Investigating Lecturers' Perceptions of Teaching Methods in Tertiary Classroom

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Abstract
As research and pedagogical theories continue to evolve, educators are provided with a diverse array of teaching methods to select from. The preference of educators for specific teaching methodologies significantly influences students' learning experiences. Thus, conducting an inquiry into educators' preferences regarding teaching methods is essential, as the outcome obtained will benefit both students and educators alike, particularly in aligning educators' preferences with student learning needs and preferences. This research investigates the perceptions of educators regarding various teaching methods employed in the classroom setting. The study utilizes a quantitative survey methodology involving 63 respondents currently engaged in teaching at a local university. The instrument utilized is a 5-point Likert-scale survey, adopted from the works of Thornton (2013) and Grasha (1994). Comprising four sections, this instrument encompasses: Demographic Profiles, Direct, Discuss, and Delegate teaching methods, respectively. The findings reveal that the Discuss method is the most favoured method followed by Direct and Delegate method respectively. The Discuss method being the main preference of these teachers reflects that they are more inclined towards applying a teacher-centred approach in their classrooms. These findings offer valuable insights into the preferences of instructors regarding teaching methodologies, contributing to the understanding of instructional practices within the academic setting.
Keywords: Teaching Method, Direct Teaching Method, Discuss Teaching Method, Delegate Teaching Method.

Introduction
Background of Study
A teaching method refers to the style of teaching adopted by educators in presenting or teaching a lesson. Educators can employ various methods and these choices are often determined by their teaching philosophy and personal preferences (Giri, Pavithra &

Gnanasundari, 2023). These personal preferences are often influenced by various factors such as personality traits and motivation (Klassen, & Tze, 2014), comfort level, class size, subject matter and students' education level (Murphy, Eduljee & Croteau, 2021).

Preferred teaching methods that fit the educators' personalities can enhance the effectiveness of content delivery (Giri, Pavithra, & Gnanasundari, 2023). This alignment boosts educators' confidence, as they feel more assured and capable in their instructional approach. Additionally, preferred teaching methods are vital for fostering student engagement and motivation. When students feel comfortable, positive, and believe they have control over their learning, their motivation increases (Filgona, Sakiyo, Gwany, & Okoronka, 2020). Consistent teaching methods help manage students' expectations, making them feel more at ease during lessons thus improving their overall learning experience and academic achievement.

Hence, this study will provide critical insights into educators' preferred teaching methods. This awareness will encourage educators to reflect on their current practices which will help educators gain insight into their own methods and tailor them accordingly.

Overview of Teaching Methods and Teaching Styles
The term "teaching methods'' refers to a broader technique that teachers use to support student learning in the classroom. These techniques form the core of the educational process, influencing the way knowledge is communicated, ideas are comprehended, and abilities are honed. As described by Thornton (2013), the teaching methods are classified based on the three D's; Direct, Discuss and Delegate. As for teaching styles, Grasha (1996) came up with a more specific classification when compared to Thorntorn's, called "teaching styles". They are essential for holding students' attention, encouraging critical thinking, and advancing the acquisition of relevant knowledge. Grasha (1996) classified five teaching styles, which are Personal Model Teaching Style, Expert Teaching Style, Formal Authority Teaching Style, Delegator Teaching Style, and Facilitator Teaching Style. These 5 teaching styles can be mapped to match with Thorntorn's three D's.

Teaching Methods and Styles in Malaysia
The study of teaching methods and styles in Malaysia is an important field that needs to be explored. Malaysia is a multicultural country with a society made of different upbringing, cultural backgrounds, and language, which will result in a mix of learners' characteristics when it comes to learning a particular topic in the institution. Due to the difference of learner's characteristics, the teaching methods employed in Malaysia may or may not have similarities with studies carried out in other countries with a different geographical community. Thus, conducting a rigorous study on teaching methods specific to Malaysia is essential as the results yielded will benefit the educators, especially in terms of improvement of knowledge delivery and teaching practices.

