Exploring Teaching Styles of Lecturers

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Abstract
Every lecturer or educator adopt different teaching styles as their approaches to facilitate learning in the classroom. It encompasses various strategies, techniques, and instructional methods used to convey information, engage students, and promote better learning. While much attention is given to student performance and their perception of the lecturer's teaching style, understanding one's own teaching style is essential for enhancing the teaching process. This quantitative survey aims to explore the teaching styles perceived by lecturers in Malaysian higher education institutions in accordance with teaching styles of Grasha (1994), a framework for understanding the various ways in which lecturers teach and interact with their students. Five teaching styles are expert, formal authority, personal model, facilitator and delegator teaching style. A total of 51 university lecturers from Johor, Malaysia were involved in a survey using the 5-point Likert scale method. The data collected was analysed and summarized by descriptive statistics which includes measures of mean and percentage. In general, the results show a good reliability with statistically significant correlation on respondent's perception towards five different teaching styles. Findings in this study could offer insights for educators or any researchers to consider. Understanding one's teaching styles empowers educators to be more effective, adaptable, reflective, engaging, and communicative in their teaching practice.
Keywords: Teaching Style, Lecturer's Perception, Teaching and Learning, Teaching Method

Introduction
Background of Study
    Teaching style is a critical factor in determining the effectiveness of lecturers in higher education. Various teaching styles employed by lecturers are essential for improving teaching quality and students' learning outcomes. By understanding and intentionally cultivating their teaching style, educators can create dynamic, engaging, and inclusive learning experiences

that foster student growth and development (Poorkazemi & Asadi, 2018). Effective teaching styles play a crucial role in enhancing student engagement and learning outcomes.

Malaysia is a multicultural country with a diverse student population. This will allow lecturers to cater to the various needs and preferences of students from different cultural backgrounds. Ridwan et al (2019) highlights the importance of aligning teaching styles with learning styles for better academic performance. Exploring teaching styles of lecturers is highly relevant in Malaysia due to its diverse cultural, linguistic, and educational landscape. Malaysia's education system is increasingly focused on producing graduates who are not only academically competent but also possess practical skills relevant to the workforce.

Discovering and understanding their own teaching styles helps lecturers incorporate experiential learning, problem-solving, and critical thinking into their teaching, better preparing students for the demands of the job market. Achmad et al (2023) asserted most students agreed that combining teaching styles was more effective than using just one. They believed that if lecturers relied on a single teaching style, students would likely become bored, and the learning outcomes would not be optimal. Different teaching styles cater to diverse learning preferences and needs.

Statement of Problem

This study provides a review of recent research on teaching styles of lecturers, focusing on the lecturer's point of view. Although many current studies have been done in this area of research, most of it directly points out students' perception towards their lecturer's teaching style. Very few studies highlighted lecturer's perception on teaching styles based on Grasha's model.

Sabra et al (2018) have found that there were statistically significant differences in how students with different personal characteristics viewed and responded to specific teaching styles. Hence, an investigation should be done on the impact of the lecturer's perception on their teaching styles towards students' outcomes. Also, there is a gap between perceived ideal teaching styles and lecturer's actual practices.

Objective of the Study and Research Questions

The fundamental objective of this study is to investigate the perspectives and insights that lecturers possess regarding their individual teaching methodologies and approaches. Specifically, this study is done to answer the following questions;

   i. How do lecturers perceive expert teaching style?
  ii. How do lecturers perceive personal authority teaching style?
 iii. How do lecturers perceive personal model teaching style?
 iv. How do lecturers perceive facilitator teaching style?
  v. How do lecturers perceive delegator teaching style?
 vi. Is there a relationship between all teaching styles?

Literature Review
Teaching Styles

Effective teaching is a critical component of student success in higher education. In Malaysia, there has been a growing interest in understanding the factors that contribute to effective teaching and how lecturers' teaching styles impact student learning. One key aspect of effective teaching identified in the literature is lecturer passion (Robson, 2020). Passionate lecturers who are enthusiastic about their subject matter and engage students in the learning

process are more likely to inspire and motivate their students. This is particularly important in the Malaysian context, where students value lecturers who possess a range of teaching qualities, including clarity, practicality, and creativity (Hussin et al., 2009). Grasha's model is a significant teaching style framework. It outlines five main teaching styles: expert, formal authority, personal model, facilitator, and delegator.

