

Teaching with Styles: A Predictive Factor for Improved Students' Learning Outcomes in Classrooms

Folasade Esther Jimola^{1*}
¹ Ekiti State University, Nigeria

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Abstract

The manner in which a teacher teaches and relates with students is influenced and controlled by some teacher-related factors such as the style of teaching. This study examines (i) the teaching styles adopted by Literature-in-English teachers, (ii) Literature-in-English students' perception of and preference for teachers' teaching styles, and (iii) whether teachers' teaching styles predict students' achievement and attitude toward Literature-in-English. The study was a descriptive research of the survey type that employed four research instruments. The study consisted of 759 respondents (127 Literature-in-English teachers and 632 public senior secondary school II Literature-in-English students) in Ekiti State, Nigeria. The data collected for this study were analyzed using descriptive and inferential statistics. It was evident in the research that Literature-in-English teachers employed delegator, facilitator, and role model teaching styles while expert and formal authority styles were the least. The findings revealed that teacher teaching style is a good predictor of students' achievement and attitude toward Literature-in-English. Based on these findings, profound pedagogical implications and relevant recommendations were made for concerned education stakeholders.

Keywords: *Literature-in-English; Teachers; Teaching style; Attitude; Achievement*

INTRODUCTION

In the teaching and learning situation, no teacher behaves or teaches the same way. If two teachers are to teach the same topic, the result of such lessons would be different. [Quamrul and Kawshik \(2014\)](#) reported that when two teachers are given the same guidelines to read or given the same topic to teach, and they are mandated to follow the same instructions or steps of how to present information or content in the classroom, the final result will never be the same, due to the peculiar ways in which they understand, absorb, interpret, and implement such guidelines. Teachers have their own unique means of passing the message of the lesson to their students, presenting the topic, guiding the students in learning, applying different techniques and methods in teaching, handling the class, assessing and evaluating the students' learning outcomes ([Matondo, 2014](#); [Aneela & Nasir, 2014](#)). It is the teaching style that defines, guides, and directs teachers' instructional processes, which consequently affects students and their learning abilities.

Each teacher has educational values, beliefs, and personality traits that reflect and are projected in how they teach and behave. It is important for every teacher to have knowledge of their own teaching styles, specifically of the one that is prominent and to check whether such styles can induce learning. Teaching style is more than a methodology and subject knowledge ([Matondo, et al., 2014](#)). Teaching style is a multidimensional phenomenon that explains how a teacher presents information, interacts with the students, manages classroom tasks, supervises coursework, and socializes with the students. It is the teacher's presence, nature, and quality of the encounter with the students ([Aneela & Nasir, 2014](#)).

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Corresponding author's email: folasade.jimola@eksu.edu.ngco

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Observation has shown that Literature-in-English teachers' preferred teaching styles could be because of their personal teaching and learning experience, educational and cultural backgrounds, abilities, exposure, and beliefs about what makes up good teaching. A teacher's teaching style is based on their educational philosophy, classroom demography, the subject area(s) they teach, and school aims, goals, and objectives (Quinones, 2014; Balachandran, 2015). All these form their beliefs and behaviors, other multifaceted constructs that teachers find easy, feel most comfortable and convenient with when teaching, which influence their teaching methods, assessment techniques, classroom management, lesson planning, method of instruction, teacher-student interactions, emotional atmosphere, and ways of facilitating learning activities of the classroom (Miller, 2006; Wong, 2015).

Experience and observations have shown that literature teachers manage their classes differently. Some teachers have their class organized and structured in an inflexible manner, as tables and chairs are strictly arranged in rows; rules and regulations are dictated and consequences await those who flout them; and hardly do teachers and students exhibit cordial relationships. This type of classroom is teacher-centered. On the other hand, some literature teachers exhibit some features such as cordial student-teacher relationships, employ diverse learner-centered activities such as group projects, quizzes, and collaborative learning, and use assessment techniques such as oral and written presentations, discussions, participation, debate, and projects. The structures of their classrooms are flexible and less structured as teachers can rearrange the seats of the learners into different shapes and groups. This type of classroom is learner-centered. From the foregoing, the researcher notes that when Literature students are exposed to these two sets of teachers, there might be different learning outcomes. Teaching styles either motivate or demotivate students' interest in any subject. Mohammad et al. (2014) affirms that when teachers do not tailor their teaching styles to meet students' needs, they might predispose them to become bored, sleepy, and disinterested in learning the subject.

