



Impact of Teacher's Teaching Styles on Students' Academic Performance for Secondary Grades in Jigme Sherubling Central School, Tashigang

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Abstract

This study aimed to examine the various teaching styles employed by teachers and their impact on students' academic performance in Jigme Sherubling CS. The specific objectives were twofold: firstly, to determine the influence of teachers' teaching styles on students' achievement scores, and secondly, to investigate the correlation between teachers' teaching styles and students' academic performance. The study was conducted with 100 students from Jigme Sherubling CS, covering grades IX to XII, and twenty teachers. A Teaching Styles Survey was utilized to gather the necessary data. Subsequently, the collected data underwent statistical analysis using Pearson correlation coefficient (r) and t-test. The findings of the study indicated that the most commonly employed teaching style by teachers was the facilitator style. Following closely was the expert style, while the delegator style ranked third in frequency of use. The second-to-last teaching style adopted by teachers was formal authority, and the least utilized style was the demonstrator style. Furthermore, the results revealed a strong positive correlation between all indicators of teaching styles and students' academic achievement. This suggests that the different teaching styles significantly influenced students' performance beneficially. Furthermore, the study revealed a statistically significant distinction between male and female students regarding all aspects of teaching styles. This indicates that gender plays a role in the preferred teaching styles and their effect on academic performance.

Keywords: Teaching Style, Student Achievement, Academic Performance

Introduction

Effective teaching plays a pivotal role in shaping students' academic performance and fostering their intellectual growth. How teachers approach their instructional practices, commonly referred to as teaching styles, has been the subject of extensive research due to its potential influence on students' learning outcomes. Understanding the impact of different teaching styles on students' academic performance is crucial for educators, school administrators, and policymakers seeking to enhance the quality of education.

According to Adunola (2011), teaching style encompasses the instructor's presence and the quality of interaction with students. Effective communication of instructional strategies has two significant implications for students. Firstly, it

influences the learning processes employed by students, impacting their ability to acquire knowledge and skills. Secondly, it can either facilitate or hinder their learning potential. How instructors present material is influenced by their characteristics, as stated by Basheer et al. (2015). Grasha (1994) further emphasizes a symbiotic relationship between individual characteristics, teaching methods employed by educators, and the learning styles exhibited by students.

Teaching styles are perceived as distinctive patterns that encompass the needs, beliefs, and behaviors exhibited by teachers within the classroom. In this study, the Grasha-Riechmann teaching style paradigm was employed to examine these patterns. The subsequent section will cover the five teaching philosophies described by Alumran (2008).

Background story

Jigme Sherubling Central School, situated in the district of Tashigang, is a renowned and old educational institution that has been instrumental in shaping the academic journey of countless students in the region. With a strong emphasis on providing quality education, the school has always strived to foster an environment that promotes holistic development and academic excellence. Over the years, the school administration and teaching staff at Jigme Sherubling Central School have continuously explored innovative teaching methodologies and approaches to optimize students' learning experiences. Recognizing the critical role of teachers in shaping students' academic performance, the school administration has been keen on understanding the impact of different teaching styles on student outcomes. Motivated by the desire to improve teaching practices and enhance student achievements, the school authorities have embarked on a research endeavor to investigate the correlation between teachers' teaching styles and students' academic performance within the unique context of Jigme Sherubling Central School. The research initiative emerged from a series of observations and discussions among the school administration, teachers, and stakeholders. It became evident that the teaching styles employed by educators play a vital role in shaping students' attitudes towards learning, their engagement in classroom activities, and ultimately, their academic achievements.

Significance

The findings of this research contribute to the existing body of knowledge on teaching styles and their impact on students' academic performance, specifically within the unique educational setting of Jigme Sherubling Central School. The outcomes not only provide valuable insights to teachers and administrators within the school but also have implications for educational practices and policies more broadly. By uncovering the relationships between teaching styles and academic achievement, this study aims to enhance educational practices within Jigme Sherubling Central School and provide recommendations that can be applied to other educational institutions facing similar challenges. Ultimately, the findings contribute to fostering an optimal learning environment that maximizes students' academic potential and equips them with the necessary skills for future success.

