Individual learning is predicted by teaching management, lecturer-students relationship climate, and lecturer-students interaction

Dr. Majlinda Hala [1], Asoc. Prof. Dr. Nazmi Xhomara [2], Msc. Albina Shehu [3]

[1] *Lecturer, Department of Picture, Faculty of Arts, University of Arts, Tirana, Albania, majlindahala@gmail.com*
[2] *Lecturer, Department of Mathematics and Statistics, Faculty of Information Technology and Innovation, Luarasi University, Tirana Albania, nazmixhomara@hotmail.com*
[3] *Lecturer, Department of Education Sciences & Trainings, Faculty of Social Sciences, Tourism and Sport, Marin Barleti University, Tirana, Albania, albinashehu@gmail.com*

Abstract

The study aimed to investigate the relationship between teaching management, lecturer-students relationship climate, lecturer-students interaction, and individual learning of art master students at the university. A quantitative approach was the method used in the research. The correlational research design was used. The first and second-year master's students of an art university were selected to be used in the study. An online questionnaire was used to gather the primary data. The study found that 56.2% of the variance of individual learning is explained by teaching management. It is found a high positive correlation between lecturer-students relationship climate and individual learning variables (r = .552). The study also found that 56.4% of the variance of individual learning is explained by lecturer-students interaction. The findings of the study enhanced theoretical and practical understanding as teaching management, lecturer-students relationship climate, and lecturer-students interaction are important variables that impact individual learning.

Keywords: teaching management, lecturer-students relationship climate, lecturer-students interaction, individual learning

1. Introduction

In pedagogy, many criteria are known which define the individual style, a style which has to do with the relationship between teaching management, ensuring the climate of pedagogue-student relations, and the interaction between them. Individual learning is formed as a result of intentional learning. During the development of learning activities, the teacher creates a positive attitude towards the activities by improving his knowledge and skills but also of his students. Learning management systems have become a key component of teaching and learning in higher education. Therefore, teaching management, the climate of the pedagogue-student

relationship, and the teacher-student interaction are the variables that are supposed to be important variables that affect the total result of students' academic performance.

The purpose of the study is to investigate the relationship between teaching management, lecturer-students relationship climate, lecturer-students interaction, and individual learning of art master students at the university. The research questions include: (1) Does teaching management predicts individual learning of arts master students? (2) Does lecturer-students relationship climate predict individual learning of arts master students? (3) Does lecturer-students interaction predict individual learning of arts master students?

1.1. Conceptual framework

The theoretical framework is based on an extensive review of existing evidence about multiple intelligences and learning styles through ERIC, Sage, and EBSCO, using the keywords teaching management, lecturer-students relationship climate, lecturer-students interaction, and individual learning. Figure1 summarizes the results from the review and proposes a set of relationships among four main constructs: teaching management, lecturer-students relationship climate, lecturer-students interaction, and individual learning.
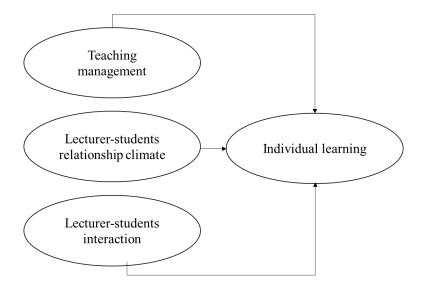

Figure.1. Conceptual framework

2. Relationship between teaching management and individual learning

Constructivist learning and learning styles influence student learning, as well as the way students learn, the way teachers teach, and the way they interact (Ismail & Sedef, 2020; Gordana, Ruvejda & Grncharovska, 2020); at the same time, online lectures offer opportunities

for cognitive participation which allows students to process the learning and be reflective (Qingyun, Zihao & Jie, 2021). The teaching style and lecturer feedback affect the academic performance of young individuals in tertiary education (Bosio & Origo, 2020; Xhomara & Bara, 2018); meanwhile, it is found a strong positive correlation between university students' attitudes towards online learning and success orientations (Güngör, 2021). Interpretative activity in the construction of understanding is particularly emphasized in visual arts education (Tomljenovic & Vorkapic, 2020); combined pedagogy with the arts approach by creating a recursive and collaborative learning environment that enhanced students' participation, self-esteem, and creativity (Ibekwe, 2020).

The good relationship between teacher's practices and learner's achievement was found as a vital and basic element for the school high academic scores (Muhammad, Iqbal & Faridullah, 2019); also academicians need to put more effort into supporting new learning and ideas, formal learning and external and interface learning (Rosnah & Mahaliza, 2020).