This study intends to investigate whether teachers' teaching style is a key determinant of students' learning outcomes in Literature-in-English, and reveal which of the teaching styles best predict students' learning outcomes in Literature-in-English.

LITERATURE REVIEW

Just as human faces look different, the manners in which teachers teach differ. No matter how identical a set of twins is, they will differ in their behavior and in their approaches to situations. The same goes for teachers. Teaching styles are the noticeable, distinguishable and re-occurring teaching practices that teachers employ, which are constant as the content taught in class changes (Balachandran, 2015). Grasha (1996) explains that teaching styles represent those enduring personal qualities and behavior that appear in the manner in which we conduct ourselves. Teaching style encompasses the manner in which a teacher manages instructional activities; the way he introduces a topic, raises questions, gives assignments, interacts with students, utilizes instructional materials, employs teaching methods, uphold philosophical theories, and controls the classroom environment, which could be traced to the way such teacher was taught as a student or his personal traits (psychological, socio-economic, environmental and biological factors).

Factors influencing teachers' language teaching styles can be categorized into internal and external. Internal factors refer to those that the individual teacher brings to the particular teaching situation. These include: teachers' personal learning style preferences and their cultural and educational background. External factors refer to the characteristics of a particular language learning situation. Possible factors include: students' learning style preferences, students' English language proficiency, teaching areas and syllabi courses, and the learning and teaching culture of the institution (Wong, 2015).

CORD (2005) proposed two model analyses for teaching styles. The first is teaching purposes (What does teaching aim at?) which is divided into two phases: the learning (mechanical and logical) and the representation of concepts or ideas/theories by teachers (abstract or applied). For teaching purposes, some teaching styles were formed: Style A (mechanical learning & abstract representation of concepts (theorized teaching); Style B (mechanical learning & applied representation of concepts (applied teaching)); Style C (logical learning & abstract representation of concepts (theorized teaching); and Style D (logical learning & applied representation of concepts (applied teaching). The second phase is teaching methods (how is teaching accomplished?) which is subdivided into two phases; the cognitive processing (of concepts, ideas and theories) and students' organizational structure (individual or groups). Four phases were generated: Style A (symbolical cognitive processing & individual study); Style B (symbolical cognitive processing & cooperative groups); Style C (cognitive processing & individual study); and Style D (cognitive processing & cooperative groups).

There are multiple teaching style inventories, Sun and Wang (2007) categorize teaching styles as: a) authoritarian teaching style, b) democratic style, c) laissez faire teaching style, d) indifferent teaching style. Pratt, Collins and Selinger (2001) discuss styles such as transmission, apprenticeship, developmental, nurturing, and social reform. Mohanna et al. (2007) highlighted teaching styles as the all-round flexible and adaptable teachers, the sensitive student-centered teachers, the official formal curriculum teachers, the straight facts, no-nonsense teachers, big conference teachers, and the one-off teachers. Grasha and Riechmann (1996) and Gill (2013) identify teaching styles as the expert, formal authority, the role model, the facilitator, and the delegator.

Expert Style

Teachers who exhibit this style demonstrate their expertise; they share knowledge, counsel students, and give them feedback on their performance. They assume that students are empty barrels meant to be guided, and directed to receive the body of knowledge and information possessed by the teacher. Teacher try to maintain their status as a specialist among students by exhibiting detailed facts and figures (Aneela and Nasir, 2014). However, students could be intimidated by the heavy passage of knowledge and skills.