Statement of Problem
The aim of any educational programme is to ensure that students attain academic excellence. There are many factors that lead to students attaining academic excellence, such as the learning environment, the facilities and sources provided to learn, the curriculum, etc. One of

the most important factors influencing students' learning is how instructors teach a subject matter (Grasha, 1994).

Studies have been conducted mainly on the relationship between teaching style and students' learning (Durmus & Guven, 2020; Sukor Shaari et al, 2014). Although this aspect is important, it is also crucial to be aware of how instructors perceive their own teaching style as this will assist in reflecting their teaching practices. According to Su-Bergil and Ercevik (2019), academics must be aware of appropriate teaching styles to meet the aim of teaching and learning. Moreover, by being aware of the various styles, instructors can improve their teaching practice, which will encourage learning engagement among students. The current study explores how instructors in a Malaysian tertiary institution perceive their teaching style.

Objectives of the Study and Research Questions
This study is done to explore the perception of instructors of different teaching methods in the classroom. Specifically, this study is done to answer the following questions;
1. How do instructors perceive Direct teaching method in the classroom?
2. How do instructors perceive Discuss teaching method in the classroom?
3. How do instructors perceive Delegate teaching method in the classroom?
4. What is the most preferred teaching method used in the classroom by the instructors ?

Literature Review
Categories of Teaching Methods and how they Influence Classroom Learning
In Brown's (2007), definition, a method is perceived as an overarching plan for the systematic presentation of language, grounded in a chosen approach. Over the centuries, a variety of teaching methods, including the audio-lingual, audio-visual, grammar-translation, and direct methods, have surfaced in language education (Richards & Rodgers, 2001, p. 3, as cited in Stegmeier,2019). The diverse principles underlying these methods stem from distinct perspectives on the process of language acquisition. Educators utilize a diverse range of teaching methods, each contributing to a dynamic learning environment, with the goal of enhancing teaching and learning outcomes while efficiently utilizing time, effort, and resources for both teachers and learners (Hasanova et al., 2021). Research indicates that teaching methods have a significant impact on students' motivation and learning (Mahdieh, Abbasi & Salmani, 2023).These methods can be categorized into nine distinct categories, including the Oral Approach and Situational Language Teaching, the Grammar Translation Method, the Audio-Lingual Method, Communicative Language Teaching, the Total Physical Response Method, the Silent Way, Community Language Learning, Suggestopedia, and the Direct Method (Boran, 2010, as cited in Intarapanich, 2013). Vikoo (2003, as cited in Dorgu,2016) proposed that teaching methods can be classified into three main categories: cognitive development method, affective development methods and psychomotor development method. If employed effectively, these methods have the potential to enhance teaching and learning outcomes, fostering the desired changes in students (Dorgu,2016). Contrastingly, Thornton (2013) proposed three different categories of teaching methods which are direct, discuss, and delegate. The direct method favours a one-way communication system where the teacher becomes the authoritative figure who directs the students on what to do, how to do and when it needs to be done. On the other hand, the discuss method encourages two- way or multi-way communication in the classroom in which students play an active role in the learning process. Meanwhile, the delegate method promotes learning by

doing. This again requires students to participate actively in their learning. Examining the insights gleaned from existing literature, it becomes evident that the investigation of teaching methods holds substantial importance. In the context of this study, the instructors' teaching style preferences were identified and then categorised under the different methods as proposed by Thornton (2013).

Definition of Teaching Styles
As defined by Ahmed, Khan Farooqi and Iqbal (2021), there are five different types of teaching styles;

1. Expert Teaching Style is a teacher-centred approach that involves teachers who possess the knowledge, competence, and skills necessary to impart the essential information and proficiency students need, maintaining their status as specialists to present facts and figures effectively.
2. Formal Authority Style is a teacher-centred approach where the teacher, respected for their expertise, delivers content, sets objectives and rules, manages their role, and provides feedback to develop student learning strategies.
3. Personal Model Teaching Style is a teacher-centred approach where teachers demonstrate activities and skills, share personal experiences to motivate students, and use supervision, motivation, and demonstration strategies to enhance student learning and involvement.
4. Facilitator style is a student-centred approach where the teacher acts as a guide, encouraging student independence and responsibility through interactive, active learning strategies that involve cooperation, problem-solving, and exploration.
5. Delegator Teaching Style is a student-centred approach that focuses on student involvement, with teachers guiding learning to foster autonomous thinking, allowing scholars to work independently on projects

