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## Teachers Preferred Teaching Styles and Students' Learning Performance

Muhammad Anees-ul-Hasnain Shah\* | Shahbaz Ahmad† | Muhammad Naveed Khalid‡

**Abstract:** *The quality of teaching and learning improvement lies in its effectiveness that promotes teachers' teaching styles and its alignment with the pupils' learning styles has a vital impact in teaching-learning process at the university level. The current study explored the teachers' preferred teaching styles with pupils' learning performance in public sector universities in Punjab province. The population was all public sector universities students currently enrolled in the year 2019 to onward. The sample comprised three hundred students studying in different semesters at GC University Faisalabad and University of Education Faisalabad Campus. The researchers used an adapted instrument, "Grasha-Riechmann Teaching-Styles Inventory," with an Alpha reliability value (.931). The Data analysis was made were analyzed using descriptive and inferential statistics. The findings revealed that male teachers had used teaching styles more confidently than those female teachers. It was concluded that male pupils have higher learning performance than of female students. The researchers suggested that teachers should prepare a variety of teaching styles in developing and utilizing effective learning among students to improve the classroom learning environment.*

**Key Words:** Teachers' Teaching Styles, Students' Performance, Teaching Preference

### Introduction

It is the reality that students have diverse learning styles; they acquire and process information in different ways. Knowing students' learning types can help teachers organize their classes so that they can reach each main learning style with scheduled activities. Knowledge of learning styles, like all other teaching tools, can only be effective if other aspects of teaching are available (Mamchur, 1996). Learning styles are patterns of learning behavior that enhance the performance of an individual to absorb new skills and information for the development of the educational system as well as the method through which that information or skill is retained (Sarasin, 1999). Learning styles describe learners acquiring and comprehending new information and skills. As a result, a pupil's learning style is inextricably linked to how he absorbs and remembers information. Scholars face difficulty

absorbing information and learning assessed on that material in a way that is not appropriate for them. There isn't much learning when instructions don't fit the needs of a certain learning style. Some argue that the classroom may have teacher-centered. In 1996, Anthony Others adopted a learner-centered strategy. They see themselves as a facilitator of student learning than a teacher. Even if a person has a strong, favored teaching style, they will frequently incorporate components of other techniques.

There are significant changes to learning and the use of information by teachers. Instead of covering the curriculum, students'-centered education focuses on teaching for understanding. Students' learning provides learning settings that encourage students to question about views, investigate thinking, and incorporate experiences.

\* Associate Professor, Department of Education, University of Education Lahore, DG Khan Campus, Punjab, Pakistan. Email: [draneesulhusnain@ue.edu.pk](mailto:draneesulhusnain@ue.edu.pk)

† Assistant Professor, Department of Education, University of Education Lahore, DG Khan Campus, Punjab, Pakistan.

‡ Resource Person, Allama Iqbal Open University, Islamabad, Pakistan.

Instructors and learning experience designers should be aware of the variety of learning styles so that they may incorporate and help students. This technique does not have to be pursued to its logical conclusion, but simple changes frequently increase its usability for different types of learning. Students with a variety of learning styles will benefit from instruction that emphasizes problem-solving. Teachers with teaching techniques are diversified and adaptable enough to match the diverse learning styles of kids who are not always school-oriented. Second, teachers can demonstrate to children that they value each student's uniqueness and integrity. Third, because learning styles are linked to teaching styles, teachers can better grasp the strengths and shortcomings of their own teaching methods. Fourth, instructors can acquire insight into how they collaborate in this unique environment known as school. According to Lage, 2000, when teaching methods match learning styles, more learning occurs.

## Teaching Styles

The technique by which we impart knowledge and information to pupils is referred to as the teaching style. According to Reinsmith (1994), the effectiveness with which we demonstrate our teaching approaches has two consequences for students. It can help to learn new information and abilities, and it has an impact on the learning styles that our children use. The manner in which teachers present the subject matter is determined by their personal attributes. According to [Grasha \(1994\)](#), the relationship between personal attributes, the instructional procedures teachers use to impart discipline, and the learning styles children exhibit. Teaching styles are defined as the set of beliefs, needs, and behavior that faculty members exhibit in the classroom. In this study, the Grasha-Riechmann teaching style model was applied. The five teaching methods identified by Anthony (1994) are depicted below.