The relationship found between learning styles and the efficacy of routine and non-routine problem solving (Kablan & Ugur, 2021); communication, motivation, time management, rules, and behavior management are important in the management of virtual and traditional classrooms (Kavrayici, 2021; thus determining teachers' views on student success and learning are considered important in terms of increasing the level of students' learning (Kirkiç &Yahsi, 2021). Online and digital applications tend to increase students' motivation levels and develop their learning strategies (Saraçoglu, 2020), and components of teaching presence are related positively to student satisfaction (Zella, 2017). Class perceptions are significantly related to engagement and learning (Brett & Carter, 2019); and time and effort management skills provide a foundation for both study success and engagement in university studies (Parpala, Asikainen, Ruohoniemi & Lindblom-Ylänne, 2017). Reflector style was the most preferred learning style (Saraswathy, 2019); but high achieving students were more visual and kinesthetic (Afgan, Hussain & Imran, 2019).

Students are growing up in a world of constant connectivity, instant information, and ever-changing technological advancements (Bartholomew, Reeve, Veon, Goodridge, Lee & Nadelson, 2017); as well as students' engagement levels during online teaching had a statistically significant impact on their learning outcomes (Changsheng & Xiangzeng, 2021).

Team effectiveness was a benefit to individual learning and learning activities (Chun-Yu, & Chung-Kai, 2020; Schoultz, Öhman & Quennerstedt, 2020; Fiock, Maeda & Richardson, 2021).

The design of the teaching is a process appropriate to the individual differences of the learners (Kubat, 2018); and autonomous learners have better learning outcomes (Yurdugül, & Menzi Çetin, 2015). Therefore, it is hypothesized that:

H: 1. Teaching management predicts individual learning of arts master students.

3. Relationship between lecturer-students relationship climate and individual learning

The direct relationship between these kinds of pedagogical activities and self-directed learning helps to determine how blended learning environments can better support collaboration and interaction (Adinda & Mohib, 2020). The success of online learning requires appropriate pedagogical educational approaches rather than a replication of traditional frontal teaching patterns on digital platforms (Davidovitch & Wadmany, 2021); hence, building a teaching and learning strategy is an essential task for both lecturers and students who develop active and creative teaching and learning strategies (Hang & Van, 2020).

Impact of gender and lecturers' competencies such as knowledge on the subject, clarity of presentation, interaction with students, teaching creativity, clarifying learning outcome, class activity, and lecture notes are significantly related to student satisfaction (Xhomara, 2018; Long, Ibrahim & Kowang, 2014; Akram, 2019); at the same time, lecturer's competency is the most important factor that influences students' achievement and satisfaction (Latip, Newaz & Ramasamy, 2020).

Student-lecturer relationships influence the learning abilities of students and consequently affect their academic performance in different ways (Uleanya, 2020); this relationship influences the way students evaluate laboratory experiments, facilities, and demonstrators (Nikolic, Suesse, Jovanovic & Stanisavljevic, 2021). Collegial school management predicts students' life skills (Xhomara, 2019), as well as student characteristics, their attitude to school, and classroom climate can influence teacher-student relationships and adjustment to school (Walker & Graham, 2021); meanwhile, lecturer interaction influence students' attitude. Virtual Learning Environment is important for the student cohort (Walker & Graham, 2021); and teaching methods that have a sound theoretical basis, have demonstrated a positive impact on student learning (Bartz & Miller, Laura, 1991). Hence, it is hypothesized that:

H: 2. Lecturer-students relationship climate predicts individual learning of arts master students.

4. Relationship between lecturer-students interaction and individual learning

Problem-based teaching correlated positively with prior knowledge (Xhomara, 2020), and developing an environment that improves students' self-esteem and facilitates interactions lead to greater student learning (Terblanche, Fakir, Chinyamurindi & Mishi, 2021); at the same time, maintaining regular online interaction search different approaches to adjust to virtual teaching and learning (Makwembere, Matarirano & Jere, 2021). Individual study work influences strongly students' academic success (Xhomara, 2020); as well as use by lecturers a variety of formats of instructional prompts, teaching strategies, and teaching procedures foster student-lecturers interaction (Khoza & Nyamupangedengu, 2018); and student-lecturer relationship influences the learning abilities of students and consequently affect their academic performance (Uleanya, 2020; Mafugu, 2021).

Student-centered teaching and previous education achievements are strong predictors of critical thinking skills (Xhomara, 2022); and pointed towards the challenges in interaction with technology, and the lecturers should consider the contexts of students when planning and designing online courses (Van den Berg, 2020); meanwhile, blending course impact students' interactions and student engagement (Watson, Marin, White, Macciota & Lefsrud, 2020; Osman, Jamaludin, & Fathil, 2016). Thus, it is hypothesized that:

H: 3. Lecturer-students interaction predict individual learning of arts master students.

5. Methodology

5.1. Method

A quantitative approach was the method used in the research. The correlational research design was used. The first and second-year master's students of an art university were selected to be used in the study.

5.2. Sample and data collection

A random cluster sample of the experimental group of students (N=151) was used in the study. A breakdown of the sample of students included 89 females (58.9%) and 62 males (41.1%). Also, 79 students, or 52.3% of them studied in the 1st year, and 72 students or 47.6% of them studied in the 2nd year. The random cluster sample of the students included students from three

main study programs of arts at the university. An online questionnaire was used to gather the primary data.

