
Learning Environment, Teaching Strategies, and Styles among the Higher of Faculty Education Institution

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ABSTRACT:

The sudden switch in the delivery of lessons from face-to-face to flexible learning due to the coronavirus-19 pandemic has left educators with difficulty transitioning their teaching styles, teaching strategies, and learning environment. This study aimed to determine the learning environment, teaching strategies, and styles among the faculty of the 15 satellite campuses of a higher education institution. A descriptive correlational research design was employed in the study. The scope was limited to one hundred seventeen (117) part-time and full-time teachers on satellite campuses. The questionnaire was divided into two parts: the teaching styles and teaching strategies and the learning environment. Descriptive statistics, Pearson correlation coefficient, and multiple regression analysis were the statistical tools employed. The findings showed that teachers have a very high perceived level of teaching strategies in online teaching, modular teaching, and blended learning. Teachers have a very high level of adequacy in terms of physical facilities, a moderately high level of stress, and a high level of motivation. They also have a very highly conducive level of teaching in the new normal. Furthermore, there is a highly positive significant relationship between blended and online teaching strategies. On the contrary, there is a moderately significant relationship between teaching style and module and online and blended strategies. Moreover, blended, modular, and online teaching strategies and learning environments in terms of motivation were significant predictors of teaching style.

KEYWORDS: *Learning environment, teaching styles, teaching strategies, faculty of higher education*

1. INTRODUCTION

The lack of school facilities and amenities significantly influenced the teaching and learning process. It brought with it a great deal of adjustments and challenges to finding innovative plans to persist in education despite those challenges. It signified those students and teacher were not entitled to sufficiently available and well-maintained school facilities.

The researcher is presently working on one of the satellite campuses of Bukidnon State University. The lack of school facilities is one of the foremost challenges the school faces. It greatly affected the learning environment for both teachers and students, influencing the teaching styles as well. A shortage of classrooms, inadequate restrooms for teachers and students, unhygienic and congested canteens, and overcrowded classrooms all point to insufficient facilities. Moreover, the scarcity of instructional resources such as DLP, which are usually used in higher education, affected the teaching styles and strategies of teachers, which are required to be aligned accordingly.

Teachers have a substantial role to play in the lives of their learners in the four corners of the classroom. In addition to teaching, their role included establishing a positive learning environment in the classroom. The success of a student is not solely determined by the grades they receive but also by how those grades were obtained, including whether they required a lot of work or were simply learned for fun. Teachers' teaching styles are not only reflected through the use of teaching techniques, activities, and approaches in teaching, but also through their viewpoint, attributes, and behavior when teaching specific subjects in the classroom (Heydarnejad et al., 2017). Teaching styles refer to the teacher's preferred method of solving a given problem, carrying out different tasks, and making decisions during the teaching and learning process (Mazaheri & Ayatollahi, 2019).

Another challenge for the teachers is stress. The work and nature of a teacher's job exposed them to many pressures and caused stress in their jobs. Tenibiaje (2015) affirmed that stress is a physiological and psychological response to special environmental situations. Stress is relevant and timely in today's world of teaching. In addition to teachers' work overload, the change in teaching modalities caused difficulty, shifting from one modality to another. According to a study, feeling stressed is a negative response to a person because of expectations (Kaur et al., 2013). Stress develops when a person's ability to adjust falls short of expectations

Teachers should foster motivation in their students to create meaningful learning experiences. Philippine education has adapted to the new typical setup and because of the changes and transitions in the ways that instruction is delivered, some teachers experience a lack of motivation. According to Schunk et al. (2014), motivation is the plea or tendency to become involved in and focus on the task given. Baumeister (2016) emphasized that motivation is a directed, activating process that determines which behavioral tendencies to adopt and to what extent. Motivation is the result of someone's drive to take action, whether the result is positive or negative. Reeve (2015) suggested that motivation gives people the drive to do their tasks in a flexible, adaptable, and problem-solving way.

The primary purpose of this study was to determine the learning environment, teaching strategies, and styles among the faculty members of a higher education institution. It sought answers about teachers' level of teaching strategies in terms of online learning, modular learning, and blended learning, the level of learning environment in terms of physical facilities, stress, and motivation, and the level of teaching style in the new normal.

1.1 Research Questions

This study examined the learning environment, teaching strategies, and teaching styles among the faculty members in a higher education.

