

**RESEARCH PAPER**

## The Impact of Teaching Styles on Students' Academic Achievement at The University of Narowal

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**ABSTRACT**

The objective of this study was to examine the impact of teaching styles on the academic performance of students at University of Narowal (UON). In order to improve abilities and general wellbeing, academic achievement is crucial for both individual and social growth. Using a variety of teaching styles to affect the educational achievements of students. The study was quantitative in nature and descriptive survey method was used to conduct this study. The teacher styles questionnaire was used to collect the data for the study. Prior to final data collection the reliability and validity of the instrument was ensured through piloting. This study population consist of students from public sector University of Narowal. 150 participants were selected by using random technique. Inferential statistics and Pearson correlation was used to analyze collected data. The results of the study indicate that, to increase pupil engagement, teachers should compensate with personal model technique due to strong positive association With students academic performance. Given the strong inverse correlation between academic achievement and student centered instruction, this approach needs to be integrated more carefully to prevent adverse effects on achievement. This study recommends implementing student centered teaching, improving teacher training, integrating technology, gathering frequent student feedback and applying blended education to promote learning and reduce negative impacts on achievement.

**Keywords:** Teaching Styles, Academic Performance, Personal Model, Student Centered Teaching

**Introduction**

Learning is a main support of improvement for both single and community. It includes step by step process of gaining knowledge, abilities, viewpoints and values that support both society progress and individual development. Methods of instruction have a big influence on students' academic achievement because they change their inspiration, involvement, and ability to learn new skills. Education gives skills to the people that they need to solve difficulties analyze critically and contribute to society effectively. It plays a pivotal role in shaping future generations and fostering innovation, economic development and cultural enrichment (UNESCO, 2022). Teaching is essential element of educational process. It includes the strategies and techniques that teachers use to promote learning and improve student performance. A variety of techniques and Approaches are used in effective teaching in order to engage pupils, foster knowledge and aid in their academic and personal growth. Teachers are essential in establishing a setting that supports learning. adapting their methods to diverse student needs and fostering a positive educational experience (Hernández-Martín et al., 2019).

The majority of the poor performance of pupils in a range of educational fields is mostly caused by instructors' employing ineffective methods of instruction to impart knowledge to their learners. As a result, educators must be familiar with a range of

instructional techniques. (Adunola, 2011). Teaching is the process of transferring information or abilities, typically in elementary, secondary, or university settings.

Learning and instruction are both modern disciplines that are always changing to meet the varying demands of the community and learners. Innovations in teaching methods and educational technologies are continually reshaping how knowledge is delivered and received underscoring the importance of ongoing research and adaptation in these areas (UNESCO, 2022). Education is essential for promoting both personal and societal growth and it has a significant impact on how people's lives turn out and how the community operates as a whole. This is an essential component of growth in human capital and is connected to individual chances for improved lives and also to their universal state of health and wellness. (Abbas et al., (2021).

According to Adunola (2011), an effective education system is essential for the smooth achievement of a nation's goals. Similarly, Ahmed (2021) emphasizes that education plays a key role in promoting national development and progress. Good teaching strategies are essential for keeping learners interested, encouraging active learning and creating an atmosphere that is favorable to learning. Inactive studying, little involvement and decreased interest among pupils are frequently the results of conventional methods of instruction like lecture based training. However, cutting edge and student centered teaching approaches like project based learning, flipped classrooms and collaborative learning have established themselves as effective ways to improve the critical thinking of learners, problem solving abilities and general academic achievement.

### **Literature Review**

Teaching styles are categorized according to their strengths and applications. The styles have advantages and disadvantages. The prevalent teaching philosophies of today are identified by Brown (2001) and discovered by Grasha (2002). According to Brown (2001), defines teaching styles as the individual ways in which educators impart information. According to Sun & Wang (2007), The three types of instructing are freedom of choice, constitutional and autocratic. Instructors are more capable, easy, and creative when they have the right workspace. (Ijaduola, 2007; Ijaduola, 2010; Ijaduola, 2011).

Instructors' behaviors and mindsets when presenting the material and interacting with students in the learning environment are examples of their method of instruction. (Grasha, 2003). Techniques for instruction and students' academic performance are linked according to earlier research. (Huang, 2009) and it can also provide kids with engaging opportunities for education. (Lockette, 2006). Improving pupils' comprehension in the classroom is one of any instructor's top priorities. Instructors must inspire their learners to pursue education. As stated by Phil Schlechy (1994), Pupils who comprehend the material are more likely to be involved and exhibit several traits, such as being motivated to complete tasks, persevering through difficulties, and taking obvious pride in completing their job.