Past Studies on Teaching Style

Many studies have been done to look into educator's teaching styles. The relationship between lecturer's teaching styles and student performance has been a topic of ongoing research in the field of education. Past studies have investigated the various dimensions of teaching styles and their impact on student learning outcomes. One study found that seventeen dimensions of teaching, including clarity, practicality, exercises, attention, enthusiasm, creativity, feedback, syllabus, motivation, extra reading, availability, technology, punctuality, current issues, approachability, language use, and communication, were significant predictors of students' perceptions of teaching quality (Hussin et al., 2009). This suggests that lecturers who effectively apply these dimensions in their teaching can enhance the overall teaching effectiveness and, consequently, improve student performance. Similarly, another study highlighted the importance of aligning teaching styles with students' learning styles. When there is a mismatch between the two, students may become disengaged, perform poorly on assessments, and even consider dropping out or changing courses. Therefore, it is crucial for lecturers to be aware of their teaching styles and make adjustments to cater to the diverse learning preferences of their students.

Furthermore, research has underscored the role of student evaluation in understanding the impact of changes in teaching styles on their learning. Students' feedback on teaching style modifications can provide valuable insights into the effectiveness of these changes and help lecturers refine their practices to better support student learning. Overall, the existing literature emphasizes the need for lecturers to thoughtfully consider their teaching styles and continuously adapt them to meet the needs of their students. By fostering an environment that aligns with students' learning preferences and incorporates effective teaching dimensions, lecturers can enhance student engagement and, ultimately, improve their academic performance (Frunză, 2014) (Jones et al., 2018) (Hussin et al., 2009)(Ridwan et al., 2019).

Conceptual Framework

The teacher is the centre of attention in the classroom. Students look up to the teachers for motivation to succeed in their learning. Rahmat et al. (2018) symbiotic relationship between students' motivation to learn and how teachers teach. Figure 1 shows the conceptual framework of the study. This study is rooted from Grasha's (1994) five types of teacher style. According to Grasha (1994), there are five types of teacher style. The first is expert teacher style. The second one is formal authority teaching style. The third is personal model teaching style. The fourth is facilitator teacher style and the last one is delegator teaching style.
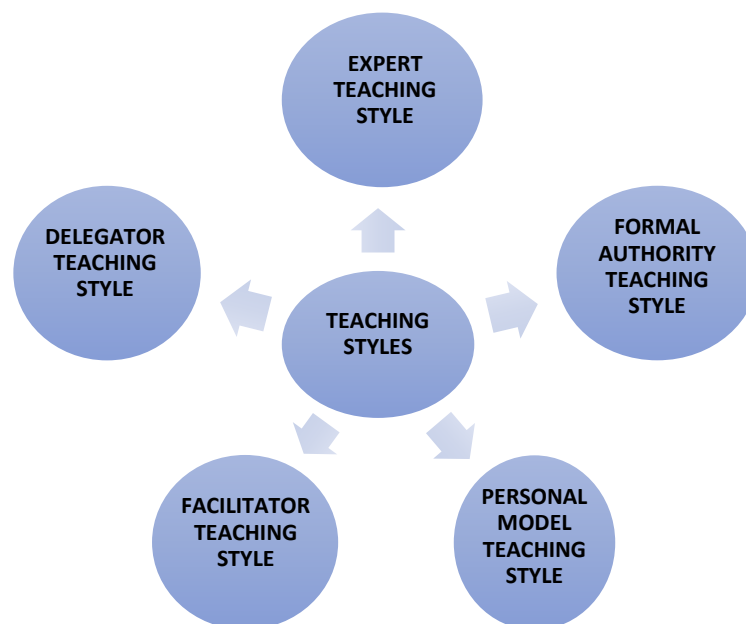
Figure 1: Conceptual Framework of the Study: Teaching Styles of Lecturers (Grasha, 1994)

