

Analyze The Relationship Between Teaching Styles of Teachers and Learning of Students

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Abstract

Children who receive early childhood education have a head start on their journey to college or a profession. So, all children benefit from high-quality preschool due to their teachers. Teachers are good agents and listeners to engaged their students in active participation in the knowledge processes, they motivate them in seeking further knowledge and to improve the learning of students. Analyse the relationship between teaching styles of teachers and learning of students was the study's main goal. The objectives of the study was to identify teaching styles of teachers and learning of students and to analyze the relationship between teachers, teaching styles and learning of student. In this research the population of the study was 1503 teachers in which 450 male and 1053 female teachers from 328 public primary schools of Gujarkhan. The sample was 307 teachers selected by convenience sampling technique. Researcher use self developed questionnaires as a tool and respondents were teachers for teaching style of teachers and learning of ECE students. The researcher personally collected the data of the study. The researcher analyzed the data using descriptive and inferential statistical techniques. The findings of the study revealed that teachers were satisfied by the teaching styles of ECE teachers as they can help in learning of ECE students. This teaching style of ECE teachers can manage several issues easily. The findings reveal that majority of teachers preferred activities-based teaching style, child centered teaching style, play based teaching style of ECE teachers. The result also shows that the teachers' teaching style give an

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influence towards the learning of students and their academic performance. From this research we continued that these teaching style of ECE teachers have significant impact on students learning and their academic performances. Based on the conclusion, it is recommended that teachers of ECE students may receive training on how to use different teaching styles most effectively for academic goals. This will help them improve their students' learning at a high to very high level.

Keywords: Analyze Relationship, Teaching style of Teachers, Learning of Students

Background of Study

Children who receive early childhood education have a head start in their pursuit of a career or further education. According to research, all kids benefit from high-quality preschool, but low-income kids and English-language learners gain the most (Yoshivaka, 2013). There should be ongoing support for teachers, including coaching and mentoring. There should be special assistance for English language learners and students with special needs. To improve teaching styles of teachers' meaningful family involvement is required

.In order to improve teaching styles of teachers the classes should be with few students with a teacher or small class sizes. Teachers should use program evaluations that measure classroom engagement and structural quality. There should be a state-wide system that is successful for rating and improving quality.

According to recommended practices, high-quality pre-kindergarten programs are built upon early learning standards that address the academic, social-emotional, and physical domains of development to ensure that children are growing in all the ways that enable them to be healthy and prepared for school. Research suggests that giving youngsters more teaching time each day will help them more. In terms of procedures of social-emotional improvement, math and reading abilities, and physical health, children who participated in the programme for the full day outperformed comparable children who participated in it part-time, according to a study of the durable effects of the Chicago Child- Parent Centers. Children who participated in Head Start's full-day program appeared to score better in reading and math, according to a national study of the program (Walter, 2015).

Children who started preschool at age three and continued for two years were less likely to need special education support and less likely to commit crimes in the future than children who started at age four, according to a recent study by the Chicago Child Parent Centers. A statewide value rating and development system has been adopted by forty states.

Child Parent Centers are established by nations in three states, including California (Qris, 2015). Children's physical, social, affective, mental, and emotional development is most important during early infancy (up to age five). The growth of children's fundamental motor skills, perceptual-motor abilities, physical capacity, and psychosocial aspects should be prioritized throughout this period (Retos, 2020).

A strong link between action and cognition also starts to be created at this stage of cognitive development, which is characterized by robust and quick progress. Many of these changes are fueled by the experiences that occur during this time, which also influence the course that children's development will take Priest, C. (2007). Since they must be implemented in a

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setting of safety and affection, they must be meaningful, applicable, integrated, and globalizing experiences that are provided from an approach based on experience, movement, and child activity. This is due to the fact that aerobic exercise may result in morphological and functional changes in the brain, which have a substantial impact on cognition and behavior (Naylor, 2020).

Both the National Research Council and the Institute of Medicine urge that states standardize the educational standards for teachers of children from birth to age eight and that all lead instructors get bachelor's degrees with an early childhood emphasis. 13 Children may benefit from continuing their preschool attendance beyond the first year. The knowledge and abilities needed to create stimulating relations and learning surroundings in the classroom for children are acquired by well-trained teachers. The majority of studies show that children who enrol in preschool for two or three years perform better than those who only attend for one year, even though children seem to benefit most from their first year in a programme. The academic performance of kids who have better ties with their instructors (e.g., are better prepared academically, have more of an inspired love for learning (Buyse et al, 2009).

