

The Influence of Teacher Teaching Styles on the Subjective Well-being of College Students

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Abstract:

This study aims to explore the impact of teachers' teaching styles on the subjective well-being of college students. Through systematic literature analysis, existing research results are summarized. Against the backdrop of deepening higher education reform, enhancing students' subjective well-being has become one of the core goals of education policies and practices. Research shows that interactive and heuristic teaching styles, such as encouraging participation in discussions, providing feedback, and emotional support, can enhance students' learning interest, engagement, and sense of belonging, thereby improving their well-being. On the contrary, traditional lecture style and reduce their sense of happiness due to the lack of interaction and personalized attention. This study further analyzed teachers' teaching styles' multiple effects and mechanisms on happiness. The results indicate that supportive and interactive teaching styles help enhance students' autonomy, sense of achievement, and belonging, thereby significantly improving overall well-being. Although teaching methods with robust control can improve grades in the short term, they are not conducive to students' long-term mental health and happiness. Based on these findings, it is recommended that teachers adopt more interactive and heuristic methods in practice to optimize the classroom environment and enhance students' positive experiences and happiness. The research provides theoretical support for educators, emphasizing the importance of diverse teaching strategies. In the future, further attention should be paid to the impact of cultural background and individual differences among students on happiness to improve educational practices.

Keywords: Teacher's teaching style; College student; Subjective well-being; Literature analysis method.

1. Introduction

1.1 Research Background

Against the fast expansion of higher education in China, current education strategies now centre mostly on enhancing teaching quality and student welfare. Emphasising innovation and diversity in the classroom to better fit every student's needs and learning styles, national and local education departments have aggressively supported a student-centered teaching philosophy in recent years. Several policy papers clearly express that improving students' learning environment and satisfaction is a top objective for the evolution of higher education in the modern era. As education reform deepens, more and more studies—especially on college students—have started to centre on the effects of creative teaching strategies on students' well-being. One of the main elements influencing teachers' subjective well-being is regarded to be their teaching approach.

Simultaneously, under several pressures including academic, job, and personal relationships, college students' mental health issues have grown more and more noticeable. Due to the absence of involvement and individualised attention, traditional exam-orientated education and one-way teaching approaches may make students believe that the learning process is dull and monotonous. This influences their sense of happiness since they raise stress and worry. In this context, a key question arises: how can professors' teaching approaches be improved to enhance college students' subjective well-being? Addressing this issue is critical and requires immediate attention to foster better academic and personal outcomes for students.

Therefore, in order to give theoretical basis and pragmatic advice for teachers, a thorough investigation of the particular influence of various teaching approaches on the subjective well-being of college students is absolutely important. Studies on effective teaching strategies, including interactive and heuristic approaches, have revealed that they greatly increase students' sense of happiness, boost their sense of accomplishment and belonging, and better stimulate their interest and participation in learning. This background set the stage for this research and spurred more investigation into how educators may maximise their approaches to guide students' well-being throughout the classroom.

1.2 Research Field

In the field of educational research, the teaching style of teachers is widely recognized as one of the important factors that affect students' learning outcomes and psychological states. Teaching styles are usually divided into

various types, such as interactive, heuristic, and traditional lecture styles, and each style has different applications and effects in the classroom. Existing research has shown that interactive and heuristic teaching can stimulate students' interest in learning and active participation and increase their classroom experience and sense of achievement, thereby helping to enhance their subjective well-being.

However, current research on the impact of teaching styles on the subjective well-being of college students is relatively limited. Most studies focus on exploring the influence of teaching styles on academic performance, with less attention paid to their specific effects and mechanisms on well-being. Although existing literature suggests that teachers' positive teaching styles can help improve students' well-being, there is a lack of systematic analysis of this impact in different educational and cultural contexts. Therefore, this study focuses on the specific impact of different teaching styles on the subjective well-being of college students through literature analysis, aiming to fill this research gap and provide new theoretical guidance for educational practice.