Literature Review

Teaching styles can be categorized based on their application and advantages. Every teaching style possesses its unique set of advantages and disadvantages. Notably, there are popular teaching styles identified by [Brown \(2001\)](#) and explored by [Grasha \(2002\)](#). [Brown \(2001\)](#) describes teaching styles as the personal behaviors exhibited by teachers in delivering knowledge. According to [Sun & Wang \(2007\)](#), teaching styles can be categorized as authoritarian, democratic, and laissez-faire. Additionally, it has been found that providing teachers

with proper working facilities enhances their productivity, comfort, and competence ([Ijaduola, 2011](#)).

Numerous studies, including research by [Driessen \(2007\)](#), [Martin et al. \(2008\)](#) have examined the influence of the gender of teachers on student motivation. [Jones \(2003\)](#) specifically noted that male teachers tend to be more motivating for boys compared to female teachers. On the other hand, [Banmeke \(2006\)](#) highlighted that an inadequate physical learning environment in institutions can negatively affect the morale of teachers.

Contrasting findings were observed in the study by [Mullola et al. \(2011\)](#), where it was determined that the gender of teachers did not have a significant impact on students' grades. However, [Driessen \(2007\)](#) discovered that male teachers were more effective in assessing their students compared to female teachers. This can be attributed to male teachers' emphasis on cognitive development in the classroom, possibly due to their higher qualifications and content knowledge relative to their female counterparts.

As per the findings of [Chudgar and Sankar \(2008\)](#), teachers exert their authority in the classroom by maintaining strict self-control. [Green et al. \(2008\)](#) acknowledged that male and female teachers differ in terms of their approaches to class organization, with female instructors often facing more behavioral challenges. However, [Yazuz \(2009\)](#) found no significant difference in class management between genders among teachers. [Carrington et al. \(2008\)](#) conducted a study and determined that the gender of teachers does not have an impact on students' academic achievement.

Moreover, students are capable of accurately perceiving and attributing specific teaching styles to their teachers ([Centra & Gaubatz, 2000](#)). Female teachers tend to use inspiration to facilitate content-oriented teaching paradigms. They also invest more time in lecture preparation, course planning, and designing learning tasks to assess student progress ([Singer, 1996](#)). According to the [National Centre for Education Statistics \(2006\)](#), the teaching profession is predominantly female-dominated, with female teachers outnumbering male teachers by threefold. Additionally, the National Education Association reported that male teachers comprise only nine percent of elementary school teachers in America.

According to the National Survey on Students' [Engagement \(2005\)](#), female instructors place a greater emphasis on higher-order thinking abilities and create a learning environment that encourages multiple experiences, as compared to male instructors. Research by [Kuh, Laird, and Umbach \(2004\)](#) indicates that female teachers employ more active learning strategies. Additionally, [Kuh et al. \(2004\)](#) found that female teachers tend to use more interactive techniques than their male counterparts. Female teachers have a stronger influence on the academic performance of girls compared to boys. In test results, female students consistently outperform male students. Moreover, female teachers demonstrate a greater

impact on improving female students' test scores, with a twenty percent higher improvement rate compared to male students. Numerous studies, including those by [Dee \(2007\)](#) and [Winters et al. \(2013\)](#), have shown that female teachers significantly influence the academic achievement of female students. The teaching styles of teachers have a notable effect on students' performance, as indicated by research conducted by [Iqbal et al. \(2013\)](#) and [Iqbal, et al. \(2016\)](#).