Children that display pro-social traits like aggression and withdrawal are more likely to get along well with their teachers. In general, children who exhibit antisocial behaviors, such as violence and withdrawal, have poor relationships with their teachers. Children's academic and social achievement in preschool and later grades is significantly influenced by their language and communication skills (Ridwan, 2011).

In order to socialise and develop interpersonal relationships throughout the preschool years, when social exchanges and interactions take place more frequently, language and communicative abilities are crucial. Depression and anxiety are associated with language impairment, social ineptitude, and maladaptive behaviours (Bonica et al., 2003;).

According to studies, children's verbal, social, and emotional development occur more frequently throughout the preschool years, when social exchanges and interactions occur more frequently Mitchell-Copeland, Denham, & DeMulder, 1997; Burchinal, et al., The contact between children that occurs within their verbal range predicts the nature of the teacher-student relationship (Rudasill et al., 2006). Interactions between teachers and students can help children develop their perspectives and communication abilities (Dixon & Smith, 2000).

Statement of the Problem

The problem identified and focused on this study is the lack of activity based learning. Researcher discussed their teaching styles which can improve the students learning. Activity based learning, plays based learning, sound recognition and matching. in these way learners can analyze the relationship between teaching styles and learning of students: early childhood education.

Objectives of the Study

1. To identify teaching styles of teachers and learning of students.

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2. To analyze the relationship between teachers, teaching styles and learning of students.

Delimitation of the Study

Study will be delimited to:

- 1) Public primary schools of Gujarkhan.
- 2) Public primary schools having ECE rooms.
- 3) PST Teachers.

Significance of the Study

- 1) This research will be beneficial for the early childhood education.
- 2) To the teacher who teach the students of early childhood education through activities. Teaching through activities enhance the learning of students.
- 3) This research will be beneficial for ECE Students.

REVIEW OF RELATED LITERATURE

Recent studies in the field of education show creative techniques that demand students to participate actively, take responsibility for their education, and use their cognitive capacities. These ideas contend that people connect their most fundamental memories to all new information they acquire through their interactions with their environment. Because this association alters both old and new knowledge, students shape the material in their own unique ways (Bilgin&Bahar, 2008). A highly complicated teaching-learning process is shaped and ensured to be successful primarily by instructional methods (Artvinli, 2010).

According a teacher's contacts with students throughout the teaching-learning process should be constant and consistent. The idea of teaching and learning styles is not new to the field of education, and over the past 20 years, research on the topic has exploded. Education research has also shown that each student is a distinct individual with their own learning preferences that rarely align with the teaching styles of their teachers. They all share a shared classroom but come from various socioeconomic and cultural backgrounds to Grasha (2002).

Collin and winn conducted research projects that corroborated this. This position is supported by Cassidy and Each us (2000), who cite data showing that learning styles vary depending on the setting and situation. No other works on this subject have been located, (Markham (2004) Collins and Winn (2005). According to Smith and Dalton (2005), The learning style of an individual tends to be more constant across multiple learning tasks and circumstances.

Learning style is a unique and ingrained method of gaining information, skills, or attitudes through study or experience. The way a person processes information and approaches problems depend greatly on their learning style, which is consistent across a wide range of tasks and normally doesn't change over time (Smith & Dalton, 2005). In a similar vein, teachers' traits are as varied as those of their pupils, and their teaching approaches change depending on the discipline they teach, the course's goals, how they learned and were taught, as well as their own personalities (Clark &Latshaw, 2012) .

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By definition, a teacher's method to carry out teaching and learning activities is referred to as their teaching style. The nature of the students, the classroom atmosphere, and how learning is carried out generally are all influenced by the teaching style used. There is no denying that teachers and students differ in a number of ways. (Naimie et al., 2010). Teachers and students can both benefit greatly from understanding more about the different learning styles of their classmates. Knowing and understanding the learning preferences of both students and teachers is crucial if you want to engage your pupils in an active learning process.

Investigating these links is essential. Many studies have been done to see if teaching style and learning preferences match up (Naimie et al., 2010). Most of them contend that matching the two has an advantageous impact on learning, whereas mismatching has an adverse impact on students' performance. Mismatches, however, can occasionally be advantageous, especially for pupils of lower levels (Peacock 2001).