Past Studies on Teaching Methods
In a study by Hamdan et al (2021), 357 Universiti Teknologi Malaysia (UTM) lecturers participated in a web-based questionnaire, covering basic information, general teaching practices, specific teaching methods, and teaching preferences. When comparing specific teaching methods across fields, it was observed that science and technology lecturers utilized lecture and discussion more frequently than their counterparts in engineering and social science. Among the six specific teaching methods, discussion and lecture stood out as the most commonly employed, scoring significantly higher than the other four methods. However, an intriguing discovery emerged when lecturers were asked to express their preferences for the six specific teaching methods. Despite being one of the most frequently used methods, lectures received the lowest preference rating. The discrepancy between teaching practice and lecturers' preferences suggests a shift in perspectives among UTM lecturers toward more interactive teaching methods. However, the continued frequent use of the lecture method may be influenced by teaching conditions, such as class size constraints. This study has assisted lecturers in identifying suitable teaching methods to enhance the quality of teaching and learning. Furthermore, it offers valuable data and insights to guide authorities in refining their training courses for teaching improvement.

Building on this idea, Shaari et al (2014), conducted a study on the relationship between lecturers' teaching methods and students' academic engagement in one public university in Malaysia. A survey, comprising questionnaires distributed to 266 students, was employed to

conduct the study. The teaching methods were analyzed for dimensions alongside students' engagement levels. Descriptive statistics, including percentages, means, and standard deviations, were used for this purpose. The findings revealed that a majority of lecturers favoured the discussing method, followed by the directing method. The delegating method receiving the lowest mean. Most respondents were actively engaged in academic activities. Moreover, the results indicated a significant, albeit moderate, relationship between lecturers' teaching methods and students' academic engagement.

Khoirunnisa (2023), studied the teaching styles used by 32 teachers at a private junior high school in Salatiga. The design of this research is descriptive quantitative in the form of survey study. The findings revealed that the most preferred teaching style is Personal Model, followed by Formal Authority and the least preferred style is Facilitator.

Sajjad (2010), assessed the efficacy of diverse teaching methods in instructing graduate-level students. Two hundred and twenty undergraduates across 11 departments in the Faculty of Arts at the University of Karachi were interviewed to gather insights into their opinions on the most effective teaching methods and the underlying reasons. The majority of students favoured the directing or lecture method, citing reasons such as comprehensive knowledge delivery by the teacher, time efficiency, and attentive engagement with lecture content through note-taking. Discussion method or group discussion ranked as the second-best teaching method due to increased student participation, enhanced learning effectiveness, reduced dependence on rote memorization, and the fostering of creativity. Students' perceptions and ratings regarding engaging and effective teaching methods provide valuable insights for suggesting enhancements in the teaching and learning processes.

These studies collectively contribute to the broader understanding that effective teaching involves a careful consideration of various factors, including the choice of teaching methods and their impact on student engagement. The acknowledgment of a discrepancy between the frequently used methods and lecturer preferences, along with the emphasis on active student participation and effective learning strategies, provides valuable insights for educators and institutions aiming to enhance the quality of teaching and learning experiences. Ultimately, these studies advocate for a student-centric approach, urging educators to adapt and refine their teaching methods to create more meaningful and engaging educational environments. To sum up, this study explores the most preferred methods that were drawn upon the instructors' teaching style inclination. In order to achieve this, Grasha's (1994), teaching styles were integrated into Thornton's (2013), classification of teaching methods. This will be further explained in the next section.