Specifically, the study sought to answer the following questions:

1. What is the level of teaching strategies among the faculty in the higher education institution in terms of:
 - 1.1 online learning;
 - 1.2 modular learning, and
 - 1.3 blended learning?

2. What is the level of learning environment in terms of:
 - 2.1 physical facilities;
 - 2.2 stress; and
 - 2.3 motivation?
3. What is the level of teachers' teaching style?
4. Is there a significant relationship between the teacher's teaching styles, teaching strategies, and learning environment?
5. Which variables significantly influence teachers' teaching style?

2. METHODOLOGY

2.1 Research Setting

This study was conducted at the fifteen (15) satellite campuses of Bukidnon State University, composed of Alubijid, Medina, and Talisayan, Baungon, Cabanglasan, Damulog, Impasugong, Kadingilan, Kalilangan, Kitaotao, Libona, Malitbog, Quezon, San Fernando, and Talakag. These satellite campuses are situated in Misamis Oriental and Bukidnon offering two undergraduate programs.

The adversity encountered on the satellite campuses—especially in the new standard settings—led to the selection of BukSU Satellite Campuses as study sites. The researcher is an employee and alumnus of the university; and he intends to contribute to the improvement of BukSU-Satellite Campuses. The learning environment, teaching strategies, and teaching styles among the faculty members of BukSU-Satellite Campuses were determined through the selection of this school.

2.2 Research Design

A descriptive correlational research design was used for this study. A descriptive correlation research finds complementary relationships between variables without establishing a causal relationship (Noah, 2021). Without changing the variables, correlations between two or more variables are investigated using correlational research. It is quantitative research that is non-experimental and does not change any of the variables in a correlation study.

2.3 Participants and Sampling Procedure

The participants in this study were the full-time and part-time college instructors from the fifteen (15) satellite campuses of Bukidnon State University in the academic year 2022–2023. To evaluate the learning environment, teaching strategies, and teaching styles of the instructors, a survey questionnaire was employed.

The researcher employed one probability sampling procedure. Proportionate stratified random sampling was used since there are 15 satellite campuses. A sample of 117 faculty was selected from the total population of 166 college instructors using Slovin's formula. After the sample size was determined, faculty members for each of the 15 satellite campuses were identified using proportionate stratified random sampling.

Proportionate stratified random sampling is a difference of the sampling technique known as stratified sample (Ipsos Encyclopedia, 2016). Stratified random sampling is a control group that includes breaking a population into smaller groups called strata (Hayes, 2023). This type of sampling is beneficial, especially when dealing with an enormous population. When a population's characteristics are diverse and researchers want to certify that every feature is precisely reflected in the sample, they depend on stratified sampling (Thomas, 2020). This upholds the study's validity and credibility while preventing biases in the research, such as underreporting.

2.4 Research Instrument

The questionnaire served as the main research tool in this study. The descriptive survey questionnaire determined the teachers' teaching styles, strategies, motivation, stress levels, and physical facilities in school. It is divided into two parts: Part I (Teaching Styles and Teaching Strategies) and Part II (Learning Environment). The items can be answered on a 5-point Likert scale, with level 5 denoting strongly agree and level 1 denoting strongly disagree.

The researcher modified a survey questionnaire created by Grasha-Riechmann (1996) for teaching styles, Gnadlogor (2020) for stress, Ojuok et al. (2020), Nyakundi et al. (2019), and Visser-Wijnveen et al. (2021) to ascertain the learning environment, teaching strategies, and teaching styles of the faculty members.

2.5 Validity and Reliability of the Instruments

The study's research tool was a checklist survey questionnaire, which aimed to ascertain the learning environment, teaching strategies, and teaching styles among the chosen faculty members of BukSU's fifteen satellite campuses. Ensuring the validity and reliability of study results requires the use of a valid and reliable instrument, having a pivotal role in accurate data collection.

For the pilot testing, a sole research instrument was utilized. The research instrument was divided into three parts: teaching styles, teaching strategies, and learning environment. The questionnaire for teaching styles and teaching strategies was presented to three experts for a construct validity test. Further revisions were done to make sure that the items were clearly understood by the participants. After this, it was conducted for pilot testing with thirty (30) participants who were randomly selected.

After conducting the pilot testing, the scores were tallied. Using Cronbach's Alpha, the instrument was analyzed and attained a reliability coefficient of 0.779 for teaching styles, 0.957 for teaching strategies, 0.877 for physical facilities, 0.905 for stress, and 0.927 for motivation. Based on the results of the reliability test, it was shown that this questionnaire is reliable in determining the relationship between the learning environment and the teaching styles among the participants.