Learning styles and cognitive types are distinguished by him. He suggests that learning styles are less constant and are more often evident in terms of the methods that students employ to deal with learning. Conversely, cognitive styles are generally consistent. As a result, learning styles as opposed to learner preferences can change over time (Mortimer, 2003). Teaching styles are without a doubt a significant factor in staff communication support if the teaching behaviors they contain are characterized by enough flexibility and permissiveness geared to build an environment of emulation, reliable, and productive. cooperation among the school personnel.

classroom atmosphere, and how learning is carried out generally are all influenced by the teaching style used (Clark & Latshaw, 2012). Greater emphasis needs to be paid to research that examines how well students' learning styles and teachers' teaching style line up. Nearly all of the research that has been conducted and disseminated to educationists in print has been from rich nations, and there are very few studies available from underdeveloped nations, particularly Pakistan, where business schools are rapidly expanding.

Therefore, it is essential to do research to assist teachers in comprehending the significance and ramifications of teaching and learning styles so they can assist their students' learners (Tucker, Stewart & Schmidt, 2003). The results of the study will also support the teachers' design instructional techniques, approaches, and strategies that accommodate each student's unique learning preferences. As a result, it will make it easier for the teachers to adapt their teaching style, try out new ones, and change their approaches to suit various learning scenarios (Tucker, Stewart & Schmidt, 2003).

Constructivist teaching style are based on the idea that learning is a process that requires participation. It claims that pupils develop original ideas and connect them to prior knowledge (Bohren, 2019). Teachers are expected to have better relationships with their students than female teachers do. According to research, instructor gender influences students' evaluations. Numerous studies have shown that male teachers receive lower student ratings than female teachers (Huang & Fraser, 2009). There are numerous factors at play when it comes to students' skewed perceptions of male and female teaching personnel (Burns, Glover

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&Veith, 1995).

Similar to how group techniques are used in labs and group projects, the Delegator approach is popular. Individual traits and personal preferences are included into the hybrid fashion (Bohren, 2019). The techniques lecturers use in lectures are referred to as their teaching styles (Metzler & Rink, 2002). To achieve the desired outcomes or objectives, they link instruction and learning. For new instructors, teachers are categorised based on their teaching styles; Evans (2004) named this approach of instruction as holistic. A low score suggests a more holistic method of instruction, whereas a high score suggests a more analytical method. Most teachers take an analytical approach rather than a holistic one. Holistic style is adaptable and goal-oriented, much like formal style.

According to Kame'enui et al. (2006), effective teachers: (a) identify students' needs and create programmes that address those needs; (b) support educational programmes; (c) deliver high-quality education using professional development knowledge; (d) have a complete understanding of successful teaching and instructional practices (Gambrel et al., 2007). Effective educators are aware of how students develop throughout time (Early et al., 2007).

Decisions made by teachers' impact kids (Graham & Pajares, 1997). Teachers must make decisions regarding the design of instruction using techniques supported by evidence (Torgesen et al., 2007). There should be a wide range of student assistance strategies used in instructional activities (Access Center, 2004). All students should achieve proficiency as a result of excellent instruction (Croninger & Valli, 2009).

Factors of Teachers Teaching Styles

Factors of teaching styles are given below:

- Supportive Environment
- Activity Based Teaching
- Child Centered Activities
- Positive Behavior Expectations

Supportive Environment

In early childhood education, play is frequently linked to children's stages of cognitive and social development and is seen to be beneficial for enhancing young children's learning (Arthur et al., 2007). Accepting play stages that correspond to Piaget's developmental stages governs the function of play in early childhood educational settings (Arthur et al., 2007)

Despite the work of others who argue that they should look beyond the constraints set by Piaget (Rogoff, 2003), early childhood educators continue to embrace Piaget's thesis on the potential of learning via play (Arthur et al., 2007). The linkages between a child's learning and their interactions and sociocultural settings are heavily stressed in Vygotsky's sociocultural developmental theory (Richardson, 2007).

We use data from a study project in Aotearoa where teachers interacted with kids utilising

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their professional knowledge and skills to extend kids' thinking and learning to exemplify this fundamental method, which we refer to as "relational play-based pedagogy" (Hedges & Cooper, 2014). ECE approaches have long been dominated by chances for play, child-centered principles, and developmental psychology (Wood & Hedges, 2016). It has long been understood that play, learning, curriculum, pedagogy, and outcomes all have intricate relationships. The definition of play is a topic that has proven challenging (Brooker, Blaise, & Edwards, 2014). There has been discussion over the necessity and value of teacher content competence in early childhood education (Hedges, 2014a).