Conceptual Framework
Figure 1 shows the conceptual framework of the study that reflects on the categories of teaching methods found in classrooms. Different views of teaching can influence the learning environment in a variety of ways (Rahmat, 2021). This study is rooted from teaching method categories by (Thornton, 2013). These categories are then combined with teaching styles by Grasha (1994), to indicate the categories of teaching style teachers use in the classroom., In the context of this study, educators who use the Direct method use the Expert and Formal authority teaching style. Next, the classroom method that employs the discussion method reveals instructors who employ the personal model and facilitator teaching style. Finally, the

classroom that uses the delegating method is taught by teachers who use the delegator teaching style.
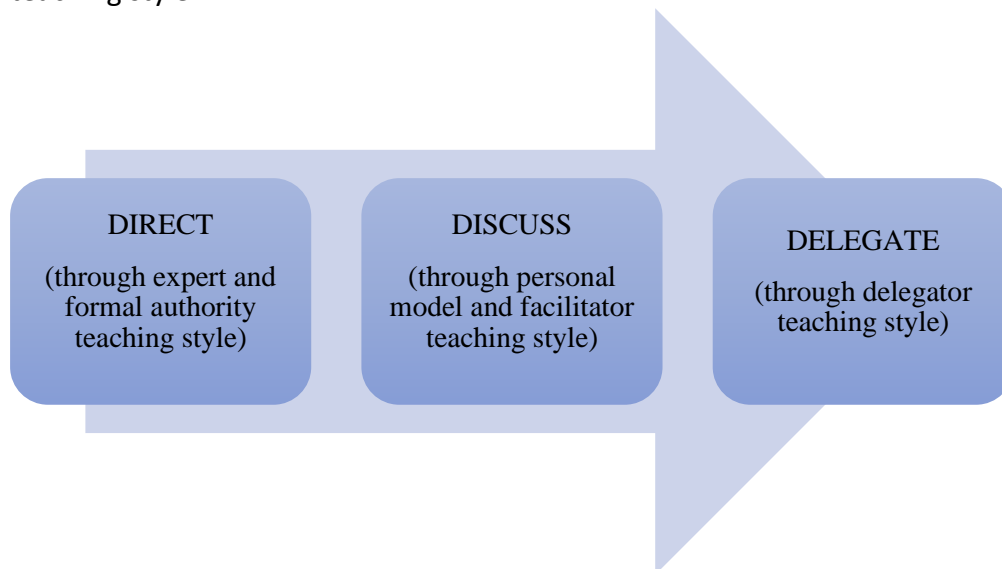

Figure 1- Conceptual Framework of the Study- Categories of Teaching Method

Methodology
This quantitative study is done to explore the perception of instructors of different teaching methods in the classroom. A random sample of 63 participants responded to the survey. The instrument used is a 5 Likert-scale survey and is rooted from Thornton (2013) and Grasha (1994), the variables revealed in Table 1 below. The survey has 4 sections. Section A contains items regarding demographic profile, while Section B encompasses items related to the Direct teaching method. Section C addresses the Discuss teaching method, and the final section, Section D, focuses on the Delegate teaching method.

Table 1
Distribution of Items in the Survey

SECTION	TEACHING METHOD (Thornton, 2013)	TEACHING STYLE (Grasha, 1994)		
B	DIRECT	Expert Teaching Style	8	16
		Formal Authority Teaching Style	8	
C	DISCUSS	Personal Model Teaching Style	8	16
		Facilitator Teaching Style	8	
D	DELEGATE	Delegator Teaching Style	8	8
				40

Table 2
Reliability of Survey

RELIABILITY STATISTICS	
Cronbach's Alpha	N of items
0.846	40

Table 2 also shows the reliability of the survey. The analysis shows a Cronbach alpha of 0.846. This thus reveals 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
Findings for Demographic Profile

Table 3
Percentage for Demographic Profile

Q1	Gender	Male	Female	
		9.5%	90.5%	
Q2	Discipline	Science & Technology	Social Science	
		9.5%	90.5%	
Q3	Teaching Experience	Novice	Experienced	Expert
		27%	50.8%	22.2%

This study collected data from a total of 63 respondents who are lecturers from a public university in Malaysia. The respondents were invited to participate in the study on a voluntary basis. The female respondents presented a significant proportion of the sample, which amounted to 90.5%, while the male participants amounted to 9.5%. These respondents are teaching in two disciplines, namely Social Science, which accounts for the highest percentage, 90.5% and Science and Technology, which is 9.5%. Also, the respondents' teaching experiences are categorised as novice lecturers in which the teaching experience is below five years, while experienced lecturers are those who have teaching experience for 6 to 15 years and expert lecturers are those who have been teaching for more than 16 years. The total number of respondents who responded to the questionnaire based on their teaching experience is 27%, 50.8% and 22.2 %, respectively. Overall, more female respondents participated in the study, there were more social sciences lecturers who responded to the questionnaire and the majority of the instructors are categorised as experienced and have a substantial amount of practice in teaching.