5.3. Statistical analyses

Pearson product-moment correlation coefficient was used to assess the relationship between teaching management, lecturer-students relationship climate, lecturer-students interaction and individual learning of art master students. Linear multivariate regression was used to assess the ability of one control measure to predict the total score of individual learning by teaching management, lecturer-students relationship climate, and lecturer-students interaction. Preliminary analyses were conducted to ensure no violation of the assumptions of normality, linearity, multicollinearity, and homoscedasticity.

6. Results

6.1. Descriptive analysis

The results of descriptive analysis can be seen in Table 1.

Table 1. Frequencies of teaching management variable

					Cumulative
	Teaching management	Frequency	Percent	Valid Percent	Percent
Valid	Poor teaching management	6	3.9	4.0	4.0
	Low teaching management	19	12.5	12.6	16.6
	Medium teaching management	22	14.5	14.6	31.1
	High teaching management	71	46.7	47.0	78.1
	Very high teaching management	33	21.7	21.9	100.0
	Total	151	99.3	100.0	
Missing	System	1	.7		
Total		152	100.0		

As shown in Table 1, 16.4% of the respondents is evidenced to have a poor or low level of teaching management; according to 14.5% of the respondents has evidenced a medium level of

teaching management, and according to 68.4% of them is evidenced a high or very high level of teaching management. Therefore, most of the students (68.4%) evidenced a high or very high level of teaching management by lecturers at the university.

Table 2. Frequencies of lecturer-students relationship climate variable

		Frequency	Percent	Valid Percent	Cumulative Percent
Lecturer-students relationship climate					
Valid	Poor lecturer-students relationship climate	5	3.3	3.3	3.3
	Low lecturer-students relationship climate	16	10.5	10.5	13.8
	Medium lecturer-students relationship climate	17	11.2	11.2	25.0
	High lecturer-students relationship climate	74	48.7	48.7	73.7
	Very high lecturer-students relationship climate	40	26.3	26.3	100.0
	Total	152	100.0	100.0	

As shown in Table 2, 13.8% of the respondents is evidenced to have a poor or low level of lecturer-students relationship climate; according to 11.2% of the respondents has evidenced a medium level of lecturer-students relationship climate, and according to 75% of them is evidenced a high or very high level of lecturer-students relationship climate. Therefore, most of the students (75.4%) evidenced a high or very high level of lecturer-students relationship climate at university.

Table 3. Frequencies of the lecturer-students interaction variable

			Frequency	Percent	Valid Percent	Cumulative Percent
Lecturer-students interaction						
Valid	Poor interaction	lecturer-students	9	5.9	6.0	6.0
	Low interaction	lecturer-students	10	6.6	6.6	12.6
	Medium interaction	lecturer-students	10	6.6	6.6	19.2
	High interaction	lecturer-students	79	52.0	52.3	71.5
	Very high interaction	lecturer-students	43	28.3	28.5	100.0
	Total		151	99.3	100.0	
Missing	System		1	.7		
Total			152	100.0		

As shown in Table 3, 12.5% of the respondents are evidenced to have a poor or low lecturer-students interaction; according to 6.6% of the respondents is evidence of medium lecturer-students interaction, and according to 80.3% of them is evidenced high or very high lecturer-students interaction. Therefore, most of the students (80.3%) evidenced high or very high lecturer-students interaction at university.

As shown in Table 4, 13.8% of the respondents is evidenced to have a very low or low level of individual learning; 3.9% of the respondents are evidenced to have a medium level of individual learning, and according to 82.2% of them is evidenced to have a high or very high level of individual learning. Therefore, most of the students (82.2%) evidenced a high or very high level of individual learning at university.

Table 4. Frequencies of individual learning variable

		Frequency	Percent	Valid Percent	Cumulative Percent
Individual learning					
Valid	Very low-level learning	9	5.9	5.9	5.9
	Low-level learning	12	7.9	7.9	13.8
	Medium level learning	6	3.9	3.9	17.8
	High-level learning	80	52.6	52.6	70.4
	Very high-level learning	45	29.6	29.6	100.0
	Total	152	100.0	100.0	

6.2. Inferential analyses

H1

Table 5. Pearson correlation outputs of the relationships between teaching management and individual learning

		Individual learning	Teaching management
Correlations			
Pearson Correlation	Individual learning	1.000	.562
	Teaching management	.562	1.000
Sig. (1-tailed)	Individual learning	.	.000
	Teaching management	.000	.
N	Individual learning	151	151
	Teaching management	151	151

As indicated by Pearson correlation outputs, there is a high positive correlation between teaching management and individual learning variables, $r = .562$, $N = 151$, $p < .005$, where

increases in teaching management points were associated with increases in individual learning score.

Table 6. Bivariate regression outputs of the relationships between teaching management and individual learning

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
					Change Statistics				
1	.562[a]	.315	.311	.90400	.315	68.665	1	149	.000

a. Predictors: (Constant), Teaching management

The R^2 value of the relationships between teaching management and individual learning is 31.5 %, $F_{(1, 68.665)}$, $p < .005$. This result indicates that 31.5% of the data fit the regression model. The F value, that is the ratio of the mean regression sum of squares- an estimate of population variance that accounts for the degrees of freedom indicates that the null hypothesis is false (regression coefficients are different from zero).