1.3 Research Review

Reviewing and summarising the body of current research reveals that most of it is on the relationship between teachers' teaching style and student well-being, the relationship between college students' motivation and subjective well-being, and the influencing mechanism of teachers' teaching style.

Studies on how student well-being relates to teaching style: Research studies have revealed that students' classroom well-being is somewhat closely correlated with their teachers' approach. Whether direct or indirect, teachers' teaching style will significantly affect students' learning status and the efficacy of teaching goals in the course of learning and practice. Farhah found that a good student-teacher relationship can help improve teachers' subjective well-being, thereby prompting them to adopt more proactive teaching methods and enhancing students' classroom participation and happiness [1]. The study by Berber showed that students' attachment style and procrastination behavior significantly affect their subjective well-being, suggesting that teachers should consider students' psychological characteristics and motivation levels in teaching and adopt diverse teaching methods [2]. Shamionov found that interactive teaching methods can improve the academic adaptability and well-being of students with chronic diseases, while a lack of interactive teaching methods may lead to student dissatisfaction and frustration [3]. Eryilmaz further pointed out that supportive and interactive teaching strategies can significantly enhance students'

well-being and learning outcomes during the pandemic. In summary, the positive teaching style of teachers, the motivation level of students, and a good teacher-student relationship collectively affect students' subjective well-being [4]. Future research can further explore the role of different cultural backgrounds and individual differences in this relationship, providing more targeted guidance for educational practice.

This study shows a positive correlation between teachers' teaching practices and beliefs, school environment, and student performance [5] regarding their interaction. Using the viewpoints of both teachers and students to gauge classroom instruction, there is also a body of research examining the relationship between teaching style and student performance. Based on instructor and student reports, arrive at different conclusions. Studies have revealed that whilst classic style is linked with poor scores, modern style is linked with high scores [6].

Studies of college students' subjective well-being: investigation of the Satir model single group psychological intervention on the improvement and long-lasting influence of subjective well-being of college students. Furthermore, the Satir model single group psychological intervention has a good maintenance impact and can successfully raise the subjective well-being of college students. The daily behaviour of college students is substantially correlated with their subjective well-being. Subjective well-being is substantially negatively correlated with sleep quality and screen time; it is significantly positively correlated with physical activity. The results revealed that the subjective well-being of college students was at an upper middle level; younger individuals experienced stronger subjective well-being than older individuals, those who had hobbies compared to those who did not, and those who participated in extracurricular activities compared to those who did not. The ending offers behavioural recommendations for improving college students' subjective well-being [7].

1.4 Importance and Originality of this Study

The relevance of this study is in offering a fresh theoretical viewpoint to improve college students' subjective well-being. Within the framework of present higher education reform, how best to support students' mental health and general well-being by means of bettering teachers' teaching approaches becomes a major concern in educational research. Though several studies have looked at how teacher teaching style influences students' academic achievement, there is still a dearth of methodical sorting and in-depth investigation on how it influences students' subjective well-being, particularly in China's framework of higher education. Thus, this study filled the research

void in this subject by combining and assessing current studies using literature analysis, so offering a theoretical foundation for more knowledge of the relationship between teacher teaching style and student well-being.

1.5 Research Questions

This study aims to systematically analyze the impact of teachers' teaching styles on the subjective well-being of college students, and explore how different teaching styles affect students' psychological experiences and levels of well-being. In this context, this article proposes the following research questions:

(1) Why does a teacher's teaching style affect the subjective well-being of college students?

The core of this issue lies in exploring how teachers' teaching styles can influence students' classroom experience and learning atmosphere, thereby affecting their psychological state and sense of happiness. The research will focus on how teachers can improve students' learning experience and enhance their sense of belonging, achievement, and happiness through positive teaching methods such as interaction and heuristics.

(2) Which teaching styles are positively correlated with the subjective well-being of college students?