The Instructor may employ a range of instructional techniques that are most effective for her or his learners in order to help them enhance their comprehension of key ideas. As stated by Raymond Wlodkowski and Margery Ginsberg (1995), There's no method of instruction has been found that reliably involves all students.

In order to prevent pupils from becoming tired in school, instructors must also use a variety of instructional strategies and approaches. One of the biggest accomplishments in the instructional procedure may be gaining a better understanding of how children learn from the way teachers discuss and manage the material during instruction and educate learners the necessary life skills.

Grasha's teaching styles are divided into five categories, including delegators, experts, formal authorities, personal models, and facilitators, by the Grasha (2002) that the instructors put into operation while instructing in the learning environment. Many approaches to instruction have been classified in published works by researchers and scholars using various terms. For example, direct instructional method which is based on instructor focused theory, and indirect instructional method, which is based on learner centered theory.(Flanders, 1970), recognized both formally and informally by the (Bennett, Jordan, Long, & Wade, 1976), transparent and conventionally displayed by(Solomon & Kendall, 1979), intellectual stimulation and human connection by providing(Lowman, 1984), and professional, official authority, individual role model, facilitators, and delegators categorized by (Grasha, 1996).

Grasha (1996) incorporated a number for instructing methods in his framework because it includes as many areas as possible where instructors have used a variety of the approaches. 92% of the participants accepted with the Grasha classification of teaching style, demonstrating the accuracy of it in the research Grasha & Yangerber hicks (2000). Thus, Grasha's model is the result of investigation. The five categories of method of instruction that teachers apply in the learning environment are expert, formal authority, delegator, facilitator and personal model according to Grasha (2002)

Grasha (1996) claimed that instructors who use the Expert Teaching Style are knowledgeable about the subjects that learners are interested in learning. By demonstrating precise and thorough knowledge, the Expert Teaching Style helps instructors uphold their position as professionals in the eyes of their learners. In this sense, educators who adopt the Expert Teaching Style motivate their pupils to overcome difficulties in order to improve their learning skills. In their ability as experts, teachers also have a responsibility to play in sharing knowledge, and they want their students to absorb it and apply it. Teachers will make sure that students are constantly prepared and are cautious while conveying knowledge.

Grasha (1996) stated that instructors must hold a status among pupils in order to use the Formal Authority Teaching Style. This is due to the fact that instructors are seen as faculty members or employees in organizations that help with the teaching and learning process by giving pupils both positive and negative feedback. By establishing educational goals, guidelines, requirements and educational concepts for learners, instructors in this setting provide realistic learning scenarios.

Grasha (1996) defined the term "personal model teaching style," which describes educators who design their instruction after themselves. Learners will receive direct guidance and encouragement to observe it. Teachers who use a personal model teaching style set the standard for how others should think and act. In this sense, professors continuously watch over, mentor, and teach pupils by demonstrating how to carry out tasks. By doing this, the instructors encourage their pupils to watch, copy or consider the strategies and techniques they present.

Grasha (1996) said that teacher student interaction is emphasized in the facilitator teaching style. As a result, educators who adopt this method serve as facilitators in the classroom. They help kids by answering queries looking into possibilities offering alternates and empowering them to make wise choices. The primary objective of education is to develop self sufficient, self confident students and teachers support students in taking charge of and fulfilling their own educational requirements. Learners are guided and motivated in learning settings by the options, questions and chances that teachers present.

Learners working in this method are supposed to complete assignments on their own and act as autonomous group members. Learners can turn to their professors for guidance to satisfy their requirements whenever they require it. (Grasha, 1996). When using the Delegator Teaching Style, pupils believe they are competent, independent and self sufficient. Because of every student gets the chance to take initiatives and focus on themselves by assessing

themselves. However, instructors are occasionally surprised by students' readiness to accept accountability and acknowledge their need for independence. Young pupils must also evaluate their own resilience in the context of hardship. (Mohd Effendi Ewan et al., 2021).

Students take an active role in learning (not single author developed Gradually)  
1. John Dewey – early 1900s 2. Carl Rogers – 1951 (major influence) 3. Jean Piaget – 1930s (child-centered learning) 4. Lev Vygotsky – 1930s (social constructivism). The student focused strategy emerges as an originality in the evolution of instructional methodology. Learners' actions are crucial markers of the learning process and the caliber of results for learning in this method.