Table 7. Beta standardized coefficients of the relationships between teaching management and individual learning

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations		
		B	Std. Error	Beta			Zero-order	Partial	Part
1	(Constant)	1.797	.266		6.759	.000			
	Teaching management	.572	.069	.562	8.286	.000	.562	.562	.562

a. Dependent Variable: Individual learning

As shown in Table 7, the Beta Standardized coefficient (.562) of teaching management explains 56.2% of the variance of individual learning. The result was consistent with previously reported works, which argued that teaching management predicts individual learning. In conclusion

hypothesis # 1: *Teaching management predicts individual learning of arts master students*, is supported.

H2

Table 8. Pearson correlation outputs of the relationships between Lecturer-students relationship climate and individual learning

Correlations

		Individual learning	Lecturer-students relationship climate
Pearson Correlation	Individual learning	1.000	.552
	Lecturer-students relationship climate	.552	1.000
Sig. (1-tailed)	Individual learning	.	.000
	Lecturer-students relationship climate	.000	.
N	Individual learning	151	151
	Lecturer-students relationship climate	151	151

As indicated by Pearson correlation outputs, there is a high positive correlation between lecturer-students relationship climate and individual learning variables, r = .552, N = 151, p <.005, where increases in lecturer-students relationship climate were associated with increases in individual learning score values.

Table 9. Bivariate regression outputs of the relationships between lecturer-students relationship climate and individual learning

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.552[a]	.305	.300	.91089	.305	65.799	1	150	.000

a. Predictors: (Constant), Lecturer-students relationship climate

The R^2 value of the relationships between lecturer-students relationship climate and individual learning is 30.5 %, F (1, 65.799), p < .005. This result indicates that 30.5% of the data fit the regression model. The F value, that is the ratio of the mean regression sum of squares- an estimate of population variance that accounts for the degrees of freedom indicates that the null hypothesis is false (regression coefficients are different from zero).

Table 10. Beta standardized coefficients of the relationships between lecturer-students relationship climate and individual learning

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations		
		B	Std. Error	Beta			Zero-order	Partial	Part
1	(Constant)	1.692	.285		5.947	.000			
	Lecturer-students relationship climate	.580	.072	.552	8.112	.000	.552	.552	.552

a. Dependent Variable: Individual learning

As shown in Table 10, the Beta Standardized coefficient (.552) of lecturer-students relationship climate explains 55.2% of the variance of individual learning. The result was consistent with previously reported works, which argued that lecturer-students relationship climate predicts individual learning. In conclusion hypothesis # 1: *Lecturer-students relationship climate predicts individual learning of arts master students*, is supported.

H3

Table 11. Pearson correlation outputs of the relationships between lecturer-students interaction and individual learning

Correlations

		Individual learning	Lecturer-students interaction
Pearson Correlation	Individual learning	1.000	.564
	Lecturer-students interaction	.564	1.000
Sig. (1-tailed)	Individual learning	.	.000

	Lecturer-students interaction	.000	.
N	Individual learning	151	151
	Lecturer-students interaction	151	151

As indicated by Pearson correlation outputs, there is a high positive correlation between lecturer-students interaction and individual learning variables, $r = .564$, $N = 151$, $p < .005$, where increases in lecturer-students interaction were associated with increases in individual learning score values.

Table 12. Bivariate regression outputs of the relationships between lecturer-students interaction and individual learning

Model Summary

					Change Statistics				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.564[a]	.318	.313	.90251	.318	69.385	1	149	.000

a. Predictors: (Constant), Lecturer-students interaction

The R^2 value of the relationships between lecturer-students interaction and individual learning is 31.8 %, $F (1, 69.385)$, $p < .005$. This result indicates that 31.8% of the data fit the regression model. The F value, that is the ratio of the mean regression sum of squares- an estimate of population variance that accounts for the degrees of freedom indicates that the null hypothesis is false (regression coefficients are different from zero).

Table 13. Beta standardized coefficients of the relationships between lecturer-students interaction and individual learning

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations		
		B	Std. Error	Beta			Zero-order	Partial	Part
1	(Constant)	1.679	.278		6.034	.000			
	Lecturer-students interaction	.572	.069	.564	8.330	.000	.564	.564	.564

a. Dependent Variable: Individual learning

As shown in Table 13, the Beta Standardized coefficient (.564) of lecturer-students interaction explains 56.4% of the variance of individual learning. The result was consistent with previously reported works, which argued that lecturer-students interaction predicts individual learning. In conclusion hypothesis # 1: *Lecturer-students interaction predict individual learning of arts master students*, is supported.