This question aims to analyze and identify the positive impact mechanism of specific teaching styles (such as interactive and heuristic) on students' well-being. Through literature analysis, the study will focus on exploring which teaching styles can effectively improve the happiness level of college students, and explain the reasons and logic behind them.

(3) How can the subjective well-being of college students be improved by optimizing teaching styles?

This issue will focus on adjusting and optimising teachers' teaching style in teaching practice to maximize the subjective well-being of college students. The study will integrate successful cases and strategies from existing literature and propose effective teaching recommendations for different teaching contexts and student groups.

Through the exploration of the above research questions, this study aims to provide educators with clear guidance to help them better understand the complex relationship between teaching styles and student well-being, and optimize teaching strategies to improve students' overall well-being.

1.6 Research Contribution

This study made significant contributions from several angles by means of a thorough literature review to investigate in great detail how teachers' teaching approaches affect the subjective well-being of collegiate students. This

paper offers fresh angles and analysis for the evolution of educational theory. Less attention has been paid to their particular effects on students' subjective well-being; previous research has largely concentrated on the influence of teaching approaches on academic success. By changing their classroom setting and psychological condition, this study closes the knowledge gap and shows how different teaching strategies affect students' subjective well-being. This theoretical breakthrough provides new ideas and structures for forthcoming research on teaching effectiveness.

This study provides specific guidelines and instructions for educational application. By gathering and assessing present literature, this study identified instructional methodologies that might considerably improve students' well-being. The results of the study provide teachers with significant direction for choosing and changing their teaching strategies in use, therefore helping them to more effectively create a healthy classroom atmosphere and enhance students' learning experience and satisfaction.

1.7 Summary

Using literature research, this study methodically investigated the subjective well-being of college students via teachers' teaching approaches. According to the study background, improving students' happiness level has become a top educational objective as higher education reform deepens. This paper fills in the void in current research by concentrating on the influence of various teaching strategies on college students' satisfaction. The study suggested ways to maximise teaching tactics and found the important part interactive and heuristic positive teaching approaches play in improving students' subjective well-being. By means of a thorough investigation of these problems, this study offers not only fresh angles and development paths for educational theory but also offers significant theoretical support and empirical evidence for educational practice and policy-making. This investigation's analytical techniques and findings will be covered more in the next chapters.

2. Method

2.1 Research Design

2.1.1 Research objective

This study aims to explore the impact of teachers' teaching styles on the subjective well-being of college students. Existing research results are systematically reviewed and analyzed through literature analysis to provide a theoretical basis and practical guidance for improving teaching

quality and promoting students' subjective well-being.

2.1.2 Research question

The main research question of this article refers to the types of teaching styles of teachers, the impact of different types of teaching styles on the subjective well-being of college students, and what teaching styles of teachers are positively correlated with the subjective well-being of college students, and attempts to propose teaching strategies to improve students' well-being.

2.1.3 Research steps

The first step is to determine the research topic and scope. The research scope of this article is the influence between teachers' teaching styles and college students' subjective well-being.

The second step is literature search, mainly using CNKI Semantic Scholar, Web of Science, Google Scholar, According to academic databases such as CNKI, Chinese literature is searched using keywords such as "subjective well-being of college students", "relationship between teaching style and subjective well-being of students", "influence of teachers' teaching style on college students", and "influence of teachers' teaching investment and campus environment on students". English literature is searched using keywords such as "teachers' teaching style", "college student happiness", "teachers' teaching style on college students", and "teachers and college students' happiness".

The third step is literature screening. The retrieved literature is screened and classified based on the principles of selecting and excluding literature determined in this article. Based on the content of the literature, the specific impact of different types of teaching styles on the subjective well-being of college students is analyzed, and possible mediating or moderating factors are explored, forming the theoretical research part of this article.