The teacher is the main authority in the classroom. (Johann Friedrich Herbart (1806–1810 A German educational philosopher). The statement “instructor focused technique” describes a methodology in which teachers play a key role in the educational process. Lecturers work as content creators and assessors who monitor students to make sure they achieve their learning objectives, despite the fact that students are seen as passive students who only absorb data provided by their lecturers.

Teacher talks or explains the content. (Lecture method was historically Developed by medieval universities in the 12th century and later formalized by educational theorists like Johann Friedrich Herbart in the early 1800s). A lecture is an instructional technique in which pupils are given an oral explanation of the subject matter. (Sanjaya, 2007:145). The lecture's topic was a crucial factor that needed to be taken into account when using this approach. It should be simple in accepting and comprehend, and it should be simple to encourage the learner to pay attention to the lecture's topic. One popular technique for putting the descriptive instructional concept into practice was the lecture.

Students and teacher talk about a topic, share ideas and ask questions. (originated with Socrates around 400 BC and was later modernized by John Dewey in the early 1900s). The discussion technique was an instructional technique that allowed students to tackle and resolve issues. (Sanjaya, 2007:152). Killen (1998) claimed that the primary goals of this approach were to resolve issues, provide answers, increase pupils' understanding and aid in decision making. (in Sanjaya, 2007:145).

Originated with Friedrich Froebel in 1837 and was later modernized by John Dewey in the early 1900s). It is beneficial to impart through activities in all subject areas. Increasing comprehension is facilitated by experiential learning. Typically, activity based ethics emerge. It gives children a sense of self worth. It allows for solo and group work (Arioder et al., 2020). When kids overcome issues using their imaginations, knowledge, and abilities, they're motivated. The activity oriented approach is a learned centered approach.

Learner academic performance has a significant impact on achieving higher learning objectives (Zhu, 2016). Academic success is a clear indication of how well learners are acquiring knowledge and a reliable way to assess both the general growth of learners and the quality of educational instruction in educational institutions. Several variables impact pupils' academic performance. Therefore, it is possible to think of academic performance as evidence of the results of learning.

## **Materials and Methods**

Over time, a large body of research has been published regarding the impact of teaching styles on students' academic performance in several contexts. The aim of this study to evaluate the impact of teaching styles on academic performance of students. This research study adopted positivist paradigm Quantitative method, as it aligns with the objective of investigating the impact of teaching styles on student's academic performance. “Quantitative

method is the procedure of gathering and evaluating statistical data to characterize, forecast, or regulate variables”.

“The positivist philosophy places a strong emphasis on establishing cause and effect connections between variables through actual data, calculation, and statistical analysis” (Park, Konge & Artino, 2020). The descriptive approach used to evaluate this study. The purpose of using a descriptive approach is that it aligned with this study gives you an in depth description of a phenomenon, which can assist in understanding of the variables involved. Descriptive approach involves the procedure of providing an understandable and valuable explanation of quantitative and categorical information.

### Sample

The sampling Technique used in this study was random sampling. In random sampling there is no bias in the total population. Simple random sampling technique is probability method also used to select the students from the University. The purpose of using simple random sampling Technique in this research is that everyone who participates has an equal and equitable probability of being chosen. All students of University of Narowal were the target population of this study. Five Thousand (5000) students from University of Narowal were selected as a target population for this study. Approximately one hundred Fifty (150) students of University of Narowal selected randomly from each department of University of Narowal. To get the necessary data from learners, an adopted questionnaire titled “Teaching Styles and Student Achievements” used as a research instrument. Items about student’s demographics, perceptions of teaching styles and academic performance all covered in the questionnaire. Data was gathered from students of university of Narowal. Reliability of instrument was checked through enter data in SPSS . The Cronbach’s Alpha value of instrument was 0.645%.

Two experts review and validate the updated questionnaire that includes the research objectives and questions, device was modified as needed based on expert advice. To make the instrument better, test it out on a small number of people. It decides that the instrument Should be offer in English because a large number of the respondents are qualified. Quantitative data collected through questionnaire and analyze with the help of SPSS version 20. Both variables independent variable (Teaching styles) and dependent variable (Academic performance) examined under this statistical software. Researcher used Descriptive and inferential statistics to analyze quantitative data collected through Questionnaire.

### Results and Discussion

In major findings only two tables included in which pearson correlation applied to find out the relationship between Teaching styles and Academic Achievement of students. which results are significantly positive and significantly negative with academic achievement of students. Personal model and student centered method.