The expert style is characterized by the instructor's command of subject matter knowledge and their tendency to impart this expertise to students in a direct, didactic manner (*Teaching | Bartleby*, 2023). In contrast, the formal authority style is centered on the teacher's position as the evaluator of academic standards, with a strong emphasis on clearly delineating expectations and maintaining a structured classroom environment to ensure students meet those standards (Poorkazemi & Asadi, 2018; Torff & Kimmons, 2020)

The personal model style involves the instructor modeling the desired skills and behaviors for students, encouraging them to observe and emulate the teacher's approach as a means of fostering learning and skill development (Torff & Kimmons, 2020). The facilitator style, on the other hand, positions the teacher as a guide and collaborator, empowering students to take a more active role in the learning process and providing them with support and feedback as they work toward their academic goals (Poorkazemi & Asadi, 2018). When it comes to the delegator style, the instructor takes on a more hands-off approach, granting students a significant degree of autonomy and responsibility in their learning.

Methodology

This quantitative study is done to explore teaching styles. A purposive sample of 51 participants responded to the survey. All 51 respondents are lecturers from public universities in Johor, Malaysia. The instrument used is a 5-point Likert scale survey and is rooted from Grasha (1994) to reveal the variables in Table 1 below. The survey has 6 sections. Section A has items on the demographic profile of lecturers. It was categorized by gender, years of teaching and their discipline. Section B until Section F remarks different teaching styles which are expert, formal authority, personal model, facilitator and delegator teaching style with eight variables for each section.

Table 1
Distribution of Items in the Survey

SECTION	TEACHING STYLE	Variables
B	Expert Teaching Style	8
C	Formal Authority Teaching Style	8
D	Personal Model Teaching Style	8
E	Facilitator Teaching Style	8
F	Delegator Teaching Style	8
		40

Table 2
Reliability of Survey

Reliability Statistics	
Cronbach's Alpha	**N of Items**
.906	40

Table 2 shows the reliability of the survey. The analysis shows a Cronbach alpha of .906, thus, revealing a good reliability of the instrument used. Further analysis using SPSS is done to present findings to answer the research questions for this study.

Findings

This section will discuss the findings based on the respondent's demographic profile. Findings for Demographic Profile
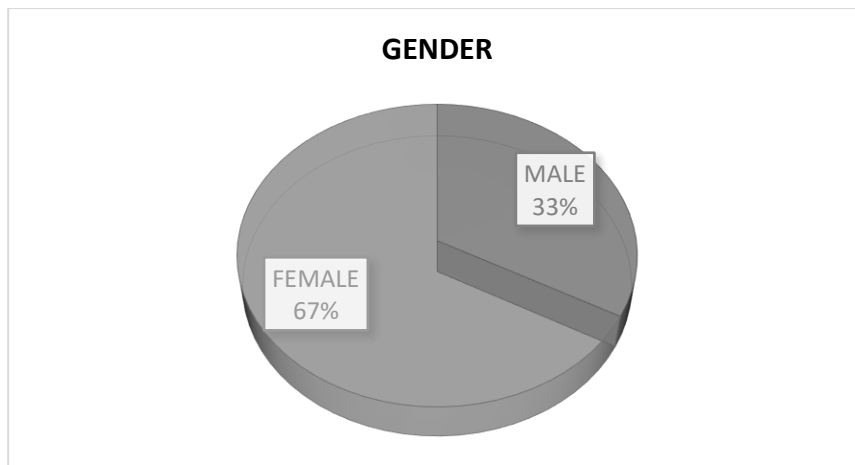