Formal Authority

These types of teachers are the sole authority and leadership person who base their classroom management on traditional methods involving teacher-designed rules and expectations (Quinonez, 2014). Authoritative teachers infuse the conventional lecture method and share knowledge with students as a constituted authority, but allow less students' interaction. This is teacher-centered and characterized by boring and lengthy lecture periods and one-way traffic presentation. The efficacy of this style is dubious because it gives room for little or no interaction among the students, teacher, and instructional material; teachers are not bothered with building relationships with their students and consider it unnecessary for their students to form relationships with themselves.

Role Model Style

Teachers with a role model style tend to run teacher-centered classes by using modeling and demonstration. These teachers see themselves as role models for students by demonstrating the skills they have about the subject and revealing to them the processes required; thus, they guide their students to develop and apply these skills, knowledge, and attitude through the same processes they were taught. The teacher believes in teaching by personal example and establishes

a code of conduct for students on how to think and behave, shows learners how to do things, and wants learners to observe and emulate the approach. (Damrongpanit and Reungtragul, 2013; Aneela and Nasir, 2014). This style gives room for direct observation and provides examples for students to follow, but it may not permit learners to bring in their personal approach to classroom activities as teachers could be rigid.

Facilitator Style

This teaching style is student-centered as it places more control and responsibilities for learning on students; demands students' maximum participation, independence and exploration. This type of teacher directs and guides students by asking them questions, suggesting alternatives, and exploring options without enforcement of any type. This type of teaching style best suits students who learn independently and collaboratively with their classmates (Quinonez, 2014). This style pays attention to students' specific needs, provides alternatives for students to explore, facilitates higher-level thinking faculty for students, and fosters higher-level teaching skills. On the other hand, it is time-consuming because of the various activities involved; therefore, less material can be covered.

Delegator Style

Teachers with this style often pass on the control and obligation of learning to individual or groups of students. These teachers act in the capacity of consultants; they allow autonomy in the teaching/learning process as teachers encourage learners to direct the course of the class activities with no substantial guidance from the teacher. The teacher only explains what is expected of the learners, provides the resources needed, spends the rest of the time acting as a resource of sorts, and answer students' questions, and check on their progress when needed (Damrongpanit & Reungtragul, 2013; Quinonez, 2014).

Studies on Teaching Styles

Different research has been conducted on teaching styles and reveals that some teaching styles are exhibited more than others. Aneela and Nasir (2014) examined the effect of different teaching styles on students' motivation toward English language learning and reported that the most prevalent style among English language learners is delegator, which is student-centered. This means that students prefer the delegator style to be used by their teachers in secondary level English classes. The next two preferred teaching styles were expert and role models. Both styles were teacher-centered, while the facilitator style was the least preferred. In the study conducted by Matondo (2014) on the predominant teaching styles of in-service Master of Arts Students of Southern Leyte State University Tomas Oppus Graduate School. It was discovered that in-service Master of Arts students highly preferred expert, formal authority, personal model, and delegator styles of teaching.

Ibrahim and Ahmad (2016) investigated the teaching styles preferred by students and their achievement in history. The results of the study indicate that the facilitator teaching style had the highest score compared to other teaching styles. The study also showed that there was no significant relationship between teaching styles and examination scores on students' achievement. Damrongpanit and Reungtragul (2013), in a research on matching of learning styles and teaching styles, they reported that the biggest group of teacher styles was facilitators, with almost half of the total teachers and the second biggest group was experts. The remaining groups, delegator, personal model, and authority, were in close proportions.

Kang'ahi et al. (2012) affirmed in their study that there is a positive relationship between teaching styles and learners' academic achievement in the Kiswahili language as students'

achievement increased with more learner-centered teaching styles. [Hein et al. \(2012\)](#) examined the relationship between teaching styles and motivation to teach among physical education teachers, whereas [Zanini and Benton \(2015\)](#) examined the roles of teaching styles and curriculum in mathematics achievement. They concur that teaching style has an important, but complex, influence on mathematics achievement.