[Grasha \(1994\)](#) categorized teachers' teaching styles into Formal Authority, Expert, Facilitator, Personal Model, and Delegator styles. In 1994, Grasha conducted an evaluation of teaching styles, identifying them as formal authority, expert, facilitator, delegator, and personal model. Female teachers tend to show a preference for the delegator or facilitator style, as it allows them to guide and support students in transmitting knowledge, setting goals, and providing feedback. [Starbuck \(2003\)](#) research highlighted gender inconsistencies in teaching styles, particularly in specific disciplines. In departments where women are more prevalent, they tend to have better control over discipline. [Grasha and Hicks \(2000\)](#) emphasized the significance of teaching styles' effectiveness as a crucial element in lessons. Female teachers have shown a preference for working with delegator and facilitator styles during the teaching and learning process, as indicated by [Grasha \(1994\)](#). [Bohren \(2019\)](#) also identified various teaching styles, including the lecture style, referred to as the authority method, which involves students listening to the teacher talk about a topic while they listen, memorize, and take notes based on their abilities. The coaching style, referred to as the demonstrator method, aims to maintain authority within the classroom. On the other hand, the facilitator style, similar to the activity method, promotes self-learning and active engagement. The delegator style, which is widely used in group work and laboratory settings, shares similarities with group methods. In contrast, the hybrid style incorporates individual preferences and traits ([Bohren, 2019](#)). Teaching styles encompass the various approaches employed by teachers during lectures, as highlighted by [Metzler \(2000\)](#) and [Rink \(2002\)](#). These styles establish a connection between learning and instructions in order to achieve specific outcomes or desired results. Teachers are classified based on their teaching styles, as categorized ([Mosston & Ashworth, 2002](#)). [Evans \(2004\)](#) identified a teaching style known as the holistic style, which is commonly adopted by new teachers. A lower score indicates a greater inclination towards a holistic teaching style, while a higher score suggests a preference for an analytical teaching style. However, the majority of teachers tend to utilize the analytical style rather than the holistic style. The holistic style shares similarities with a formal approach but is characterized by flexibility and an emphasis on individual attention. It is recognized globally as a team-based learning style. On the other hand, the analytical style is more formal, structured, and focused on sequential and direct control compared to the holistic style. Students under the analytical style typically work independently. [Peacock \(2001\)](#) revealed that Chinese teachers tend to avoid the auditory style of teaching. Teaching styles are influenced by the courses

taught in different academic disciplines and institutions. Teachers who instruct large classes often utilize the expert or formal authority style. Demographic variables such as gender and seniority also play a role in shaping instructional approaches ([Chapman, Hughes, & Williamson, 2001](#)).

[Kramlinger and Huberty \(1990\)](#) categorized teaching styles into humanism, behaviorism, and cognitivist perspectives. In the humanism style, teachers act as facilitators to inspire student learning. The behavioral style aims to reinforce desired behaviors that students need to exhibit. The cognitivist style involves logically processing information, and a lecture method is an example of this style, which motivates students oriented toward theory. Female teachers tend to invest more time in engaging with students compared to their male counterparts ([Statham et al., 1991](#)). Female teachers also exhibit greater enthusiasm for teaching pupils at the university level. They generally hold a moderate level of emotional attachment towards their students. In contrast, male teachers spend less time with students and exhibit less association with teaching them.

Objectives of Study

The study sought to accomplish the following:

1. To examine the teaching styles employed by teachers.
2. To assess the influence of teaching styles on students' academic achievement.
3. To determine any variations in student achievement scores based on gender.

Research Questions

The study addressed the following research questions:

- a. What are the various teaching styles employed by teachers?
- b. How do achievement scores of students differ in the BCSEA examination?
- c. How do students perceive the difference in teaching styles of teachers based on gender?
- d. How does the perception of teaching styles of teachers vary based on the students' class level?
- e. What is the relationship between the teaching styles of teachers and students' academic achievement?

Research Sample

To achieve these objectives, a sample of students from different grade levels, ranging from grade IX-XII studying in Jigme Sherubling CS were selected. The population consists of 100 students from IX-XII (equal number of genders) and 20 teachers teaching Jigme Sherubling CS. One hundred and fifty students were selected randomly from different grades and all teachers sample are presently studying in Jigme Sherubling CS.

Data Analysis tools

The research was conducted using statistical analyses that include the use finding mean, SD, Pearson correlation coefficient, and t-tests and ANOVA to examine the connection between teachers' teaching styles and students' academic performance. This objective was to uncover the relationship between these variables and gain insights into the most effective teaching approaches. The anticipated results were expected to provide valuable knowledge that could be utilized to enhance teaching practices within the school context.

Research Method

The research was utilizing a comprehensive methodology that encompasses multiple components. Firstly, surveys were being administered to gather relevant data and insights from the participants. These surveys likely include questions related to teaching styles, learning preferences, and other factors that influenced the academic performance. Additionally, achievement scores were collected as a quantitative measure of students' academic performance. To analyze the data collected, statistical analysis techniques were employed. This involves utilizing descriptive statistics to summarize the survey responses and achievement scores. Furthermore, inferential statistical methods were applied to examine relationships, patterns, and potential correlations between different variables.

In general, the research aims to employ a thorough and systematic approach by combining surveys, achievement scores, and statistical analysis. This methodology provides a robust foundation for the study, enabling researchers to gather meaningful insights and draw reliable conclusions.