Figure 2: Percentage for Gender

Figure 2 shows the Percentage of respondent's gender who were involved in this study. From the analysis it displays the gender distribution as 33% represent the male and 67% represent the female. This indicates a higher representation of female's respondents in the sample.
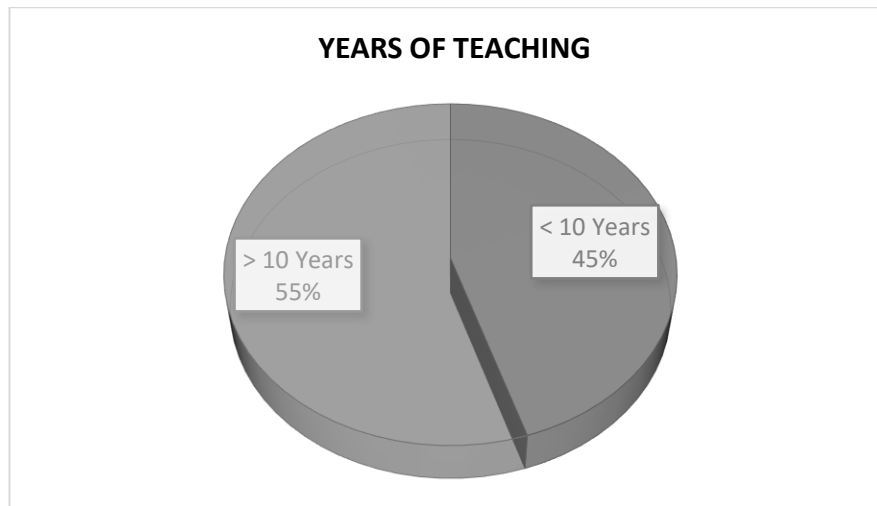
YEARS OF TEACHING

Figure 3: Percentage for Years Taught

In this study, the respondents were categorized based on the teaching experience. Figure 3 indicates that 45% of the respondents have less than 10 years of teaching experience, while a slightly higher percentage of 55% have more than 10 years of experience. This distribution indicates a relatively balanced mix of less experienced and more experienced educators within the sample. The prevalence of teachers with more than ten years of experience may imply a level of maturity and expertise in the educational environment being studied.
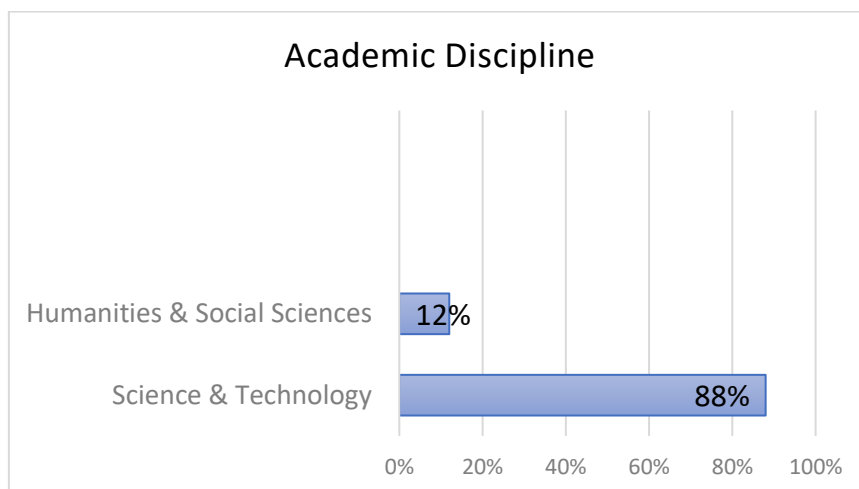
Figure 4: Percentage for Discipline

Figure 4 displays a dominant majority of 88% in the category of Science & Technology, indicating a significant focus or interest in these fields. In contrast, Humanities & Social Sciences are only represented by 12%, indicating that they are far less common in the context being studied. Such a distribution could have implications for interdisciplinary research, funding, and educational focus within the institution or study area.

Findings for Expert Teaching Style
This section presents data to answer research question i) How do lecturers perceive expert teaching style?

Generally, the expert teaching style centers around the instructor's knowledge and expertise, placing the teacher in a position where they are the primary source of information and guidance.