This research shows that teachers' teaching styles vary; they are either student or teacher centered. In spite of the various contributions of teaching styles to successful classroom activities, no empirical study has been reported on teaching styles as a predictor of students' attitude toward and achievement in Literature-in-English, and most of these studies are mainly conducted outside Nigeria. The few studies that examined teaching styles as a predictor were conducted on students' achievement and not on students' attitude. The reviewed papers have examined teaching styles, and their results have revealed divergent outcomes on the various teaching styles exhibited by teachers. All these past studies have investigated the teaching styles of teachers in mathematics, chemistry, history and English language, but none has focused on literature-in-English teachers. To this end, this present study intends to investigate whether teaching styles could predict students' attitudes toward and achievement in Literature-in-English. The study was guided by the following research questions and hypotheses:

Research Questions

These research questions guided the study:

1. What are the teaching styles mostly adopted by literature-in-English teachers?
2. What are students' perceptions of Literature-in -English teachers' teaching styles?
3. What are students' preferences for Literature-in -English teachers' teaching styles?

Research Hypotheses

The following hypotheses were postulated for this study:

1. Teachers' teaching styles do not significantly predict students' achievement in Literature-in-English.
2. Teachers' teaching styles do not significantly predict students' attitudes toward Literature-in-English.

RESEARCH METHOD

The study was a descriptive research of a survey. The teaching style adopted in this study was that of [Grasha and Riechmann \(1996\)](#), which is the expert type, formal authority, the role model type, the facilitator type, and the delegator type.

Sample and Sampling Technique

The sample for the study consisted of 127 Literature-in-English teachers and 632 Public Senior Secondary School II Literature-in-English students who were selected across all the senatorial districts in Ekiti State, Nigeria. The study adopted a multistage sampling procedure. Public schools are government-owned schools. Literature-in-English students are students in Arts and Humanities classes.

Instruments

Four research instruments were used for data collection. They are Teachers' Questionnaire on Teachers' Teaching Styles, Classroom Observation Measuring Teachers' Teaching Styles in Literature-In-English; Students' Questionnaire on Students' Attitude to Literature-In-English, and Students' Achievement Test in Literature-In-English. The teachers' questionnaire had two sections.

Section A dealt with the demographic information of the respondents, i.e., gender, teachers' age range, teachers' qualifications, and teaching experience of the respondents while section B addressed teachers' teaching styles in Literature-in-English with 30 items. A four Likert-type format (Strongly Agree (SA), Agree (A), Strongly Disagree (D) and Strongly Disagree (D) was employed. The classroom Observation Scale was divided into two parts: as A and B. Section A was designed to gain personal information such as the name of school, class, topic of the day, and duration of period. Section B comprises teaching styles that were observed and the degree to which these styles were evident or absent during live classroom performance. To rate the degree of consensus, a scale of: Very often, Often, Sometimes, Hardly Ever, and Never was scored 4, 3, 2, 1, and 0, respectively. The overall period of teaching was 40 minutes with not less than 5 minutes for each style to be observed.

The students' questionnaire was divided into three groups. Group A dealt with the demographic information of the respondents, i.e., the gender and age of the respondents. Group B focused on teachers' teaching style in the teaching of Literature-in-English with 12 items and Group C focused on students' attitude toward Literature-in-English with 20 items. Groups B and C were placed on a four Likert-type format (Strongly Agree (SA), Agree (A), Strongly Disagree (D), and Strongly Disagree (SD). The students' Achievement Test in Literature-in-English was drawn in line with Literature-in-English syllabus. Essay and general objective questions were drawn from the recommended literary texts and recommended literature textbooks.

Validity of the Instruments

Experts in the field of language and test, measurement, and evaluation determined the face and content validity of the instruments. The reliability of the thoroughly scrutinized instruments was ensured by administering these instruments to 25 Literature-in-English teachers and 100 Literature-in-English senior secondary II students who were not participants in the study. Some non-participating Literature teachers were observed live in classes on different days. A test-retest method was used for the instruments, using Pearson's Product Moment Correlation. Reliability coefficients were obtained for Teachers' Questionnaire (0.83); Students' Questionnaire (0.80); and Students' Achievement Test in Literature-in-English (0.85).