## Types of Teaching Styles

**Expert:** The teacher is knowledgeable in areas that the students require. By demonstrating thorough knowledge and challenging students to improve their competency, he seeks to preserve his standing as an expert among students. **Formal Authority:** A teacher-centered method in which the teacher is accountable for managing and

supplying knowledge to be received and assimilated by the students. The formal authority figure is unconcerned with developing, nor is it significant whether the students develop ties with one another. A teacher-centered strategy in which the teacher displays and models what is anticipated to aid students in implementing the information. This teaching method fosters student participation and incorporates a variety of learning methods.

**Facilitator:** A student-centered approach in which the instructor guides and directs activities. Students are expected to demonstrate initiative in order to attain tasks: students that are self-motivated, active, and collaborative excel in this setting. Typically, instructors create group activities that require student communication and problem-solving.

**Delegator:** A student-centered method in which the teacher delegated and placed a great responsibility for pupils. This style of educator will frequently ask pupils to create and implement complex learning and will only provide advice. Finding effective teaching tactics and methodologies that can enhance learning activities and improve students' academic performance is one of the biggest problems for teachers ([Grasha, 2003](#)).

Students' learning methods might also help them achieve good academic performance. Several recent studies have found that students' learning styles influence their academic achievement, and several writers argue that understanding their learning styles is critical to improving students' academic success ([Guraya, 2015](#)). According to a study by Sripai, Damrongpanit, and Sakulku, effective learning styles are one of the indicators of student success in their learning activities, aside from effort and hard work ([Lai, 2015](#)). A learning style is a method of learning that is tailored to each individual and is thought to help them learn more effectively. Students learn in a variety of ways, and each has their own preferences or learning styles in terms of how they process and recognize knowledge. Taking different learning styles into account will have a big impact on pupils' as well as teaching-learning progress. Students are more likely to become inattentive and bored in class, become discouraged about courses, perform poorly ([Dogra et al., 2016](#)).

In exchange, the findings of this study will serve as the foundation for improving teaching and learning methodologies that will increase not only pupils' achievement but also their capabilities as quality care providers. *Teachers alter concepts, methods, and behaviors to help students learn using teaching styles, also known as teaching approaches. Teaching styles can be seen in how educators to students transmit knowledge, communicate learning assignments in progress, and involve students' activities (Grasha, 2003). Teaching styles and students' learning styles, academic gains, and expert entities. Medical faculty must adapt their teaching strategies to the changing environment of medical education, which emphasizes learning approaches (Guraya, 2015).*

As a result of these developments, the conventional authoritative position of the teacher has been replaced by more supervisory and mentoring traditions. This has undoubtedly caused concern among educators accustomed to didactic lecturing in which they serve as the sole source of information with limited interaction with students (Dogra et al., 2016; Ford et al., 2016).

Teachers with teaching styles recognize a variety of teaching tactics that are appropriate for various circumstances and pupils (Grasha, 1996). Similarly, a conscious identification of an individual's teaching style enhances his knowledge and abilities in teaching tactics, methods, and the right use of technology to more efficiently organize learning-teaching processes.

In the literature, many teaching style inventories have been reported. Among these, Leung et al.'s list four different teaching styles: suggestive, assertive, facilitative, and collaborative. They analyzed psychometric testing and prediction validity. On the other hand, Zhang, on the other hand, has created the 32-item Effective Teacher Inventory, which provides a self-reported study of teachers' academic concepts of actual teaching. This inventory, however, does not provide behavioral or qualitative markers of teaching methods for teachers. One prominent model is credited to Grasha. The model includes five traditional teaching styles, including

1. Expert: By providing students with accurate information, the instructor demonstrates that he or she is informed and a topic expert.

2. Formal authority: the teacher serves as a manager, enforcing appropriate and strict regulations in the classroom.
3. Demonstrator: the instructor acts as a role model for the pupils, encouraging them to use one method that the teacher believes is effective.
4. Facilitator: the teacher directs and helps pupils by asking questions, exploring choices, and providing feedback. They are encouraged to build criteria in order to make informed decisions by presenting alternatives and encouraging them to develop criteria.
5. Delegator: the teacher is linked with the autonomy of students.

Several studies have used Garcia's Teaching Style Inventory to determine the teaching styles of teachers (Darvish & Roudbari, 2012; Razinejad, et al., 2010; Azizi et al., 2015; Mohanna et al., 2007), but none compared with teaching styles of medical teachers. Comparing teaching styles in institutions with similar curricula might provide useful information for building a common teaching style of instruction. The medical teachers' teaching styles will not only help teachers improve their pedagogical skills, but it will also help them stay current with their teaching tactics.