To respond to the diverse interests of children, teachers may need to have a comprehensive understanding of their subject. Regarding regular classroom participation, the effectiveness of teacher-student interactions may have an impact on how children perceive themselves as competent and confident learners and how they come to trust teachers to support their learning. Additionally, recent international policy texts have adapted to goals for school preparedness, a strong argument that might be challenging to refute (Brown, 2010 ; Halpern, 2013).

In terms of pedagogical understanding, this agenda has led to calls for overly simplified ways to link play and academic outcomes, as well as more regimented and group pedagogical techniques, which has a negative impact on teachers' perceptions of their involvement in children's play. To counter such goals, play, learning, and teaching need to be viewed in a more complex and dynamic way (Broström, 2017).

Activity Based Teaching

Our definition of effective teaching, which is similar to that of the National Research Council Report on Early Childhood Pedagogy, states that instructors should actively involve students in their classrooms while designing activities that will both support and challenge their learning (Bowman et al., 2000). If pre-service teachers are appropriately exposed to the method by being taught using the strategy, it is anticipated that they will be competent to instruct using it. This is based on the notion that we instruct in the manner in which we were instructed (Khazanov, 2007).

Pupil-Centered Activity-Based and Teacher Demonstration Instructional Strategies, two activity-based teaching methods, are two examples of such strategies Loeffler (2010). Young children find active learning to be more enjoyable, which makes them value it more (Pica, 2008). One-way mathematical training is as dreary and uninspiring as a room painted and furnished in a single dark colour. By preparing for dynamic mathematics instruction, we can meet the requirements of all students (Martinez & Martinez, 2007).

Learners can see a true or realistic example of a skill or technique that has to be learned with the aid of the teacher demonstration activity-based strategy. Loeffler It has been described as a teaching strategy that heavily emphasises giving the student a model performance that he must imitate or fail after seeing a live, recorded, or electronically controlled presentation (Rodrigues, 2010). Demonstration Learning can be accelerated and made more efficient through instructional strategy. By using the real tools

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and materials they will be using, students are shown how the work is done. Contrary to Pupil-centered Activity-Based, it doesn't call for a lot of materials (Rodrigues, 2010).

In Nigeria, where there are numerous classes and no resources are available, this is probably helpful. This technique also enables teachers to control potentially unsafe materials or items that students might use dangerously because primary school students are the study's intended audience (Loeffler, 2010). This style is most likely to result in a teacher-centered, chalk-and-talk method of instruction that discourages student participation. The effectiveness of this technique of instruction for teaching mathematics has not been established (Akinsola, 1994).

Learning Through Positive Behavior Expectations

In-efficient classroom management impedes instruction and learning (Jones, 2012). An extrinsic incentive is one that comes from receiving a reward, whereas intrinsic motivation comes from receiving praise and acknowledgment. According to studies, using encouragement and praise motivates pupils to act in a positive way (Wheatley et al., 2009).

The use of physical punishment has a detrimental effect on students' emotions, previous empirical investigations have shown (Saunders & Goddard, 2008). It is used to explain a wide range of human actions across contexts and environments as a dependent or mediating variable. In the field of education, motivation is seen as a crucial learning factor. It serves to describe the focus and effort that students put into various academic tasks (Brophy, 2013).

They find that social identification has a significant, positive influence on predicting how much students would use a deep learning approach. This emphasizes the need to incorporate normative influence in addition to social identification when examining factors that influence learning styles (Smyth et al., 2015). The model also exemplifies the influence of social identification on learning. They have different effects on learning and academic outcomes, as may be inferred from the activities that constitute learning techniques. Deeper learning strategies are frequently linked to better educational outcomes (Platow et al., 2013).

Furthermore, the methods of instruction might influence students' interest in the subject matter and future plans (Platow et al., 2013). These factors are relevant to a view of the educational process that contends that tertiary education should do more than merely impart knowledge to students.

RESEARCH METHODOLOGY

Research Design

A descriptive survey was used as the research design. Descriptive research identifies the gathering of information to respond to inquiries about the current state of the study. Because descriptive research is suitable for educational data, it was chosen. Discovers and provides a great compact of correct information. Additionally, It enables researchers to collect data at a certain time and use it to define the conditions that were present at that time. Quantitative method of research will be adopted due to compiling of data through various categories of

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schools and number of participant students.