2.6 Data Gathering Procedure

The researcher obtained permission and secured approval from the office of the Dean of School of Teacher Education at Liceo de Cagayan University, the President of Bukidnon State University, and the Director of Satellite Campuses.

The survey questionnaires, together with the consent form, were sent to the participants' respective institutional email addresses. The consent form informed the participants that the study would not in any way affect their performance as college instructors and that it was answerable in 20–25 minutes.

Furthermore, the researcher upheld the utmost confidentiality of the data gathered. The benefit of the study is not something that is based on participants' participation. Their participation was purely voluntary, and no money was involved, either in cash or check, including incentives. The participants had the right to withdraw or refuse to answer any or all questions given in the online survey questionnaire. Following the 2012 Data Privacy Act (DPA), the data acquired through online surveys would only be accessible to the study's researcher, adviser, statistician, and participants in data collection. Lastly, the questionnaire was retrieved after the participants had answered it. The researcher tallied the results and forwarded the data to the statistician for processing.

2.7 Statistical Techniques

The first, second, and third research problems about the level of teaching strategies, the level of learning environment, and the extent of teaching styles were pointed out through the analysis and interpretation of the data using mean and standard deviation (SD). According to Bhandari (2020), the standard deviation measures the average level of variability. It presents the average difference between each number and the mean. Values are often outliers from the mean when the standard deviation is high, while they are grouped near the mean when the standard deviation is low. The data's scattering within a normal distribution is called SD. Stated differently, SD shows the degree to which the mean precisely captures sample data (Anesthesiol, 2015).

The fourth research problem used Spearman's rank-order correlation to determine the significant relationship between teaching styles, teaching strategies, and the learning environment. And lastly, multiple regression analysis was employed as a statistical tool to determine which variables have a significant impact on teaching style. Bevans (2020) contended that the correlation between two or more independent variables can be verified by numerous regressions. Furthermore, he argued that multiple linear regression illustrates the connection between two or more independent variables and one dependent variable.

3. RESULTS AND DISCUSSION

Problem 1. What is the level of teaching strategies among the faculty in the higher education institution in terms of:

1.1 online learning;

1.2 modular learning; and

1.3 blended learning?

Teaching Strategies: Online Learning

Due to the numerous intricate experiences during the pandemic, online classes have become increasingly popular. Throughout these experiences, educators have learned how to use various digital tools and online platforms to create engaging, collaborative, and active learning environments (Wldarini, Putra, & Marsakawati, 2021). These occurrences elevate

learning independence even more. According to Tripon (2015), students who are self-reliant in their learning tend to become self-directed learners who are understood to be attentive to and sensitive to their unique learning process. Because it fosters the learners' critical thinking abilities, self-directed learning is vital for choosing, planning, observing, and assessing each student's unique learning progress (Turan & Koc, 2018).

The findings of the study, which display that learner actively engage with information and experiences to create their own view of the world, are enlightened by constructivist learning theory. The high extent of consensus in statements on group interaction, active learning, and real-world applications is coherent with constructivist learning approaches, which raise student participation and cooperation. Aside from online learning, teachers also engaged in modular teaching as the best alternative to online considering the internet connectivity issue in the Philippines.

Teaching Strategies: Modular Learning

Conversely, modular learning has the lowest mean score of 4.44, slightly lower than the mean score. It shows that modular learning has a high level of elaborated and detailed presentation and explanation of the topic, as well as sufficient and relevant examples and illustrations. Despite the lowest mean scores, the standard deviation of 0.491 suggests the participants' consistent and positive perception of the importance of detailed explanations and relevant examples within modular learning.

The average mean and standard deviation ($M = 4.52$, $SD = 0.598$) indicate that the effectiveness of modular learning as a strategy is very high. The modular teaching strategy was displayed to improve the 30 students' vocabulary usage, concept comprehension, communication, and involvement in the study by Sadiq & Zamir (2014). Furthermore, modular instruction aids students in becoming more autonomous learners (Nardo, 2017) at their own learning pace (Vallespin, 2021). Engagement theory describes how the strategies used in modular learning effectively engage learners; it emphasizes emotional involvement and active participation. This theory also explains the high agreement in statements about capturing learners' interest, making learning rewarding, and incorporating values (Malik, 2021).