## Dimensions of Learning Style

Soloman (2008) used the ILS assessment instrument in this investigation. This assessment is based on a respondent's answers to 44 multiple-choice questions that describe their learning styles in four variables: sensing-intuitive, active-reflective, sequential-global, and visual-verbal.

## Active Reflective

It is concerned with the information processing that has been perceived. A learner who favors teamwork is preferred by active learners. Experimenters are common among active learners. Reflective observation students tend to explore and alter information in a more introspective manner. Reflective learners prefer independent work. The thinking styles are directly associated with the active learning style, whereas the A thinking style is highly related to the reflective learning style.

## Sensor Intuitive

This dimension is concerned with how information is perceived and organized. They also abhor repetition. The thinking type is directly tied to the sensor learning style, while the thinking style is related to the intuitive learning style.

## Study Objectives

The objectives were:

1. To identify the teachers' teaching styles at the university level.
2. To investigate the teachers' teaching styles on students' learning performance.

## Hypotheses of the Study

The study hypotheses were as under:

- H01:** No apparent distinction in the teachers' teaching styles at the university level.
- H02:** No apparent distinction in male and female teachers' teaching styles at the university level.
- H03:** There is no significant impact of male and female teachers' teaching styles on students' performance at the university level.

## Design of the Study

The current study employed a descriptive research design. Data were collected using the survey method.

**H01:** No apparent distinction in the teachers' teaching styles at the university level.

**Table 1.** Teaching Styles used by the Teachers as Perceived by the Students

S. No	Indicators	Mean	sd
1	Expert	4.32	.564
2	Formal Authority	3.20	.376
3	Demonstrator	3.68	.723
4	Facilitator	3.40	.389
5	Delegator	3.15	.659

Table 1 explored different teaching styles used by the teachers when they teach in classrooms as

## Population and Sample

The population was all public sector universities students currently enrolled in the year 2019 to onward. The sample comprised three hundred students studying in different semesters at GC University Faisalabad and University of Education Faisalabad Campus. The researchers used an adapted instrument, "Grasha-Riechmann Teaching-Styles Inventory," with an Alpha reliability value (.931). The data were analyzed using descriptive and inferential statistics.

## Research Instrument

The Grasha-Riechmann Teaching-Styles Inventory was applied to assess multiple styles. They were Formal Authority, Expert, Facilitator, Delegator, and Personal Model.

## Data Analysis

The researchers used an adapted instrument, "Grasha-Riechmann Teaching-Styles Inventory," with an Alpha reliability value (.931). The data were analyzed using descriptive and inferential statistics.

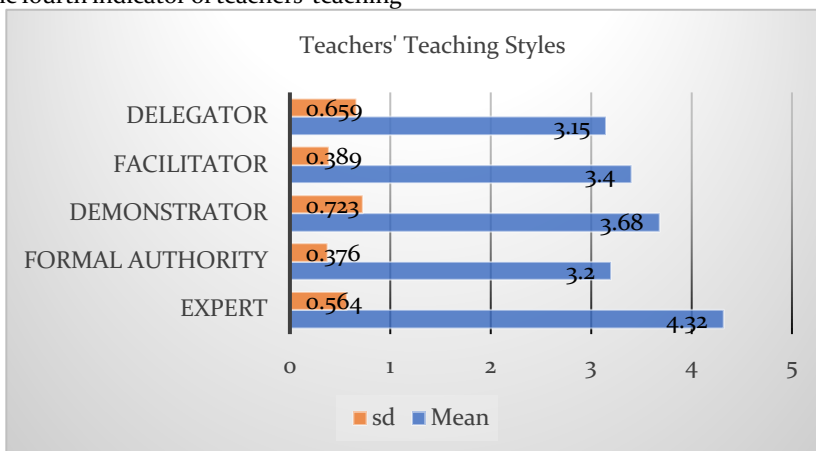
## Results

The statistical analysis was made using SPSS. The results were interpreted accordingly.

perceived by the students. The foremost teaching style was expert with a mean value of 4.32 and sd

value of .564. The second indicator of teachers' teaching style was the formal authority with a mean value of 3.20 and .376 sd value. The third indicator of teachers' teaching style was demonstrator, with a mean value of 3.68 and a .723 sd value. The fourth indicator of teachers' teaching

style was a facilitator with a mean value of 3.40 and a .389 sd value. The fifth indicator of teachers' teaching style was delegator, with a mean value of 3.15 and a .659 sd value. It was elaborated with bar graph below.