7. Conclusion and implications

The purpose of the study is to investigate the relationship between teaching management, lecturer-students relationship climate, lecturer-students interaction, and individual learning of art master students at the university. The prior assumption was that teaching management, lecturer-students relationship climate, and lecturer-students interaction influence individual learning.

According to 16.4% of the respondents is evidenced to have a poor or low level of teaching management; 14.5% of the respondents have evidenced a medium level of teaching management, and 68.4% of them have evidenced a high or very high level of teaching management. According to 13.8% of the respondents is evidenced to have a poor or low level of lecturer-students relationship climate; according to 11.2% of the respondents has evidenced a medium level of lecturer-students relationship climate, and according to 75% of them is evidenced a high or very high level of lecturer-students relationship climate. According to 12.5% of the respondents is evidence to have a poor or low lecturer-students interaction; 6.6% of the respondents are evidenced medium lecturer-students interaction, and according to 80.3% of them is evidenced high or very high lecturer-students interaction. According to 13.8% of the respondents are evidenced to have a very low or low level of individual learning; 3.9% of the respondents are evidenced to have a medium level of individual learning, and 82.2% of them are evidenced to have a high or very high level of individual learning.

The study found a high positive correlation between teaching management and individual learning variables (r = .562). The R^2 value of the relationships between teaching management and individual learning indicates that 31.5% of the data fit the regression model. The Beta Standardized coefficient (.562) of teaching management explains 56.2% of the variance of individual learning. It is found a high positive correlation between lecturer-students relationship climate and individual learning variables (r = .552). The R^2 value of the relationships between lecturer-students relationship climate and individual learning indicates that 30.5% of the data fit the regression model. The Beta Standardized coefficient (.552) of lecturer-students

relationship climate explains 55.2% of the variance of individual learning. It is revealed a high positive correlation between lecturer-students interaction and individual learning variables (r = .564). The R^2 value of the relationships between lecturer-students interaction and individual learning indicates that 31.8% of the data fit the regression model. The Beta Standardized coefficient (.564) of lecturer-students interaction explains 56.4% of the variance of individual learning.

This indicates that teaching management, lecturer-students relationship climate, and lecturer-students interaction influence highly individual learning. The results of this study also have important implications for practice. The important interventions should be designed to support art master students because it is confirmed by this study that teaching management, lecturer-students relationship climate, and lecturer-students interaction influence highly individual learning. Overall, the findings of this study enhanced theoretical and practical understanding as teaching management, lecturer-students relationship climate, and lecturer-students interaction are important variables that impact individual learning.

References

Adinda, D., & Mohib, N. (2020). Teaching and Instructional Design Approaches to Enhance Students' Self-Directed Learning in Blended Learning Environments, Electronic Journal of e-Learning, 18(2), 162-174.

Agyekum, Sh. (2019). Teacher-Student Relationships: The Impact on High School Students, Online Submission, Journal of Education and Practice,10(14), 121-122.

Akram, M. (2019). Relationship between Students' Perceptions of Teacher Effectiveness and Student Achievement at Secondary School Level, Bulletin of Education and Research, 41(2), 93-108.

Almusharraf, N. M., Costley, J., & Fanguy, M. (2020). The Effect of Postgraduate Students' Interaction with Video Lectures on Collaborative Note-Taking, Journal of Information Technology Education: Research, 19, 639-654.

Bartholomew, Scott R., Reeve, E., Veon, R., Goodridge, W., Lee, V., & Nadelson, L., (2017). Relationships between Access to Mobile Devices, Student Self-Directed Learning, and Achievement, Journal of Technology Education, 29(1), 2-24.

Bartz, David. E., & Miller, Laura K. (1991). 12 Teaching Methods To Enhance Student Learning. What Research Says to the Teacher.

Bosio, G., & Origo, F. (2020). Who Gains from Active Learning in Higher Education? Education Economics, 28(3),311-331.

Brady, L. (2014). Relationship, Relationship, and Relationship in Teaching/Learning, Educational Practice, and Theory, 36(2), 27-34.

Brett D. J., & Carter, D. (2019). Relationships between Students' Course Perceptions, Engagement, and Learning, Social Psychology of Education: An International Journal, 22 (4), 819-839.

Case, J. M. (2015). Emergent Interactions: Rethinking the Relationship between Teaching and Learning, Teaching in Higher Education, 20(6), 625-635.

Çebi, A., & Güyer, T. (2020). Students' Interaction Patterns in Different Online Learning Activities and Their Relationship with Motivation, Self-Regulated Learning Strategy and Learning Performance, Education and Information Technologies, 25(5), 3975-3993.

Celuch, K., Milewicz, Ch., & Saxby, C. (2021). Student and Faculty Interaction in Motivated Learning for Face-to-Face and Online Marketing Classes, Journal of Education for Business, 96(6), 366-372.

Changsheng, Ch., & Xiangzeng, M. (2021). Exploring the Relationship between Student Behavioral Patterns and Learning Outcomes in a SPOC, International Journal of Distance Education Technologies, 19(1), 35-49.