Teaching Strategies: Blended Learning

The average mean score of 4.67 shows that respondents strongly agree with using different teaching methods for blended learning. It means there is a high level of agreement and implementation of the teaching strategies in blended learning. Also, the standard deviation ($SD=0.487$) reveals slight differences in how much people agreed on the level of use of the teaching strategies of blended learning. Additionally, the results highlight the importance of a learner-centered and holistic approach within the combined learning framework, indicating its potential to support positive outcomes and engaged learning experiences. The study's conclusions, investigated by Rosett, Dougliis, and Frazee (2003), claimed that blended learning approaches can enhance student performance and improve learning more efficiently than e-learning (Thomson & NETg, 2003 as quoted in Rosett, Dougliis, & Frazee (2003)).

Additionally, Mondal, Majumder, and Mandal (2019) listed the components of a blended teaching and learning experience, including synchronous, self-paced, collaborative, online, and offline assessment and varied learning materials (printed, multimedia, documentation,

and others.). According to the self-determination theory, satisfying these psychological requirements necessitates improving motivation and learning. This is consistent with the high degree of agreement found in claims about autonomy (clear instructions, choice of learning methods) and proficiency (acclaim for successful work) (Cherry, 2022; Ackerman, 2018; Garrido, 2023).

Problem 2. What is the level of learning environment in terms of:

2.1 physical facilities,

2.2 stress, and

2.3 motivation?

Level of Learning Environment: Physical Facilities

It suggests that there are still teachers who believe that more than their laboratory equipment is needed to be commensurate with the needs of the students. Consequently, the average mean of 3.59 signifies that the physical facilities of the classroom are very highly adequate, which means suitability and adequacy of the learning environment for learning. However, the standard deviation of 1.084 suggests the varying opinions of the respondents on the adequacy of the physical facilities of the classroom. It means that the classrooms have potential areas for improvement, necessitating attention to enhance the learning experience of the learners. This assessment emphasizes the importance of maintaining and improving existing facilities to ensure an optimal learning environment that meets the diverse needs of students and fosters positive learning outcomes.

A case study by Ibe, Alagba, and Owoseni (2017) revealed how students respond to the learning environment. Their investigation uncovered two substantial factors that impact the learning environment: the layout and upkeep of the school, which account for 45.5% of all replies, and the arrangement and state of the furniture, which account for 54.5%. The current study holds the outcome, which also highlights the impact of the learning environment on students' performance and academic attainment.

Learning Environment: Stress

The moderate and high-stress levels in the learning environment emphasize the need for strategies, support mechanisms, and policy modification, especially in promotion, to address the identified stressors. It could include providing professional development opportunities to help teachers manage stress and workload, creating a supportive system for handling student issues, and fostering a culture of open communication to manage stressors such as education reforms and parent concerns. The findings underscore the importance of recognizing and addressing stress factors among educators to ensure their well-being and, consequently, the quality of the learning environment. According to Levings (2021), stress management is imperative for raising student engagement and performance levels in the classroom. Several methods, together with psychological and physiological ones, were presented, but to address the issue appropriately, it is necessary to apprehend the basic notion of stress (Santana, Alonso, Garcia, & Villardon, 2021).

The result presents another important and essential dimension of the learning environment, motivation. The table reveals two of the top factors that contribute to a high level of learning motivation, the indicators "Teaching is a fun activity" and "Teachers at my school are

knowledgeable and competent” ($M=4.81$, $SD=0.392$ and 0.472 , respectively). These indicate a rewarding and supportive teaching environment. Additionally, the indicators being demotivated ($M=2.49$, $SD=0.727$) and not exerting efforts to teach ($M=1.74$, $SD=0.790$) imply high levels of dedication among teachers.

Learning Environment: Motivation

Overall, with a weighted average mean of 3.71 and a standard deviation of 0.824, the findings suggest a learning environment with a high level of teacher involvement. Nevertheless, a few areas of motivation have potential improvement, such as funding for teacher learning and pay satisfaction. The positive assessment reflects the importance of fostering a conducive environment that values teachers and their contributions, ultimately enhancing teaching quality and student learning outcomes.

The study's results substantiate a number of the elements that inspire teachers and students to work hard in the classroom, such as competitive pay, recognition and preferment of position, exposure to leadership and development, working conditions, and a conducive and healthy learning environment (Khan, n.d.; Dong, 2021; Mark, 2015; Sah, 2016).