Population

In this research the population of the study was 1503 teachers in which 450 male and 1053 female teachers from 328 public primary school in tehsil Gujarkhan. All of these 328 primary schools in tehsil Gujarkhan have ECE rooms which fulfills the study requirements. All the teachers teaching the students of ECE. The data was collected from teachers teaching the ECE rooms in tehsil Gujarkhan.

Sampling

Sample is a segment of the population that is meant to be representative. Without researching the entire population, researchers will be able to learn more about the population by analyzing the sample. The study used the convenience sampling technique to select the sample of 307 teachers from primary schools of Tehsil Gujarkhan.

Research Instrument

A self developed questionnaire on the five point likert scale was developed by the researcher was used as the research instrument :

- a) Strongly Disagree
- b) Disagree
- c) Neutral
- d) Agree
- e) Strongly Agree

The sub variables of the variable teaching styles of teachers of instrument were identified through literature such as; supportive environment, activity based teaching, child centered activities, positive behavior expectations (Roopnarine, 2012; Chowdhury & Rivalland, 2016; Zosh et al., 2017; Jensen et al., 2019b; Bayat, 2011; Sigler & Aamidor, 2005; Khalfaoui et al., 2021; Goble & Pianta, 2017; Zosh et al., 2017; Bayat, 2011; Sigler & Aamidor, 2005). Learning of the students were investigated from teachers about their students on the basis of sub variables i.e. supportive environment, activity based teaching, child centered activities, positive behavior expectations.

Table Reliability of the data

Items	Cronbach's Alpha if Item Deleted	Items	Cronbach's Alpha if Item Deleted
1	.914	17	.917
2	.920	18	.920
3	.921	19	.920
4	.924	20	.924
5	.917	21	.920

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6	.917	22	.921
7	.921	23	.920
8	.921	24	.924
9	.915	25	.921
10	.922	26	.918
11	.917	27	.920
12	.922	28	.923
13	.918	29	.919
14	.917	30	.917
15	.922	31	.919
16	.921	32	.923

Data Collection

Primary and secondary data collecting methods are two main categories of data collection techniques. The data collection method is a series of steps that the researchers must complete in order to collect or extract data for the execution of the research study. Researchers have used primary data collection methods because they can help in organizing different types of data from the respondents and molding it for research purposes in this research study. Research area was the public primary schools in Gujjar Khan having ECE rooms in Pakistan the main focus of selecting the primary schools of Gujjar Khan was the diversified area for people that is divided into both the rural and urban area. This combination has provided unique characteristics that are linked with the elements of rural and urban areas data was collected through questionnaire from the population of 307 teachers and the sample was 307 teachers and. The data collection method has helped in extracting the relevant responses that have helped in addressing the research questions.

Data Analysis

Data analysis is a process of investigating and analyzing data with the help of analytical techniques. There are different approaches to qualitative and quantitative data. The qualitative research. The qualitative methodologies are based on the content and thematic analysis that helps in categorizing the collective data in the form of descriptive analysis. Whereas quantitative research studies was statistical tools to generate outcomes from the collected data. In this research study research and use SPSS software to calculate correlation. It has helped in finding the relationship among the variables and compilation of generated results. The correlation analysis statistical method is used to calculate the strength of the linear association between the variables and then ascertain the connection between them. It simply measures the change in one variable which is occurring due to the change in the other variable.

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Research Analysis Tools

Researcher use Questionnaire as a tool and respondents are teachers for teaching style of teachers and learning of ECE student’s. questionnaire has two parts teaching styles of teachers teaching ECE students and learning of ECE students. Each part is further divided into four categories. There are 32 questions in questionnaire. The questionnaire used was self developed.

Table 4 Teaching Experience of Respondents

Teaching Experience	Frequency	Percent	Mode	SD	Remarks
1-10	141	45.9	1	1.175	
11-20	131	42.6			
21-30	25	8.2			
31-40	10	3.4			
Total	307	100.0	100.0		

Table 4.3 shows the descriptive statistics of teaching experience of respondents. According to table 4.3, most of the participants had 1-10 years of teaching experience i.e. 141 (45.9%), 11-20 (131, 42.6%), 21-30 (25, 8.2%), 31-40 (10, 3.4%). Moreover, the value of mode, which is 1, also shows that most of the respondents had 1-10 years of teaching experience. As it falls in category 1 which is 1-10.