Chun-Yu, L., & Chung-Kai, H. (2020). Understanding the Antecedents of Knowledge Sharing Behaviour and Its Relationship to Team Effectiveness and Individual Learning, Australasian Journal of Educational Technology, 36(2), 89-104.

Cocieru, O. C., Katz, M., McDonald, M. A. (2020). Understanding Interactions in a Classroom-as-Organization Using Dynamic Network Analysis, Journal of Experiential Education, 43(1), 5-20.

Davidovitch, N., & Wadmany, R. (2021). 2020 - The Lecturer at a Crossroads of Teaching and Learning in Academia in Israel, Journal of Education and e-Learning Research, 8(3), 281-289.

Fiock, H., Maeda, Y., & Richardson, J. C. (2021). Instructor Impact on Differences in Teaching Presence Scores in Online Courses, International Review of Research in Open and Distributed Learning, 22(3), 55-76.

Ghavifekr, S. (2020). Collaborative Learning: A Key to Enhance Students' Social Interaction Skills, Malaysian Online Journal of Educational Sciences, 8(4), 9-21.

Gordana, S., Ruvejda, B., & Grncharovska, S.P. (2020). Relationship between Optimism-Pessimism, Learning Style and Teaching Style among Medical Students, Bulgarian Comparative Education Society, 18–th, Online.

Güngör, C. (2021). The Relationship between Attitudes towards Learning and Success Orientation in Undergraduate Students, International Online Journal of Education and Teaching, 8(3), 1774-1796.

Halif, M. M., Hassan, N., Sumardi, N. A., Omar, A. Sh., Ali, Sh., Aziz, R. A., Majid, A. A., & Salleh, N. F. (2020). Moderating Effects of Student Motivation on the Relationship between Learning Styles and Student Engagement, Asian Journal of University Education, 16 (2), 94-103.

Hang, Le Thuy; Van, Vu Hong (2020). Building Strong Teaching and Learning Strategies through Teaching Innovations and Learners' Creativity: A Study of Vietnam Universities, International Journal of Education and Practice, 8(3), 498-510.

Heath, S., & Shine, B. (2021). Teaching Techniques to Facilitate Time Management in Remote and Online Teaching, Journal of Teaching and Learning with Technology, 10, 164-171.

Hwang, J., & Ham, Y. (2021). Relationships between Self-Efficacy and Achievement Moderated by Teacher Interaction: An International Comparison Study, Mathematics Education Research Journal, 33(1), 135-162.

Ibekwe, F. (2020). Teaching Information and Communication Theories through Arts, Journal of Education for Library and Information Science, 61(4), 424-541.

Ismail, K., & Sedef, S. (2020). Investigation of Relationship between Prospective Teachers' Learning Beliefs and State of Individual Innovativeness, Cypriot Journal of Educational Sciences, 15(3), 604-617.

Isohätälä, J., Näykki, P., & Järvelä, S. (2020). Cognitive and Socio-Emotional Interaction in Collaborative Learning: Exploring Fluctuations in Students' Participation, Scandinavian Journal of Educational Research, 64(6), 831-851.

Kablan, Z., & Ugur, S. S. (2021). The Relationship between Routine and Non-Routine Problem Solving and Learning Styles, Educational Studies, 47(3), 328-343.

Kavrayici, C. (2021). The Relationship between Classroom Management and Sense of Classroom Community in Graduate Virtual Classrooms, Turkish Online Journal of Distance Education, 22 (2), 112-125.

Kent, C., & Rechavi, A. (2020). Deconstructing Online Social Learning: Network Analysis of the Creation, Consumption and Organization Types of Interactions, International Journal of Research & Method in Education, 43(1), 16-37.

Kirkiç, K. A., &Yahsi, Ö. (2021). The Characteristics of Innovative Teachers: The Relationship between Science Teachers' Views on Student Achievement and Learning and Teaching Motivation, Science Education International, 32(1), 63-71.

Kubat, U. (2018). Identifying the Individual Differences among Students during Learning and Teaching Process by Science Teachers, International Journal of Research in Education and Science, 4(1), 30-38.

Latip, M. S. A., Newaz, F. T., & Ramasamy, R. (2020). Students' Perception of Lecturers' Competency and the Effect on Institution Loyalty: The Mediating Role of Students' Satisfaction, Asian Journal of University Education, 16(2), 183-195.

Linet, A. (2020). Evaluating Student Satisfaction -- Restricting Lecturer Professionalism: Outcomes of Using the UK National Student Survey Questionnaire for Internal Student Evaluation of Teaching, Assessment & Evaluation in Higher Education, 45(3), 331-344.

Long, Ch. S., Ibrahim, Z., & Kowang, T. O. (2014). An Analysis on the Relationship between Lecturers' Competencies and Students' Satisfaction, International Education Studies, 7(1), 37-46.

Mafugu, T. (2021). The Impact of Peer-Peer Learning and Student-Lecturer Interaction on Biology Pre-Service Teachers' Achievements, Cypriot Journal of Educational Sciences, 16 (2), 511-521.