Graph 1

**Hoz:** No Apparent Distinction in Male and Female Teachers' Teaching Styles at University Level

**Table 2.** Comparison between Gender of Students about Different Indicators of Teachers' Teaching Styles

Indicators	Student	N	Mean	Std. D.	t
Expert	Male	160	3.58	1.321	2.124**
	Female	140	2.65	1.109	
Formal Authority	Male	160	3.64	.564	3.376**
	Female	140	2.55	.625	
Demonstrator	Male	160	3.78	.719	4.657**
	Female	140	2.63	.562	
Facilitator	Male	160	3.61	.353	1.754**
	Female	140	2.60	.751	
Delegator	Male	160	3.75	.534	2.431**
	Female	140	2.45	.761	

\*\*p<0.01

According to table 2, t-test was applied to find out the difference between male and female students about the use of preferred teacher' teaching styles. The results had clear-cut differences in gender of teachers about teachers' teaching styles. The mean achievement score of male students (M = 3.58, SD = 1.321) and female students (M = 2.65, SD = 1.109, t(298) = 2.124, p<0.01) about the indicator of expert teaching style. The mean achievement score of male students (M = 3.64, SD = .564) and female students (M = 2.55, SD = .625, t(298) = 3.376,

p<0.01) about the indicator of formal authority. The mean achievement score of male students (M = 3.78, SD = .719) and female students (M = 2.63, SD = .562, t(298) = 6.202, p=0.01) about the indicator of demonstrator. The mean achievement score of male students (M = 3.61, SD = .353) and female students (M = 2.60, SD = .751, t(298) = 1.754, p<0.01) about the indicator of facilitator. The mean achievement score of male students (M = 3.75, SD = .534) and female students (M = 2.45, SD = .761, t(298) = 2.431, p<0.01) about the indicator of

delegator. The hypothesis about the significant difference in male and female teachers' teaching styles at university level was rejected. It was

concluded that male teachers have used teaching styles with more confidently than that of female teachers.

**H03:** No Apparent Distinction in Male and Female Students' Learning Performance under Different Teaching Styles at University Level

**Table 3.** Comparison between Gender of Students' Performance under Teachers' Teaching Styles

Indicators	Student	N	Mean	Std. D.	t
Learning Performance	Male	160	3.85	1.234	1.347**
	Female	140	2.60	.572	

\*\* $p < 0.01$

According to table 3, t-test was applied to find out the difference between male and female students' learning performance under the use of preferred teacher' teaching styles. The results had clear-cut differences in gender of teachers about teachers' teaching styles. The mean achievement score of male students (M = 3.85, SD = 1.234) and female students (M = 2.60, SD = .572,  $t(298) = 1.347$ ,  $p < 0.01$ ) about the indicator of students' learning performance. The hypothesis about the significant difference in male and female students' learning performance under different teaching styles at the university level was rejected. It was concluded that male students have better learning performance than of female students.

**Results and Discussion**

The foremost teaching style was expert. The second indicator of teachers' teaching style was formal authority. The third indicator of teachers' teaching style was a demonstrator. The fourth indicator of teachers' teaching style was the facilitator. The fifth indicator of teachers' teaching style was delegator.

The results showed that there were statistically clear-cut differences in gender of

teachers about teachers' teaching styles. The mean achievement score of male students (M = 3.58, SD = 1.321) and female students (M = 2.65, SD = 1.109,  $t(298) = 2.124$ ,  $p < 0.01$ ) about the indicator of expert teaching style. The mean achievement score of male students (M = 3.64, SD = .564) and female students (M = 2.55, SD = .625,  $t(298) = 3.376$ ,  $p < 0.01$ ) about the indicator of formal authority. The mean achievement score of male students (M = 3.78, SD = .719) and female students (M = 2.63, SD = .562,  $t(298) = 6.202$ ,  $p = 0.01$ ) about the indicator of demonstrator. The mean achievement score of male students (M = 3.61, SD = .353) and female students (M = 2.60, SD = .751,  $t(298) = 1.754$ ,  $p < 0.01$ ) about the indicator of facilitator. The mean achievement score of male students (M = 3.75, SD = .534) and female students (M = 2.45, SD = .761,  $t(298) = 2.431$ ,  $p < 0.01$ ) about the indicator of delegator. The hypothesis about the significant difference in male and female teachers' teaching styles at university level was rejected. It was concluded that male teachers have used teaching styles with more confidently than that of female teachers. It was concluded that male students have better learning performance than that of female students.



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