Table 3
Mean for Expert Teaching Style

Question	Mean
ETSQ1: Facts, concepts, and principles are the most important things that students should acquire.	4.8
ETSQ2: I set high standards for students in this class.	3.9
ETSQ3: What I say and do models appropriate ways for students to think about issues in the content.	4.3
ETSQ4: My teaching goals and methods address a variety of student learning styles.	4.4
ETSQ5: Students typically work on course projects alone with little supervision from me.	3
ETSQ6: Sharing my knowledge and expertise with students is very important to me.	4.8
ETSQ7: I give students negative feedback when their performance is unsatisfactory.	2.5
ETSQ8: Activities in this class encourage students to develop their own ideas about content issues.	4.4

This study investigates eight aspects of the expert teaching style. Table 3 presents these aspects (ETSQ1 through ETSQ8) alongside their corresponding average scores. These scores fall between 2.5 and 4.8. Notably, two items, ETSQ1 and ETSQ6, received the highest mean score of 4.8. It indicates that lecturers highly emphasize foundational knowledge and prioritizes students mastering core content. Also, strong dedication to imparting knowledge and expertise, indicating a highly interactive and informative teaching style. Lowest mean score of 2.5 for item ETSQ7 shows that lecturers did not favor giving negative feedback, possibly favoring constructive or positive reinforcement methods instead.

Findings for Formal Authority Teaching Style
This section presents data to answer research question ii) How do lecturers perceive formal authority teaching style?

The formal authority teaching style emphasizes the establishment of clear guidelines and rules, with the instructor holding a position of control and authority in the classroom environment

Table 4
Mean for Formal Authority Teaching Style

Question	Mean
FATSQ1: I spend time consulting with students on how to improve their work on individual and/or group projects.	4.5
FATSQ2: Activities in this class encourage students to develop their own ideas about content issues	4.4
FATSQ3: What I have to say about a topic is important for students to acquire a broader perspective on the issues in that area.	4.5
FATSQ4: Students would describe my standards and expectations as somewhat strict and rigid.	3.7
FATSQ5: I typically show students how and what to do in order to master course content.	4.5
FATSQ6: Small group discussions are employed to help students develop their ability to think critically.	4.5
FATSQ7: Students design one of more self-directed learning experiences.	4
FATSQ8: I want students to leave this course well prepared for further work in this area.	4.8

Eight aspects of the formal authority teaching style were examined in this study. Table 4 details each aspect (FATSQ1 to FATSQ8) and presents their respective mean scores, which range from 3.7 to 4.8. The highest mean score of 4.8 was attained by item FATSQ8 where most respondents agree on ensuring students are well-prepared for future academic or professional endeavors. On the other hand, lowest mean score of 3.7 for item FATSQ4 suggests that lecturers did not really perceive their style as having relatively strict standards, which may foster discipline but could also be seen as inflexible.

Findings for Personal Model Teaching Style

This section presents data to answer research question iii) How do lecturers perceive personal model teaching style?

The personal model teaching style revolves around the instructor's ability to serve as a role model for students, emphasizing values, beliefs, and personal characteristics.

Table 5
Mean for Personal Model Teaching Style

Question	Mean
PMTSQ1: It is my responsibility to define what students must learn and how they should learn it.	3.7
PMTSQ2: Examples from my personal experiences often are used to illustrate points about the material.	4.2
PMTSQ3: I guide students' work on course projects by asking questions, exploring options, and suggesting alternative ways to do things.	4.6
PMTSQ4: Developing the ability of students to think and work independently is an important goal.	4.5
PMTSQ5: Lecturing is a significant part of how I teach each of the class sessions.	4
PMTSQ6: I provide very clear guidelines for how I want tasks completed in this course.	3.9
PMTSQ7: I often show students how they can use various principles and concepts.	4
PMTSQ8: Course activities encourage students to take initiative and responsibility for their learning.	4.5

This study explored eight distinct aspects of the personal model teaching style. These aspects, labelled PMTSQ1 through PMTSQ8, are presented in Table 5 along with their calculated average mean scores. The scores range from 3.7 to 4.6. For the highest score (PMTSQ3), most respondents considered their roles to guide students through a highly interactive approach, encouraging exploration and critical thinking for course project. The lowest score of 3.7 for item PMTSQ1 may imply that lecturers give moderate emphasis on their roles to lead learning experience and methods, allowing some flexibility for students along the way.