Makwembere, S., Matarirano, O., & Jere, N. R. (2021). Lecturer Autoethnographies of Adjusting to Online Student Interactions during COVID-19, Research in Social Sciences and Technology, 6(2), 148-168.

Marques, E. de S. A. (2021). The Affect-Intellect Relationship Mediating Learning and Development of Students in School, International Journal of Instruction, 14(2), 1001-1020.

Mawang, Lucy L., Kigen, Edward M., & Mutweleli, Samuel M. (2019). The Relationship between Musical Self-Concept and Musical Creativity among Secondary School Music Students, International Journal of Music Education, 37(1), 78-90.

Muhammad, N., Iqbal Amin, K., & Faridullah, K. (2019). Relationship between Classroom Management and Students Academic Achievement, Pakistan Journal of Distance and Online Learning, 5 (1), 209-220.

Nassr, R. M., Aldossary, A. A., & Nasir, H. (2021). Students' Intention to Use Emotion-Aware Virtual Learning Environment: Does a Lecturer's Interaction Make a Difference? Malaysian Journal of Learning and Instruction, 18(1), 183-218.

Nikolic, S., Suesse, Th., Jovanovic, K., & Stanisavljevic, Z. (2021). Laboratory Learning Objectives Measurement: Relationships between Student Evaluation Scores and Perceived Learning, IEEE Transactions on Education, 64(2), 163-171.

Osman, S. Z. Md., Jamaludin, R., & Fathil, Nor F. (2016). An Analysis of Using Online Video Lecture on Learning Outcome: The Mediating Role of Student Interaction and Student Engagement, Journal of Education and e-Learning Research, 3(2), 57-64.

Parpala, A., Asikainen, H., Ruohoniemi, M., & Lindblom-Ylänne, S. (2017). The Relationship between the Development of Time and Effort Management and Experiences of the Teaching-Learning Environment in a University Context, International Journal of Learning and Change, 9(2), 170-184.

Qingyun, L., Zihao, L., & Jie, H. (2021). A Hybrid Learning Pedagogy for Surmounting the Challenges of the COVID-19 Pandemic in the Performing Arts Education, *Education and Information Technologies*, 26(6),7635-7655.

Quillinan, B., MacPhail, A., Dempsey, C., & McEvoy, E. (2019). Transformative Teaching and Learning through Engaged Practice: Lecturers' and Students' Experiences in a University and Underserved Community Partnership in Ireland, Journal of Transformative Education, 17(3), 228-250.

Read, B., & Leathwood, C. (2020). Casualised Academic Staff and the Lecturer-Student Relationship: Shame, (I'm)permanence and (Il)legitimacy, British Journal of Sociology of Education, 41 4), 539-554.

Rivera Munoz, C. A., Baik, Ch., & Lodge, J. M. (2020). Teacher and Student Interactions in the First Year of University, Journal of Further and Higher Education, 44(8), 1130-1142.

Rosnah, I., & Mahaliza, M. (2020). The Relationship between Knowledge Management and Organizational Learning with Academic Staff Readiness for Education 4.0, Eurasian Journal of Educational Research, 85, 169-184.

Sagayadevan, V., & Jeyaraj, S. (2012). The Role of Emotional Engagement in Lecturer-Student Interaction and the Impact on Academic Outcomes of Student Achievement and Learning, Journal of the Scholarship of Teaching and Learning, 12(3) 1-30.

Saraçoglu, G. (2020). Relationship between High School Students' Motivation Levels and Learning Strategies, International Journal of Progressive Education, 16(3), 67-83.

Saraswathy, R. (2019). Relationship between Learning Strategies in Mathematics and Learning Styles among IX Standard Students, Journal on School Educational Technology, 15 (1), 36-44.

Schoultz, M., Öhman, J., & Quennerstedt, M., (2020). A Review of Research on the Relationship between Learning and Health for Older Adults, International Journal of Lifelong Education, 39(5-6), 528-544.

Sher Afgan, K., Manzoor Hussain, A., & Muhammad Imran, Y. (2019). A Study of Relationship between Learning Preferences and Academic Achievement, Bulletin of Education and Research, 41(1), 17-32.

Simpuruh, I., Mahmud, M., Salija, K., & Halim, A. (2020). Code-Crossing in Indonesian EFL Classroom Interaction, International Journal of Language Education, 4(3), 334-349.

Singh, K. (2019). Lecturer's Feedback and Its Impact on Student Learning: A Study of a Public University in Sarawak, Malaysia, Asian Journal of University Education, 15(3), 83-91.

Terblanche, W., Fakir, Dh., Chinyamurindi, W., & Mishi, S. (2021). Impact of Self-Esteem and Student-and-Lecturer Interaction on Academic Performance in a Chartered Accounting Programme, Journal of Further and Higher Education, 45(4), 464-480.

Tomljenovic, Z., & Vorkapic, S. T. (2020). Constructivism in Visual Arts Classes, Center for Educational Policy Studies Journal, 10(4),13-32.

