engagement. It makes a great deal of presumptions concerning the feelings and objectives of the students about their accounting education.

#### Collecting of Information

There were two stages to the process of collecting the data. The first thing that needed to be done was petitioning the relevant educational institutions for permission to carry out the study. After receiving authorisation, it was requested of the participants that they take part in an online survey. Participants were given a specific amount of time to respond to the survey after receiving an invitation to do so through email and being instructed to participate. To improve the number of

people who responded to the study, reminder emails were sent to the participants during the data collection period. We used the appropriate statistical tools to analyse the link between the instructors' teaching methods and the level of participation shown by the pupils. Descriptive statistics such as means, standard deviations, and frequencies were used to summarise the demographic characteristics of the sample. Analyses were done on how different instructional techniques correlated with varying indicators of student participation. A multiple regression analysis was used to examine the extent to which various instructional strategies served as predictors of the amount of the involvement shown by the pupils.

#### 4. RESULTS

In this chapter, the findings from an analysis of the data are provided, and a particular focus is placed on how various instructional techniques impact the drive to learn shown by accounting students. The research objectives and questions have guided the organisation of the findings in this report.

##### Characteristics of the Individuals in the Population

The research comprised 500 accounting students, with 53% of the participants being male and 47% female. The gender distribution was relatively equal. Seventy-five per cent of individuals who participated were undergraduates, while the remaining twenty-five per cent were graduate students at various levels. Due to the fact that so many people participated, the sample included a wide range of geographical and institutional diversity.

##### Instructional Strategies and Student Involvement in Classes

As can be seen from the descriptive data, academics in the field of accounting use a diverse range of instructional strategies. According to the findings, the type of teaching that was used the most often was lecturing (mean = 4.23, SD = 0.89), followed by active learning (mean = 3.87, SD = 0.95) and technology integration (mean = 3.45, SD = 1.12). Positive correlations were found between active learning techniques and the following student characteristics: motivation ( $r = 0.52$ ,  $p 0.001$ ), participation ( $r = 0.47$ ,  $p 0.001$ ), focus ( $r = 0.39$ ,  $p 0.001$ ), and curiosity ( $r = 0.44$ ,  $p 0.001$ ). A number of positive associations, comparable to those reported between student-centered activities and other measures of student participation, were discovered. Through the use of multiple regression analysis, we looked at the ability of different instructional approaches to predict the level of student engagement. According to the data, active learning practices were a substantial contributor to the level of student involvement, accounting for 32% of the total variance. It was also shown that significant drivers of student participation exist, with student-centered strategies accounting for an additional 18% of the variance. The use of technology in the classroom in conjunction with lectures did not significantly improve their predictive value.

#### 5. DISCUSSION OF FINDINGS

The findings of this study provide support for the findings of previous researchers who have shown that engaging students in active learning practices leads to an increase in students' interest in accounting courses. When professors adopt active learning approaches, students are more interested, attentive, and involved in the accounting courses that they are taking, as the data have shown. It was also shown that increasing the focus of the classroom to be more on the students greatly enhanced their level of engagement. The predictive value of technology integration and lecture-based education on student involvement is rather limited. Despite the fact that technology may increase some elements of student engagement, it is most successful when combined with active learning and student-centered methods. The findings of the study contribute to the existing body of information by putting a focus on the role that instructional tactics have in raising students' interest in accounting courses. Active learning and a focus on the student's specific requirements as people are two strategies that may help teachers make their classrooms more engaging for their pupils.

#### 6. CONCLUSION

In conclusion, the findings of this study indicate that various instructional strategies have varying effects on the level of interest and involvement that students exhibit in the accounting classes that they are enrolled in. It was found that the levels of student participation might potentially be raised by the use of active learning techniques and ways of instruction that are centered on the students. It is advised that instructors of accounting employ these approaches to boost student engagement and productivity in the classroom. The recommendations are based on the findings of the study. This study does have certain restrictions that one has to be aware of and take into consideration. Because the sample consisted only of accounting majors from a select number of colleges, it is possible that the findings cannot be generalized. Because the study relied on self-reporting measures, it was also prone to response biases.

A significant focus for research in the years to come should be on determining the role that incorporating technology may play in boosting student involvement in a range of different types of accounting education settings. With the assistance of a longitudinal study, it could be possible to have a better understanding of the long-term influence that different teaching strategies have on the motivation and performance of accounting students while they are in the classroom.

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