ANALYSIS OF OBJECTIVE

The results displayed in tables 4.4 and 4.5 are used for accomplishing objective 1 of the present study. Table 4.4 shows the results of section I of the questionnaire, which is about the teaching styles of teachers. The **Pearson correlation coefficient (r)** is the most common way of measuring a linear correlation. It is a number between -1 and 1 that measures the strength and direction of the relationship between two variables. When one variable changes, the other variable changes in the **same direction**. When one variable changes, the other variable changes in the **opposite direction**. Although interpretations of the relationship strength vary between disciplines, the table below gives general rules of thumb.

Table 4 Teaching Analysis of Teachers

	Frequency	Percent	Mode	SD
Low	77	25.1	2	1.0992
Average	87	28.3		
High	73	23.8		
Very High	70	22.8		
Total	307	100.0		

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Table 4.4 demonstrates the teaching styles of teachers. Table 4.4 displays that majority of the respondents reported that at the low extent (77, 25.1%); on average extent (87, 28.3%); on high extent (73, 23.8%); and at very high extent (70, 22.8%) provide supportive environment, activity based teaching, child centered activities, as well as teach through positive behavior expectations to their students. According to table 4.4, the value of mode (2), which falls in category 2 i.e. average described that teachers on average extent use different styles of teaching to provide supportive environment, activity based teaching, child centered activities, as well as teach through positive behavior expectations to their students.

ANALYSIS OF OBJECTIVE 2

The results displayed in table 4.6 are used for accomplishing objective 2 of the present study. The objective 2 of the study is to analyze the relationship between teaching styles of teachers and learning of students. Moreover, relationship between variables had been analyzed by Pearson Product Moment Correlation Coefficient.

Table 4 *Correlations*

Teachers teaching styles		Learning of students	
	Pearson Correlation	1	0.724**
teachers teaching styles	Sig. (2-tailed)		.000
	N	307	307
	Pearson Correlation	0.724**	1
Learning of students	Sig. (2-tailed)	.000	
	N	307	307

** . Correlation is significant at the 0.01 level (2-tailed).

Table 4.6 shows the results of objective 2 of present study. The results of table 4.6 shows significant positive correlations between teaching styles of teachers and learning of students. The value of r i.e. 0.724 and p value which is 0.000 showed a highly significant relationship. So, the hypothesis that there is a positive important relationship between parents' involvement and students' academic performance has thus been validated.

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FINDING

FINDINGS OF OBJECTIVE

i. The findings of the current study revealed that teachers generally employ a variety of instructional modalities. to provide supportive environment, activity based teaching, child centered activities, as well as teach through positive behavior expectations to their students. As the value of mode i.e. 2 and value of frequency and percentage i.e. (87, 28.3%) presented that teachers on average extent use different styles of teaching to provide supportive environment, activity based teaching, child centered activities, as well as teach through positive behavior expectations to their students (table 4.4).

ii. The findings of the current investigation revealed that students have average learning due to use of different styles of teachers' teaching. Such as, teachers provide supportive learning environment, activity based learning, child centered learning, as well as teach through positive behavior expectations. As the value of mode (2 which falls in category 2 i.e. average), and frequency and percentage i.e. on average extent (85, 27.7%), described that students have average learning due to use of different styles of teachers' teaching. Such as, teachers provide supportive learning environment, activity based learning, child centered learning, as well as teach through positive behavior expectations (table 4.5).

FINDINGS OF OBJECTIVE 2

iii. The findings of the current investigation revealed that there is a positive and significant relationship between teaching styles of teachers and learning of students i.e. $r=0.724$ and p value which is 0.000. So, the hypothesis that there is a positive and strong link between teachers' teaching methods and students' learning. (table 4.6).

CONCLUSION

It is concluded on basis of findings of the study that teachers use on average teaching styles to enhance the learning of students. Students also have on average learning styles. It is concluded that there is a positive and significant relationship between teaching styles of teachers and learning of students. It is concluded that students learning style is related to the teaching styles of teachers at ECE level.

RECOMMENDATIONS

Based on the study's results and recommendations, the following recommendations were made:

1. Teacher may teach through supportive environment to help students to explore environment, share ideas and to be active in class.
2. Teaching through supportive learning environment may develop concepts, ideas, confidence, motor skills, cognition, socio emotional abilities and effective communication skills of the students.
3. Activity based teaching may be effective, meaningful, planned and feedback based.

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