Data Analysis

The collected data were analyzed using descriptive and inferential statistics. Through descriptive statistics of frequency counts, percentages, mean scores, and standard deviations, all research questions were analyzed, while all the hypotheses were tested using inferential statistics of regression analysis at 0.05 level of significance.

FINDINGS

What are the Teaching Styles Mostly Adopted by Literature-in-English Teachers?

Table 1. Descriptive Analysis of Teaching Styles Mostly Adopted by Literature-In-English Teachers

Teachers Teaching Styles	Teachers' Rating			Students' Rating			Observers' Rating			Grand Mean	Rank
	N	M	SD	N	M	SD	N	M	SD		
Delegator	127	10.34	2.42	632	6.69	2.67	127	5.37	1.81	7.02	1st
Facilitator	127	9.71	3.34	632	6.04	3.03	127	9.06	1.95	6.99	2nd
Role Model	127	9.79	2.98	632	4.65	2.29	127	8.50	1.78	5.94	3rd

Expert	127	9.37	3.38	632	3.91	2.09	127	10.87	2.09	5.69	4th
Formal Authority	127	8.96	3.78	632	4.03	2.09	127	9.06	1.95	5.46	5th

Table 1 presents the adopted teaching styles of Literature-in-English teachers. From the teachers' personal assessment, students' assessment, and observers' assessment through the grand mean value, it is observed that Literature-in-English teachers mostly used a delegator teaching style with a grand mean value of 7.02. This is followed by facilitator teaching style (6.99), role model teaching style (5.94), expert teaching style (5.69) and formal authority teaching style (5.46) respectively in descending order of grand mean. Thus, Literature-in-English teachers predominantly used delegator, facilitator, and role model teaching styles in teaching Literature-in-English. Figure 8 further explains the results.

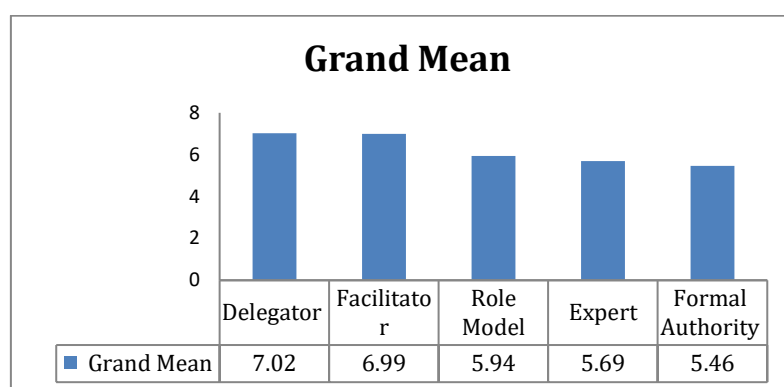


Figure 1. Teaching Styles Adopted by Literature-in-English Teachers in Ekiti State

What are Students' Perceptions and Preferences for Literature-in-English Teachers' Teaching Styles?

Table 2. Students' Perceptions of Teachers' Teaching Styles

Teaching Style	N	Mean	SD
Delegator	632	6.69	2.67
Facilitator	632	6.04	3.03
Role Model	632	4.65	2.29
Expert	632	3.91	2.09
Formal Authority	632	4.03	2.09

From the perspectives of students, Literature-in-English teachers mostly adopted a delegator teaching style with a mean and standard deviation of 6.69 ± 2.67 . This was closely followed by facilitator teaching style (6.04 ± 3.03), role model (4.65 ± 2.29), formal authority (4.03 ± 2.09) and expert (3.91 ± 2.09) respectively.

To answer the third research question, what are students' preferences for teachers' teaching styles? Literature-in-English teachers were rated by their respective students.