Findings for Direct Method
This section presents data to answer research question 1 – How do instructors perceive Direct teaching methods in the classroom? In the context of this study, this is measured by the (i) expert teaching style and (ii) formal authority teaching style. The mean scores for both expert teaching style and formal teaching style are presented in Table 4 and Table 5.

Table 4
Mean for Expert Teaching Style

ITEM	MEAN
ETSQ1 Facts, concepts, and principles are the most important things that students should acquire.	4.46
ETSQ2 I set high standards for students in this class.	3.95
ETSQ3 What I say and do models appropriate ways for students to think about issues in the content.	4.38
ETSQ4 My teaching goals and methods address a variety of student learning styles.	4.24
ETSQ5 Students typically work on course projects alone with little supervision from me.	2.65
ETSQ6 Sharing my knowledge and expertise with students is very important to me.	4.84
ETSQ7 I give students negative feedback when their performance is unsatisfactory.	2.78
ETSQ8 Activities in this class encourage students to develop their own ideas about content issues.	4.49

Expert teaching style refers to instructors who have comprehensive knowledge and expertise in the subject matter that they teach. The highest mean for this style is 4.84, which is 'sharing my knowledge and expertise with students is very important to me'. This shows that instructors find that sharing their knowledge of the subject matter with their students is an important part of teaching. It could be said that the instructors find that providing students with pertinent knowledge is essential and they play an important role in ensuring students understand what is being taught. The lowest mean score is 'I give students negative feedback when their performance is unsatisfactory' which constitutes 2.78, suggesting that the instructors do not prefer to provide negative feedback to their students.

Table 5
Mean for Formal Authority Teaching Style

ITEM	MEAN
FATSQ1 I spend time consulting with students on how to improve their work on individual and/or group projects.	4.54
FATSQ2 Activities in this class encourage students to develop their own ideas about content issues	4.46
FATSQ3 What I have to say about a topic is important for students to acquire a broader perspective on the issues in that area.	4.41
FATSQ4 Students would describe my standards and expectations as somewhat strict and rigid.	2.94
FATSQ5 I typically show students how and what to do in order to master course content.	4.33
FATSQ6 Small group discussions are employed to help students develop their ability to think critically.	4.48
FATSQ7 Students design one of more self-directed learning experiences.	3.84
FATSQ8I want students to leave this course well prepared for further work in this area.	4.78

The formal authority teaching style focuses on the instructors' position in the classroom and among students. This style emphasises the instructor as an integral figure who provides feedback and guidance to students in learning the content. The highest mean score for this style is 'I want students to leave this course well prepared for further work in this area' which indicates 4.78. This shows that the instructors aim to ensure that their students are equipped with enough knowledge of the subject matter at the end of the semester. Meanwhile, the lowest mean score is 2.94 for 'Students would describe my standards and expectations as somewhat strict and rigid'. This indicates that the instructors view their teaching as flexible; at the same time, they are friendly to their students. It could also be deduced that this style most likely motivates students to seek their instructor's assistance to understand the content taught to them.

Findings for Discuss Method

This section presents data to answer Research Question 2 – How do instructors perceive the Discuss teaching method in the classroom. In the context of this study, this is measured by (i)personal model and (ii) facilitator teaching style. The mean scores for both personal model and facilitator teaching style are presented in Table 6 and Table 7.