Instrument of the Study

The Teaching Styles Survey (TSS) utilized in this study was adapted from Grasha's (1994) original survey and subsequently modified by the researchers. The survey instrument was designed as a five-point Likert scale, allowing participants to indicate their level of agreement or disagreement with each item. Students' semester achievement scores were used as the measure of their academic performance. Before implementation, the adapted instrument underwent validation by experts in the field of education and was pilot-tested with a sample of forty students. The teaching styles in the survey will be categorized into five categories: expert style (8 items), role model (8 items), formal authority (8 items), delegator style (8 items), and facilitator style (8 items). The reliability value of the instrument was determined to be .862, indicating a high level of internal consistency.

Ethical consideration

The researcher obtained written approval from the principals of Jigme Sherubling Central School and the **Chief District Education Officer (DEO)** of Tashigang Dzongkhag before

commencing the research project at the school. In addition, the individual respondents were fully informed about the purpose and objectives of the research work. This includes providing detailed information about the need for verbal and written consent, particularly when participants are asked to complete questionnaires or provide any other form of data for the study.

Results and Discussion

1: What are various teaching styles employed by the teachers?

Table 1. Teaching Styles Used by The Teachers

Test	Expert	Formal Authority	Role Model	Facilitator	Delegator
Mean	3.134	4.276	4.426	3.783	3.223
Std. D	0.568	0.653	0.562	0.781	0.329

According to the data from the table 1, it was observed that the most common teaching style among the top teachers was the role model approach, with a mean score of 4.426 and a standard deviation of 0.562. The second most prevalent teaching style utilized by these teachers was the formal authority approach, with a mean score of 4.276 and a standard deviation of 0.653. The third teaching style employed by the teachers was that of a facilitator, which had a mean score of 3.783 and a standard deviation of 0.781. The fourth teaching style observed among the teachers was that of a delegator, with a mean score of 3.223 and a standard deviation of 0.329. Lastly, the teachers' least frequently employed teaching style was that of an expert, which had a mean score of 3.143 and a standard deviation of 0.568.

Overall, the data highlights a range of teaching styles utilized by the top teachers, with the role model approach being the most common, followed by formal authority, facilitator, delegator, and expert styles in descending order of prevalence.

2: What is the difference in achievement scores of students in the BCSEA examination?

Table 2. Achievement Score of Students Under Different Teaching Styles

Score	Gender	n	M	Std. D.	t	p
BCSEA	Male	50	2.345	.280	-1.452	.023
	Female	50	2.413	.255		

* p<0.05

Table 2 utilized t-tests to examine the achievement scores of students based on their gender across different teaching styles. The results revealed a significant difference in the mean scores between male students (M = 2.345, SD = 0.280) and female students (M = 2.413, SD = 0.255; t = -1.452, p = 0.023).

Specifically, female students achieved higher grades compared to their male counterparts. Therefore, the investigation into the variation of achievement scores among students under different teaching styles yielded a positive outcome, indicating that teaching styles do have an impact on students' academic

performance and that female students, in this case, performed better overall BCSEA examination.

3: What is the difference of teaching styles of teachers concerning gender as perceived by students?

Table 3. Teaching Styles of Teachers with Respect to Gender

Teaching Style	Gender	N	Mean	Std. D	t	P
Expert	Male	50	3.18	.546	1.157	.142
	Female	50	3.11	.368		
Formal Authority	Male	50	3.24	.419	-2.342	.003**
	Female	50	3.40	.125		
Role Model	Male	50	3.35	.189	-2.844	.001**
	Female	50	3.55	.750		
Facilitator	Male	50	3.15	.449	-1.762	.004**
	Female	50	3.40	.860		
Delegator	Male	50	3.22	.325	1.232	.178
	Female	50	3.31	.325		

**p<0.01

Table 3 presents the results of t-tests conducted to examine the disparities in the use of teaching styles among teachers based on their gender, as perceived by students. The analysis revealed no significant difference in the mean scores reported by male students (M = 3.18, SD = .546) and female students (M = 3.11, SD = .368; t = 1.157, p > 0.05) regarding the use of the expert teaching style. Both male and female students perceived no variation when teachers employed the expert style in the classroom.

However, when it came to the formal authority teaching style, there was a significant difference in the mean scores reported by male students (M = 3.24, SD = .419) and female students (M = 3.40, SD = .125; t = -2.342, p < 0.03). Female students rated the use of formal authority style more frequently in the classroom compared to male students.