Problem 3. What is the level of teaching style in the new normal?

Teaching Style in the New Normal

Notably, sharing knowledge and expertise with students as a teaching style during the new normal is highly conducive ($M=4.83$, $SD=0.378$) and reflects a student-centered pedagogical style. Additionally, setting high standards for students ($M=4.17$, $SD=0.673$) suggests an emphasis on challenging students to excel.

The findings indicate a highly conducive teaching style in the new normal, with an average mean of 4.58 and a standard deviation 0.529. It suggests a very high level of alignment between teaching practices and student-centered engaged learning in the new normal. It emphasizes the efficacy of teaching a pedagogical approach that enhances critical thinking, active participation, and individualized support (Walker, 2003; Gul, Khan, Ahmed, Cassum, Sacred, Parpio, McGrath, & Schopflocher, 2014; Nelson, 2023). The positive assessment carries implications for continuing to integrate these methods to ensure effective teaching and meaningful learning experiences in the evolving educational landscape.

Problem 4. Is there a significant relationship between teaching styles, teaching strategies and learning environment?

Test of Relationship

A Spearman's rank-order correlation was used to determine the relationship between teaching style, strategies, and learning environment. The results reveals the variables with a correlation at a .01 level, indicating strong evidence to reject the null hypothesis. The variables that have an excellent relationship are the blended and online learning strategies ($r_s(115) = .747$, $p = .000$). This means that blended and online learning strategies are interdependent.

For instance, in blended learning, the traditional classroom methods are integrated with digital tools and online resources to enrich the students' learning experiences. Furthermore, the correlation implies that teachers need to implement blended learning with technology integration to support diverse learning needs, fostering an adaptable learning environment.

Al-Labadi & Sant (2021) confirmed the findings, pointing out that using technology in lectures can expand students' understanding of the subject matter and create an engaging learning environment.

The study also reveals the negative relationship between a stress-free learning environment and blended learning strategy ($r_s(115) = -.374, p = .000$) and teaching style ($r_s(115) = -.255, p = .005$). The negative relationship implies that the stress level decreases as a well-designed and effectively implemented blended learning strategies increase. Copious factors, including upsurge flexibility, individualized instruction, autonomous learning opportunities, differentiated teaching techniques, restoration support networks, and diminished social pressure, have been concurrent with the relationship (Sarkar & Sharma, 2020; Rockwood, 2020; So & Brush, 2008, as cited in Sarkar & Sharma, 2020).

Problem 5. Which variables significantly influence teaching style?

Predictor Test

A multiple linear regression was calculated to predict teaching style based on teaching strategies, namely online, modular, and blended. Table 5 shows a significant regression equation of ($F(6, 110) = 23.007, p < .000$, with an R^2 of .557. Participants' predicted teaching style is equal to .508, Motivation (+.129), Blended (+.383), Modular (+.190), Online (+.249), were the significant predictors; whereas, Stress (-.012), and Physical Facilities (-.054) were not significant predictors. The results implied that teaching style improved by .129 points for every level of motivation and decreased by .012 points for every stress level.

However, teaching style decreased by -.054 for every level of inadequacy of the physical facilities. Moreover, the teaching style improved by .383 for every level of blended learning, .190 for modular, and .249 for online learning. Nevertheless, all teaching strategies, blended ($p = .001$), modular ($p = .000$), online ($p = .036$), and learning environment in terms of motivation (.028) are significant predictors of teaching style. Thus, the null hypothesis is rejected.

4. CONCLUSIONS

Teachers are proficient in employing online, modular, and blended teaching and learning strategies. Notably, the teaching style in the new normal is highly conducive, reflecting teaching approaches aligned well with the changing and growing demands of modern education. Furthermore, the study identifies several critical predictors influencing teaching style.

Blended, modular, and online teaching strategies emerge as strong predictors, signifying their crucial role in shaping and redesigning instructional methodologies. Additionally, the motivational aspect of the learning environment stands out as another significant predictor, underlining the significance of fostering a positive and motivating atmosphere for educators and learners. These findings highlight the importance of flexible and diverse teaching strategies alongside a motivational learning environment, necessary for shaping and enhancing the effectiveness of teaching styles. The physical aspects suggest a well-equipped environment that offers conducive resources and encourages enthusiastic engagement among learners. However, some stress-related factors need to be addressed to enhance the overall educational experience of the students.

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