Table 6

Mean for Personal Model Teaching Style

ITEM	MEAN
PMTSQ1 It is my responsibility to define what students must learn and how they should learn it.	3.89
PMTSQ2 Examples from my personal experiences often are used to illustrate points about the material.	4.14
PMTSQ3 I guide students' work on course projects by asking questions, exploring options, and suggesting alternative ways to do things.	4.54
PMTSQ4 Developing the ability of students to think and work independently is an important goal.	4.63
PMTSQ5 Lecturing is a significant part of how I teach each of the class sessions.	4.06
PMTSQ6 I provide very clear guidelines for how I want tasks completed in this course.	4.57
PMTSQ7 I often show students how they can use various principles and concepts.	4.51
PMTSQ8 Course activities encourage students to take initiative and responsibility for their learning.	4.56

Those who use Formal Teaching Style ask students to reply to thought-provoking questions in order to foster critical thinking and have an active discussion. Here, the instructor fulfils the role as a facilitator by guiding the directions of the students' discussion towards a logical conclusion. The highest mean for this style is 4.63, which is 'Developing the ability of students to think and work independently is an important goal'. This reflects the instructor's aim towards shaping the students into one who can carry the direction of their learning process on their own. This will enable them to handle all kinds of situations well as they are capable of doing it without the help of others. Whereas, the lowest mean score for this style is 3.89, meant for 'It is my responsibility to define what students must learn and how they should learn it'. Since this sentence reflects a situation in which the instructor leads the discussion instead of the students, they could not really be defined as a Discuss Teaching Style. That explains the low mean score as that was not the aim of those who practice this style in their classrooms.

Table 7
Mean for Facilitator Teaching Style

ITEM	MEAN
FTSQ1 Students take responsibility for teaching part of the class sessions.	3.06
FTSQ2 My expertise is typically used to resolve disagreements about content issues.	3.83
FTSQ3 This course has very specific goals and objectives that I want to accomplish.	4.48
FTSQ4 Students receive frequent verbal and/or written comments on their performance.	4.35
FTSQ5 I solicit student advice about how and what to teach in this course.	3.62
FTSQ6 Students set their own pace for completing independent and/or group projects.	3.54
FTSQ7 Students might describe me as a "storehouse of knowledge" who dispenses the fact, principles, and concepts they need.	3.75
FTSQ8 My expectations for what I want students to do in this class are clearly defined in the syllabus.	4.51

The goal of the Facilitator Teaching Style is to assist students in "constructing" meaning and grasping significant concepts and procedures. In this situation, instructors guide students' investigations into addressing challenging issues, texts, cases, projects, or circumstances. The highest mean for this style is 4.51, which is 'My expectations for what I want students to do in this class are clearly defined in the syllabus'. This shows that the instructor's aim for using this style is to ensure that students are guided towards addressing and fulfilling the items or skills introduced in the syllabus. In contrast to that, the lowest mean score for this style is 3.06, meant for 'Students take responsibility for teaching part of the class sessions'. Facilitator Teaching Style is the act of guiding the students into solving difficult issues, cases and projects. However, this sentence does not reflect the characteristics of the style. This explains the low mean score because educators that use this method in the classroom did not intend for it to be that way.

Findings for Delegate Method
This section presents data to answer Research Question 3 – How do learners or instructors perceive Delegate Teaching Method in the classroom. The mean score for Delegator Teaching Style is presented in Table 8.

Table 8

Mean for -Delegate Teaching Style

ITEM	MEAN
DTSQ1 Eventually, many students begin to think like me about course content.	3.73
DTSQ2 Students can make choices among activities in order to complete course requirements.	3.29
DTSQ3 My approach to teaching is similar to a manager of a work group who delegates tasks and responsibilities to subordinates.	3.37
DTSQ4 There is more material in this course than I have time available to cover it.	2.95
DTSQ5 My standards and expectations help students develop the discipline the need to learn.	4.13
DTSQ6 Students might describe me as a "coach" who works closely with someone to correct problems in how they think and behave.	4.02
DTSQ7 I give students a lot of personal support and encouragement to do well in this course.	4.40
DTSQ8 I assume the role of a resource person who is available to students whenever they need help.	4.40