**Table 1**  
**Correlations**

Personal Model		Academic Achievement	
Personal Model	Pearson correlation	1	.179*
	Sig. (2-tailed)		.029
	N	150	150
Academic Achievement	Pearson correlation	.179*	1
	Sig.(2-tailed)	.029	
	N	150	150

Table 1: "A Pearson correlation study used out to investigate how students' academic performance impacted by the personal model teaching approach. The findings showed a slight positive connection that was statistically significant.  $p = 0.029\%$ ,  $r = 0.179$ . This shows that

academic achievement of 150 participants in this Study positively correlated with the personal model teaching approach”

Academic achievement and Personal Model style have a weak but statistically significant positive link ( $r = 0.179$ ,  $p = 0.029$ ). the study finds that only the Personal Model teaching style has a slight positive impact on academic achievement.

**Table 2**  
**Correlations**

Student Centered Approach		Academic Achievement	
Student	Pearson correlation	1	.242**
Centered	Sig. (2-tailed)		.003
Approach	N	150	150
Academic	Pearson correlation	.242**	1
Achievement	Sig.(2-tailed)	.003	
	N	150	150

Table 2 : “The Pearson correlation analysis indicates a significant negative correlation between academic achievement and the student-centered approach ( $r = -0.242$ ,  $p = 0.003 < 0.01$ ). While the correlation is small, the findings suggest that students who are subjected to more student-centered approaches typically perform less effectively academically”.

There is a substantial negative connection ( $r = -0.242$ ,  $p = 0.003$ ) with the student-centered approach. The student centered strategy showed a weak but substantial negative connection with academic performance, the only statistically significant finding.

No relationship with statistical significance were found between any of the other teaching styles and academic achievement, including Expert, Formal Authority, Facilitator, Delegator, Teacher Centered Approach, Discussion Method, Lecture Method and Activity Based Teaching. The findings demonstrate that there are weak and statistically insignificant relationships between students’ academic performance and the majority of instructional styles, including Expert, Formal Authority, facilitator, delegator, teacher centered, discussion, lecture and activity based teaching .

The findings demonstrate that there are weak and statistically insignificant relationships between students’ academic performance and the majority of instructional styles, including Expert, Formal Authority, facilitator, delegator, teacher centered, discussion, lecture and activity-based teaching. The student centered strategy showed a weak but substantial negative connection with academic performance, the only statistically significant finding.

Although weak, the Personal Model teaching approach showed a statistically meaningful effect. favorable relationship with academic performance ( $r = 0.179$ ,  $p = 0.029$ ) According to this research, academic achievement may marginally but significantly increase when instructors serve as role models and demonstrate behaviors and abilities that pupils can imitate. In general, the Personal Model method was the only instructional approach that showed a significant positive correlation with academic performance, whereas the majority of other styles did not. This demonstrates how crucial role modelling may be in improving pupil performance through methods of teaching.

Sim (2022) discovered limited relationships between different approaches to instruction and academic achievement, which is similar to your findings and suggests that variables other than teaching methods affect the achievement of learners.

Rahim & Afzal (2021) stated that, exactly like your results, the Expert and Formal Authority styles were commonly employed in classrooms but did not significantly correlate with academic performance.

Praveen (2025) discovered a weak but positive correlation between student achievement in Pakistani universities and the Personal Model teaching method, indicating that demonstration-based instruction marginally improves the educational results.

Bremner et al. (2022) discovered that, in opposition to your conclusion that there is a negative correlation with student-centered approaches, learner centered teaching greatly enhances learners' analytical abilities and performance.

Lee (2022) found that, compared to the weak relationships found in your study, student centered and facilitator approaches significantly improved academic curiosity and achievement.

Inayat (2020) showed that, in compared to your findings, collaborative, student-centered approaches increased involvement and scores among Pakistani university learners.

### **Conclusion**

The primary aim of those study to find the impact of teaching styles on academic achievement of students at university of Narowal. Quantitative Research design was used . Overall, the study finds that only the Personal Model teaching style has a slight positive impact on academic achievement, However, academic results seem to be negatively impacted by the student-centered approach. These findings suggest that learner-related, institutional and contextual factors have a major role in effectiveness of teaching methods . The results emphasize the need of training teachers in more responsive and balanced teaching methods that meet the demands of their pupils.

### **Recommendations**

The results of this study recommend that teachers should use the Personal Model style more often in their instruction, as evidenced by the strong positive association found between it and success among pupils. Universities should arrange seminars and training sessions to assist instructors in modifying of teaching styles. Efficient instructional styles, such as the personal model method, should be incorporated into curricula, and the use of student centered approaches should be closely observed to guarantee organized instruction. Institutions of higher learning, particularly the University of Narowal, ought to set specific instructions for teaching styles.

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