2.2 Principles for Selecting Literature

Relevance: Chinese literature directly or indirectly relates to the relationship between teachers' teaching styles and the subjective well-being of college students, which is the key to conducting literature research. The keywords selected in this article are "college students' happiness", "factors influencing college students' happiness", and "the relationship between teaching and students' subjective happiness". After selecting "Teaching and Students' Subjective", CNKI has a total of 74 journal articles. English literature directly or indirectly involves keywords such as "Teachers' teaching style," "Students' subject well-being," "Influencing factors of college students' happiness," and "Teachers' teaching style and students' subject well-be-

ing.” Keyword searches were conducted using CNKI, Semantic Scholar, Web of Science, and Google Scholar for literature research. There are approximately 200 or more relevant literature in total [8].

Authority: Based on keyword screening, this article will prioritize selecting literature published in core journals CSCD. A secondary selection of core journal content from Peking University will also be conducted.

Timeliness: In this article, a total of 188 authoritative journals that meet the timeliness criteria were selected from the period of June 2019 to June 2024, based on the second part of the selection of authoritative journals.

2.3 Principle of Excluding Literature

Unrelated: Literature that is not directly related to teacher teaching style or the subjective well-being of college students will be excluded, and the research group is college students. Priority should be given to literature related to the subjective well-being of college students. After excluding irrelevant literature, a total of approximately 168 articles can be selected. Choose the most appropriate literature based on the author own paper needs.

Outdated: Literature that has been published for too long (such as more than ten years) and cannot reflect current research trends and results will be excluded. This article selects journals from June 2019 to June 2024. Literature selection within five years is more timely. Select a total of 50 references in both Chinese and English as of June 2019, with the more relevant ones chosen as the references.

2.4 Description of Selected Literature

Based on the principles of screening and excluding literature determined in this article, a preliminary analysis was conducted on the literature included in platforms such as CNKI and Wanfang. It was found that overall, there have been many scholars conducting in-depth analysis on the research of college students' happiness.

Among the selected papers indexed by CNKI with the keyword “college students' happiness”, for example, Fang Min and Sun Ying in their article “Net Effect Evaluation of Higher Education on Subjective Happiness - A Quasi-Experimental Study Based on Multiple Group Propensity Score Matching” revealed the net effect of higher education on subjective happiness, and analyzed the impact of propensity score matching (PSM) counterfactual estimation method on the happiness of college students with associate degrees and above based on Chinese comprehensive social survey data [9]. Lin Lihua, Deng Hui-ming and others conducted a comprehensive analysis of the current situation of college students' happiness based

on questionnaire analysis and literature research in the article “Investigation of the Current Situation of College Students' Happiness”[10].

There are a total of 19 papers on the theme of “Factors influencing college students' happiness”. Based on the current research status, although most scholars have conducted more research on college students' happiness and its influencing factors, there is relatively less research on the impact of a teacher teaching behaviour on college students' happiness. Therefore, combined with the overall analysis of the literature, the topic of this article has high value, theoretical research value, and practical analysis necessity.

2.5 Literature Analysis Results

In this section, through literature analysis, we explore how teachers' teaching styles affect the subjective well-being of college students from the following aspects: the reasons for the impact; The mechanism and path of influence; and Specific impact manifestations.

2.5.1 The reasons why teachers' teaching styles affect the subjective well-being of college students

The teaching style of teachers has a direct impact on students' learning experience and psychological state and is one of the important factors determining the subjective well-being of college students. Research has shown that when teachers adopt strategies such as feedback, scaffolding, active learning, and collaboration, students' participation in the learning process significantly increases, improving teachers' self-concept[11]. In addition, positive teaching methods often create a supportive learning environment, reduce students' learning anxiety and stress, and thus improve their subjective well-being [12].