Uleanya, Ch. (2020). Exploring Effects of Lecturers-Students' Relationship on Students Academic Performances in Selected Rural Universities, Interchange: A Quarterly Review of Education, 51(4), 345-360.

Van Daele, T., Frijns, C., & Lievens, J. (2017). How Do Students and Lecturers Experience the Interactive Use of Handheld Technology in Large Enrolment Courses? British Journal of Educational Technology, 48(6), 1318-1329.

Van den Berg, G. (2020). Context Matters: Student Experiences of Interaction in Open Distance Learning, Turkish Online Journal of Distance Education, 21(4), 223-236.

Walker, S., & Graham, L. (2021). At-Risk Students and Teacher-Student Relationships: Student Characteristics, Attitudes to School and Classroom Climate, International Journal of Inclusive Education, 25(8), 896-913.

Watson, E., Marin, L. F., White, L. N., Macciota, R., & Lefsrud, L. M. (2020). Blended Learning in an Upper Year Engineering Course: The Relationship between Students' Program Year, Interactions with Online Material, and Academic Performance, Canadian Journal for the Scholarship of Teaching and Learning, 11(3).

Wei, J., Treagust, D. F., Mocerino, M., Vishnumolakala, V. R., Zadnik, M. G., Lucey, A. D., & Lindsay, E. D. (2021). Design and Validation of an Instrument to Measure Students' Interactions and Satisfaction in Undergraduate Chemistry Laboratory Classes, Research in Science Education, 51(4), 1039-1053.

Xhomara, N. (2018). Relationship between gender and academic performance of reading, writing, and literature, mathematics and science, Polis: Review of Social Sciences and Humanities, 17, 96-121.

Xhomara, N. (2019). The collegial school management as a predicting variable on prevention of disruptive behaviors and students' life skills, Pedagogika/Pedagogy. 136(4). DOI: https://doi.org/10.15823/p.2019.136.10.

Xhomara, N. (2020). How prior knowledge, learning, teaching, and assessment affect students' achievements in Mathematics, Research in Education and Learning Innovation Archives, 25,68-91. DOI: 10.7203/realia.25.15780.

Xhomara, N. (2020). Individual study work and lecturer support as predictors of students' academic success. International Journal of Knowledge and Learning, 13(3). DOI: 10.1504/IJKL.2020.109881.

Xhomara, N. (2022). Critical thinking: Student-centered teaching approach and personalized learning, as well as previous education achievements, contribute to the critical thinking skills

of students. International Journal of Learning and Change, 14(1).
DOI: 10.1504/IJLC.2022.119513.

Xhomara, N., & Bara, G. (2018). The Relationship between Lecturer Feedback about
Academic Performance and Academic Progress of Students. European Journal of
Education, 1(2), 7-14. https://doi.org/10.26417/ejed.v1i2.p7-14.

Yurdugül, H., & Menzi Çetin, N. (2015). Investigation of the Relationship between Learning
Process and Learning Outcomes in E-Learning Environments, Eurasian Journal of
Educational Research, 58, 57-74.

Zella L., O. (2017). The Relationship between Teaching Presence and Student Satisfaction in
Online Learning, ProQuest LLC, Ed.D. Dissertation, Wilkes University.

About Authors

Dr. **Majlinda Hala** is a lecturer at the University of Arts. She has a Master's degree in Education
and a Doctorate in Music and Folklore. Her professional experience extends to the field of
designing and evaluating national curricula; training of in-service teachers and leaders of
educational institutions; coordination and drafting of tests for the qualification of teachers of
arts and physical education, sports and health and the portal "Teachers for Albania". She is the
author of many supporting materials for teachers, author of textbooks for students Albania and
Kosovo and author of a number of articles in scientific journals and conferences at home and
abroad.

Assoc. Prof. Dr. **Nazmi Xhomara** is a lecturer and researcher at Luarasi University in Tirana,
Albania. He graduated with a Bachelor's degree in Science Teaching in 1988. He obtained a
Master's degree in Research on Education in 2012. He also completed his Ph.D. studies in
Education Sciences in 2015 and is awarded Assoc. Prof. academic title in early 2021 from the
University of Tirana. He published books as well as numerous scientific articles. He also
presented papers at many scientific international conferences. His research interests lie in the
area of Curriculum, Instruction and Learning Methodologies, Assessment, Class management,
Advanced Research Methods, and Leadership and Management of Education.

Msc. **Albina Shehu** (Joga) is a lecturer at "Marin Barleti" University in Tirana. She graduated
from University of Tirana/ Faculty of Social Sciences as a Sociologist in 2000, and from
University of Tirana Faculty of History Philology as the Expert of Albania Language in 2005.
She received master degree in Supervision and Management of Education Institutions in 2011.

Her professional strengths lie in 3 areas; International Project Management, Academic Institutions & Human Resource Management. She is the author of several Training Manuals, Social and Economic Analyses and co-author of National Strategy Development. Her research interest is focused on Education Management, Quality of Education and Governance.