Findings for Facilitator Teaching Style
This section presents data to answer research question iv) How do lecturers perceive facilitator teaching style?

The facilitator teaching style is characterized by a hands-off approach, where the teacher acts as a guide or facilitator rather than a central authority. The facilitator's teaching style fosters the development of critical thinking, cooperation, and student-centred learning. It enables students to actively engage in their education, resulting in self-fulfilment and a more profound comprehension of the subject matter.

Table 6
Mean for Facilitator Teaching Style

Question	Mean
FTSQ1: Students take responsibility for teaching part of the class sessions.	3.6
FTSQ2: My expertise is typically used to resolve disagreements about content issues.	3.6
FTSQ3: This course has very specific goals and objectives that I want to accomplish.	3.8
FTSQ4: Students receive frequent verbal and/or written comments on their performance.	3.8
FTSQ5: I solicit student advice about how and what to teach in this course.	4.4
FTSQ6: Students set their own pace for completing independent and/or group projects.	4.1
FTSQ7: Students might describe me as a "storehouse of knowledge" who dispenses the fact, principles, and concepts they need.	4.4
FTSQ8: My expectations for what I want students to do in this class are clearly defined in the syllabus.	4.4

There are 8 aspects pertaining to facilitator teaching style that have been investigated in this study. Table 6 describes the FTSQ1 to FTSQ8 aspects of a facilitator's teaching style, along with their respective mean scores. The scores range from 3.6 to 4.4, with the highest mean score of 4.4 associated with three items: FTSQ5, FTSQ7, and FTSQ8. These high scores indicate strong agreement among respondents regarding these particular aspects of the facilitator's teaching style. In addition, this analysis provides a statistical insight into the perceived effectiveness and areas of strength within this teaching approach in an educational setting. The lower scores suggest areas where there may be room for improvement or less consensus among the respondents. Overall, the data reflects a positive reception of the facilitator teaching style among the respondents.

Findings for Delegator Teaching Style
This section presents data to answer research question v) How do lecturers perceive delegator teaching style?

In general, the delegator teaching style assigns the majority of classroom power and responsibility to individual students or groups of students. This promotes student independence, cooperation, and the development of problem-solving abilities. It enables students to assume responsibility for their learning experiences and promotes autonomous decision-making.

Table 7
Mean for Delegator Teaching Style

Question	Mean
DTSQ1: Eventually, many students begin to think like me about course content.	4.2
DTSQ2: Students can make choices among activities in order to complete course requirements.	4.4
DTSQ3: My approach to teaching is similar to a manager of a work group who delegates tasks and responsibilities to subordinates.	4.5
DTSQ4: There is more material in this course than I have time available to cover it.	4.6
DTSQ5: My standards and expectations help students develop the discipline the need to learn.	4.5
DTSQ6: Students might describe me as a "coach" who works closely with someone to correct problems in how they think and behave.	4.7
DTSQ7: I give students a lot of personal support and encouragement to do well in this course.	4.5
DTSQ8: I assume the role of a resource person who is available to students whenever they need help.	4.5

There are 8 aspects pertaining to delegator teaching style that have been investigated in this study. From the analysis, the range of mean scores for DTSQ1 to DTSQ8 are from 4.2 to 4.7. The statistical data is shown in Table 7 which indicate a high level of agreement of these aspects among the respondents. The high mean scores suggest that the characteristics associated with this teaching style are well-received. Besides, this data offers valuable insights into the effectiveness and acceptance of the delegator approach in pedagogy.