2.5.2 The mechanism by which teachers' teaching styles affect the subjective well-being of college students

Different teaching styles affect students' subjective well-being through various mechanisms. Firstly, interactive and heuristic teaching encourages students to actively participate and express their personal opinions, enhances their classroom participation and autonomy, creates a supportive and inclusive classroom environment, and promotes students' psychological security and sense of belonging [11]. Research has shown that when teachers adopt a self-directed and supportive teaching style, students' academic autonomy and goal orientation are also strengthened, enhancing their well-being [13]. Secondly, although teaching methods with strong control can enhance students' pursuit of achievement goals in certain contexts, they are usually not conducive to promoting stu-

dents' autonomous participation and long-term well-being [11,12].

2.5.3 The specific impact of teacher teaching style on the subjective well-being of college students

Particularly, studies have shown that dynamic curriculum design and good teacher-student interaction can improve students' knowledge and curiosity, encouraging their academic participation and pleasure [14]. Self-supporting teaching strategies can greatly increase students' self-motivation behaviour in a language learning setting, so improving their subjective well-being [15]. Adopting teaching approaches like feedback, coaching, and active learning tactics helps students show better degrees of participation and accomplishment in the classroom; this good learning experience further improves their subjective well-being [16].

The subjective well-being of college students is much influenced by the way their teachers approach their instruction. Teachers can greatly increase students' general learning experience and sense of enjoyment by choosing and using suitable teaching approaches. Therefore, investigating and improving professors' teaching style is not only of considerable relevance for promoting the subjective well-being of college students, but also offers important reference and direction for educational practice and policy formulation.

3. Conclusion

The studies show that their teachers' teaching approach much influences college students' subjective well-being. First of all, heuristic and interactive approaches of instruction can greatly improve college students' level of enjoyment. By encouraging contact between teachers and students, therefore fostering their interest and participation in learning, this positive teaching approach improves students's classroom experience and sense of belonging. Students can feel lonely and anxious compared to conventional lecture-focused teaching strategies, which lack involvement and adaptability, lowering their sense of enjoyment. Teachers should thus use more participatory and heuristic teaching strategies in the classroom to improve general well-being and learning results.

This study clarifies the process and channel via which teaching style influences happiness. Motivating students to actively participate and voice their own thoughts, therefore fostering a friendly and inclusive learning atmosphere, and using interactive and heuristic teaching approaches can help students improve their classroom participation and autonomy. These surroundings not only improve students' sense of psychological security and be-

longing but also their academic involvement and satisfaction. Conversely, highly controlled teaching strategies can help students excel academically temporarily but usually prevent long-term autonomous engagement and happiness increase.

Furthermore, this study revealed particular benefits of supportive teaching approaches on student well-being. A self-directed and encouraging teaching approach serves to improve students' self-motivation and involvement in a learning environment, therefore greatly raising their subjective well-being. Teachers can improve students' classroom engagement and sense of achievement by using feedback, mentoring, and active learning. They can also lower learning pressure and anxiety, therefore supporting their general mental health and degree of happiness.

This paper provides empirical data and a new theoretical perspective to understand how teachers' methods influence the subjective well-being of college students. First of all, the findings show the significant role interactive and heuristic teaching strategies play in raising students' sense of well-being, thereby providing instructors with strong direction to choose from and apply appropriate teaching strategies in the classroom. These findings provide important guidance for teachers of policymakers since they underline the need to inspire teachers to accept different and flexible teaching styles in education policies to maximize students' well-being and learning outcomes.

This study fills in a knowledge vacuum in this field and provides a new direction for upcoming studies on the relationship between teaching strategies and the mental health of students. Apart from improving the higher education level, the research results provide a theoretical framework and empirical basis for future researchers to investigate how teaching strategies affect students' multidimensional mental health.

This study reveals a significant impact of teacher teaching style on the subjective well-being of college students. However, there are still some limitations that need to be improved and perfected in future research. This study is mainly based on the analysis of existing literature and lacks direct field data validation. Future research should consider further validating these conclusions through empirical studies or experimental designs to provide broader and more representative results.

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