Similarly, in terms of the role model teaching style, there was a significant difference in the mean scores reported by male students (M = 3.35, SD = .189) and female students (M = 3.55, SD = .750; t = 2.844, p < 0.001). Female students perceived a higher usage of the role model style by teachers in the classroom compared to male students.

Furthermore, regarding the facilitator teaching style, there was a significant difference in the mean scores reported by male students (M = 3.15, SD = .449) and female students (M = 3.40, SD = .860; t = -1.762, p < 0.04). Female students perceived a greater utilization of the facilitator style by teachers in the classroom compared to male students.

However, for the delegator teaching style, there was no significant difference in the mean scores reported by male students (M = 3.22, SD = .325) and female students (M = 3.31, SD = .325; t = -1.232, p > 0.178). Both male and female students perceived no variation when teachers employed the delegator style in the classroom.

Consequently, the question regarding the disparity in teaching styles between teachers based on gender, as perceived by students, yielded positive results for formal authority, role model, and facilitator styles, and negative results for expert and delegator styles.

4: How does the perception of teaching styles of teachers vary based on the students' class level?

Table 4. Impact of class level on teaching styles of teachers

		SS	Df	MS	f	Sig
Expert	Between Groups	1.563	3	.342	1.243	.182
	Within Groups	123.109	324	.173		
	Total	124.764	345			
Formal Authority	Between Groups	2.354	3	.465	3.652	.004**
	Within Groups	34.513	324	.108		

	Total	45.872	345			
Role Model	Between Groups	12.371	3	2.235	5.412	.003**
	Within Groups	135.312	324	.413		
	Total	213.651	345			
Facilitator	Between Groups	16.172	3	3.456	5.076	.000**
	Within Groups	263.431	324	.672		
	Total	265.082	345			
Delegator	Between Groups	3.213	3	.872	4.319	.000**
	Within Groups	76.376	324	4.532		
	Total	67.076	345			

**p<0.01

In Table 4, an analysis of variance (ANOVA) test was conducted to examine the influence of class level on the teaching styles of teachers, as perceived by students. The study included four classes: English, Dzongkha, Chemistry, Physics, and Mathematics, covering levels IX-XII. The purpose was to determine whether the class level had a significant impact on the different teaching styles employed by teachers in these classes. The results indicated that the class level did not have a significant impact on the expert teaching style, as perceived by students. The statistical analysis revealed a non-significant result $f(3, 324) = 1.243, p > .05$, indicating that the differences in class levels did not lead to any discernible variation in the perceived usage of the expert style by teachers. However, when it came to the formal authority teaching style, the class level did show a significant impact. The ANOVA test yielded a significant result $f(3, 324) = 3.652, p < .04$, indicating that the class level influenced the perceived utilization of formal authority style by teachers. The specific class level seemed to play a role in shaping the use of this teaching style.

Similarly, the role model teaching style was found to be significantly impacted by the class level. The ANOVA test revealed a significant result $f(3, 324) = 5.412, p < .001$, indicating that different class levels influenced the perceived

frequency of role model style employed by teachers. The specific class level seemed to affect how often teachers adopted this particular teaching approach. Furthermore, the facilitator teaching style was also significantly influenced by the class level. The ANOVA test produced a significant result $f(3, 324) = 5.076, p < .001$, suggesting that the perceived usage of the facilitator style by teachers varied across different class levels. The specific class level appeared to influence the extent to which teachers employed this style. Moreover, the delegator teaching style was found to be significantly impacted by the class level. The ANOVA test yielded a significant result $f(3, 324) = 4.319, p < .01$, indicating that different class levels influenced the perceived frequency of delegator style employed by teachers. The specific class level appeared to shape the usage of this particular teaching style. In conclusion, the analysis revealed that the class level had a significant impact on the formal authority, role model, facilitator, and delegator teaching styles employed by teachers, as perceived by students. However, no significant impact was found for the expert teaching style. These findings suggest that the class level plays a role in shaping the teaching approaches adopted by teachers, with variations observed in different styles across different class levels.

5: What is the relationship between teaching styles of teachers and students' academic achievement?

Table 5. Relationship of teaching styles of teachers with students' achievement.