Relationship between Teaching Styles
Table 8
Mean for Overall Lecturer's Perception on Teaching Styles

Teaching Styles	Mean
Expert Teaching Style	4.01
Formal Authority	4.36
Personal Model	4.18
Facilitator	4.01
Delegator	4.49

Table 8 presents data regarding lecturers' perception for their teaching styles. Analysis of the mean scores reveals that lecturers favoured the use of delegator style (mean = 4.49) and formal authority (mean = 4.36) over expert, personal and facilitator teaching styles.

Conclusion
Summary of Findings
This study illuminates the lecturer's perception towards their teaching styles. Overall, the analysis reveals different emphases across five teaching styles. Lecturers perceive expert teaching style by highlighting the focus on fundamental knowledge and believe the essentials

of effective delivery is by sharing their expertise. They are also aware that teaching methods should accommodate various learning styles. These perceptions are well aligned with Grasha's expert teaching style that characterized educators with having deep knowledge and expertise in their subject matter (Shaari et al., 2014).

Perception towards formal authority teaching styles put emphasis on lecturers aiming for students to complete their course thoroughly prepared for advanced work in related fields. To achieve this, lecturers feel that students need to be thoroughly informed about the course material, work in groups, and share perspectives on assigned topics. They also believe that students perceive them as not being rigid.

Lecturers view the personal model teaching style as fostering student independence by primarily guiding them through discussions and other interactive methods. This is in line with Jimola (2024), describing that educators advocate teaching through personal demonstration and encourage them to observe and model their approach. Facilitator teaching style perceived by lecturers in this study received shallow feedback since this teaching style is considered as student-centred approach, where most respondents see themselves as repositories of knowledge and agree that students were not really involved in teaching and learning process. However, this situation could be reversed if feedback were gathered based on students' perspectives, where students prefer facilitator teaching style as stated by (Razak et al., 2007).

Among all, perception on delegator teaching styles disclose consistent perspective towards all its questions. Generally, lecturers prioritize nurturing students who can work independently in an autonomous manner. They serve as guides and are accessible to provide assistance whenever students require support (Heydarnejad et al., 2017). Grasha (1996) identified four cluster of teaching styles, namely Cluster 1 (Expert/Formal Authority), Cluster 2 (Personal model/Expert/Formal Authority), Cluster 3 (Facilitator/Personal model/Expert) and Cluster 4 (Delegator/Facilitator/Expert). Based on mean values, the two most favourable teaching styles are delegator and formal authority, which is not aligned with any of the four clusters.

Theoretically, this study aligns lecturers' perceptions with Grasha's teaching styles framework, which categorizes teaching styles into clusters based on educators' approaches to teaching. By validating these perceptions against established frameworks, the research reinforces the applicability and relevance of theoretical models in educational research. It highlights how lecturers emphasize different aspects of teaching across various styles. The analysis of lecturers' perceptions of the facilitator teaching style, contrasted with students' preferences as highlighted in previous studies, provides valuable insights into the disparity between educator and student viewpoints.

The study offers useful guidance for educators by explaining how various teaching styles are seen and used in institutions. This helps improve teaching quality and how well students get involved, guiding training programs for lecturers to become more effective. Understanding lecturers' perceptions of teaching styles can influence educational policy decisions and curriculum design. For example, emphasizing certain teaching styles over others based on perceived effectiveness in preparing students for future endeavours. The research offers a comparative analysis of different teaching approaches within the context of higher education. In conclusion, this study validates existing frameworks and enhances our understanding of various teaching methods. Contextually, it also notifies educational policies, practices, and curriculum design, with the goal of improving teaching quality and student engagement in higher education.

Pedagogical Implications and Suggestions for Future Research

The findings of this study can be beneficial to all educators and reflect how they recognize their teaching styles. It is a general reflection on how lecturers anticipate how they deliver the teaching process. However, the lecturer's perception should be compared with the student's preferences. Rahmat (2018) suggests that effective teaching should account for learners' strategies, their learning processes, and the learning environment.

This study may also be extended by considering more respondents and analyzing lecturer's perception of teaching styles according to their academic disciplines. Furthermore, a thorough analysis of each item in the research question should be conducted. Future research may also focus on how lecturers perceive their teaching styles during online and physical learning.

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