By empowering others, the Delegate Teaching Style instructors foster learning by giving independent assignments to do alone or in groups. Work is divided among members, and students learn to take the first step on their own. In other words, they learn through taking actions. The highest mean for this style is 4.40, which is shared for 'I give students a lot of personal support and encouragement to do well in this course' and 'I assume the role of a resource person who is available to students whenever they need help'. This shows that the instructor is ready to be of help for the students, although this style is meant to encourage the students to initiate a move or action for their studies. If things get more difficult for them, the teacher will be there to help. The lowest mean score for this style is 2.95, meant for 'There is more material in this course than I have time available to cover it.' The reason why this item receives the lowest mean score is because the instructors disagree that time was a constraint in covering all the materials. Here is where the delegation of tasks among members is crucial so that everyone will be able to finish the materials within the time allocated.

Findings for the Most Preferred Teaching Method Based on the Instructors' Teaching Style Preferences

This section presents the data for research question 4 – What is the most preferred teaching method used in the classroom by the instructors. This section explores the instructors' preference for teaching style. These preferences are then classified into the Thornton's (2013) category of teaching methods to answer the research question. The mean score for each teaching style is presented in Table 9.

Table 9
Mean for Each Teaching Style

	N	Mean	Std. Deviation
EXPERT	63	3.9742	.37912
FORMAL AUTHORITY	63	4.2222	.36715
PERSONAL MODEL	63	4.3631	.43863
FACILITATOR	63	3.8909	.41851
DELEGATOR	63	3.7837	.46294

The table above shows the mean score for each teaching style. The highest mean is Personal Model which is 4.36. This is followed by Formal Authority 4.22, Expert teaching style 3.97, Facilitator teaching style 3.89 and Delegator teaching style 3.78. In other words, Personal teaching style falls under the Discuss method, indirectly making it the most preferred method to be used in classrooms. Next preferred method is Direct, which consists of the second and the third highest mean for Formal and Expert teaching style respectively. The fourth preferred teaching style is Facilitator which also falls under Discuss method. Lastly, the least preferred teaching style is Delegator which is categorised as Delegate method.

The findings above coincide with the study conducted by Shaari et al (2014), who found that the majority of the respondents who participated in the studies preferred Personal Model style (Discuss method), the second most preferred style is Expert teaching style while the Delegator style (Delegate method) remained as the least preferred style. However, this finding differed slightly with Khoirunnisa (2023),who found that the most of the respondents preferred Personal Model style and least preferred Facilitator teaching style in their teaching. Hence, this could be attributed to their inclination towards teacher-centred approach in delivering the lessons as both Personal Model and Expert teaching style have common characteristics of teacher centred approaches. Although the least preferred style for the current study and the study conducted by Khoirunnisa (2023), differs, these two teaching styles share a common characteristic which falls under student-centred approach. Thus, it could be said that Asian educators are more inclined to practise a teacher-centred approach in their teaching (Ahmed, Khan Farooqi & Iqbal, 2021). This shows that Asian educators practise this approach due to the cultural values that stress authority and structured learning environment in the classrooms.

Conclusion and Implications

The findings of this study on teaching preferences reveal that instructors prefer the Discuss method which is evident by its highest mean scores. The Direct method is the second most favoured method while Delegate remains the least favoured method to be used in classrooms. This data suggests that the instructors are more inclined towards a teacher-centred approach in their teaching, likely influenced by their Asian cultural background.

The findings of this study have several implications. Understanding educators' preferences for teaching methods can have significant implications for curriculum development, and faculty training programs. By identifying which teaching methods are most favoured by educators, educational institutions can tailor their teaching practices to better meet the needs and preferences of both educators and students. This understanding can lead

to the implementation of more effective teaching methodology, essentially enhancing student participation, lesson outcomes, and overall learning experiences.

However, it is important to acknowledge that this study has certain limitations. To address these limitations and further advance research in this area, several recommendations can be made for future researchers. A qualitative investigation can be conducted to complement the quantitative findings as presented in this research in order to find out the underlying reasons behind this inclination for choosing a teacher-centred approach. Other than that, future researchers can also consider the students' perspectives and preferences regarding teaching methods to better understand how educators' inclination align with student learning needs and preferences.

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