		Expert	Formal Authority	Role Model	Facilitator	Delegator
Expert	Pearson	1				
Formal Authority	Pearson	.346**	1			
Role Model	Pearson	.154**	.122**	1		
Facilitator	Pearson	.321**	.154**	.062	1	
Delegator	Pearson	.564**	.245**	.243**	.216**	1

**p=0.01

The findings presented in Table 5 illustrate the relationships between different teaching styles. The expert teaching style demonstrated a weak positive correlation with the role model style ($r = .154$), indicating a slight association between these

two styles. Additionally, the expert style showed a moderate positive correlation with the formal authority style ($r = .346$) and the facilitator style ($r = .321$), suggesting a more noticeable and moderate association with these teaching styles. Furthermore, the expert teaching style exhibited a

strong positive correlation with the delegator style ($r = .564$), indicating a robust and significant relationship between these two styles. This finding suggests that as the level of expertise displayed by teacher's increases, there is a corresponding increase in their tendency to employ the delegator style.

In summary, the analysis reveals the nature and strength of the relationships between the expert teaching style and other teaching styles. While there is a weak positive correlation with the role model style, there are moderate positive correlations with the formal authority and facilitator styles. The most pronounced association is observed between the expert style and the delegator style, indicating a strong positive correlation. These findings provide insights into how different teaching styles may be interconnected and influenced by the level of expertise exhibited by teachers.

Conclusion

In terms of the students' perceptions, female students reported a higher frequency of teachers using the facilitator style in the classroom compared to male students. On the other hand, both female and male students did not perceive any significant difference when teachers employed the expert style. Additionally, the analysis revealed that the class level had a significant impact on the formal authority style, role model style, facilitator style, and delegator style as perceived by students. This means that different class levels influenced the usage of these teaching styles by teachers. Moreover, it was concluded that class level had an impact on all teaching styles of teachers, except for the expert style, as perceived by the students. In other words, the level of classes played a role in shaping the utilization of various teaching styles by teachers, except for the expert style which did not show a significant association with class level. Furthermore, the expert teaching style exhibited a weak positive correlation with the role model style ($r = .346$), indicating a slight association between these two styles. It also showed a moderate positive correlation with the formal authority style ($r = .154$) and the facilitator style ($r = .321$), suggesting a more noticeable and moderate association with these teaching styles. Moreover, the expert style displayed a strong positive correlation with the delegator style ($r = .564$), indicating a robust and significant relationship between these two styles.

In summary, based on the perceptions of students, female students rated a higher usage of the facilitator style by teachers compared to male students. The impact of class level was significant for the formal authority, role model, facilitator, and delegator styles. However, the expert style did not show a significant association with class level. The expert style exhibited varying degrees of correlation with other styles, being weakly positively correlated with the role model style, moderately positively correlated with the formal authority and facilitator styles, and strongly positively correlated with the delegator style.

Recommendations

- As the Role Model approach was found to be the most prevalent teaching style among top teachers, educational institutions should encourage and support this teaching style. Schools can organize workshops and training sessions for teachers to develop their skills as role models, as this approach seems to have a positive impact on students' academic performance.
- Female students performed better in the BCSEA examination, educators should consider adopting teaching strategies that cater to both male and female students' needs. Teachers can create an inclusive and supportive learning environment that empowers all students, regardless of their gender, to excel academically.
- Teachers should be provided with professional development opportunities to enhance their teaching skills across various styles. Training sessions can focus on formal authority, role model, facilitator, and delegator approaches, enabling teachers to adopt a diverse range of teaching techniques based on the students' needs and the subject matter.
- Based on the findings that different class levels impact the usage of teaching styles, educators should customize their teaching approaches to suit the specific needs of each class level. Teachers can adapt their styles to match the students' cognitive development, interests, and learning preferences.
- Given the significant impact of class level on teaching styles, it is essential for teachers to collaborate and share their experiences in employing different approaches. School administrators can facilitate regular meetings or workshops where teachers can exchange ideas and best practices related to teaching styles.
- The strong positive correlation between the expert teaching style and the delegator style suggests that expertise in a subject may lead teachers to adopt a more delegated approach. Schools can explore how teachers with subject expertise can effectively leverage this knowledge to empower students and foster independent learning.
- While this study provides valuable insights into teaching styles and their impact on student achievement, further research can delve deeper into specific factors that influence teaching styles, such as teacher experience, student demographics, and cultural context. This can help create more targeted and effective strategies for improving teaching practices.

By implementing these recommendations, educational institutions can better understand and optimize teaching styles, leading to improved student learning outcomes and overall academic success.

Conflict of Interest

The author hereby declares no conflict of interest.

Consent for publication

The author declares that the work has consent for publication.

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