Table 3. Students' Preferences for Teachers' Teaching Styles

Teaching Style	N	Mean	SD
Delegator	632	6.04	3.03
Facilitator	632	6.69	2.67

Role Model	632	4.65	2.29
Expert	632	4.03	2.09
Formal Authority	632	3.91	2.09

Table 4 shows the data on students' preferences for teachers' teaching styles in Literature-in-English classroom. Based on the mean score, it is found that the students prefer their teachers to employ more of Facilitator Style (mean= 6.69, SD= 2.67), Delegator Style (mean= 6.04, SD= 3.03), and Role Model Style (mean = 4.65, SD = 2.29) as opposed to Expert Style (mean =4.03, SD = 2.09) and Formal Authority (mean = 3.91, SD = 2.09), which are the least preferred styles.

Table 5: Multiple Regression of Teachers' Teaching Styles as Predictor of Students' Achievement in Literature-in-English

Model	Unstandardized Coefficients		Standardized Coefficients	T	P
	B	Std. Error	Beta		
(Constant)	39.291	2.429		16.173	.000
Expert	.246	.560	.050	.439	.661
Formal Authority	-1.123	.691	-.313	-1.625	.007
Delegator	1.180	.396	.346	2.982	.003
Role Model	-.339	.656	-.076	-.517	.606
Facilitator	1.025	.808	.234	1.268	.207

R=.281; R²=.079; Adjusted R²= .041; F_{5, 121} = 2.077, p=0.053

p>0.05

Table 5 shows how teachers' teaching styles determine students' achievement in Literature-in-English. The result shows that there is a correlation between teachers' teaching styles and students' achievement in Literature-in-English (R=.281). Teaching styles contribute up to 7.9% of any improvement observed in students' achievement in English Literature. The remaining 92.1% unexplained variation could be due to other variables not explained in this study. However, only two of the five elements (delegator: $\beta=.346$, $p<0.05$; formal authority: $\beta=0.313$, $p<0.05$ in descending order of ranking) that make up for teaching styles exerted more influence on students' achievement than the others at the individual level. The result further showed that $F_{5, 121} = 2.077$, $p=0.053$ at 0.05 significance level. The null hypothesis is rejected. Thus, it implies that teachers' teaching styles significantly predict students' academic achievement in Literature-in-English.

The regression equation is $Y = 39.291 + 0.246X_1 - 1.123 + 1.180X_3 - 0.339X_4 + 1.025X_5$

Where: Y = Students' Achievement in Literature-in-English

X_1 = Expert

X_2 = Formal Authority

X_3 = Delegator

X_4 = Role Model

X_5 = Facilitator

H₀₂: Teachers' teaching styles will not significantly predict students' attitudes toward Literature-in-English

Table 6. Multiple Regression of Teachers' Teaching Styles as Predictor of Students' Attitude towards Literature-in-English

Model	Unstandardized Coefficients	Standardized Coefficients	T	P
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	B	Std. Error	Beta		
(Constant)	40.638	1.170		34.738	.000
Expert	-.025	.239	-.005	-.103	.918
Formal Authority	.033	.250	.007	.131	.896
Delegator	.618	.166	.183	3.713	.000
Role Model	-.530	.310	-.139	-1.708	.088
Facilitator	.560	.302	.125	1.855	.064

R=.172; R²=.030; Adjusted R²= .022; F_{5, 121} = 3.812, p=.002

p>0.05

Table 6 shows how teachers' teaching styles predict students' attitudes toward Literature-in-English. The result shows that there is a relationship between the teaching styles adopted by the teachers and students' attitude towards Literature-in-English (R=.172). 3.0% of the changes that occur in students' attitude toward Literature-in-English could be attributed to teaching styles while the remaining unexplained 97.0% variation could be due to other variables in this study. Out of five elements that make up for teaching styles, the delegator teaching style ($\beta=0.183$) exerted more influence on students' attitudes than the others.

However, the result further shows that $F_{5, 121} = 3.812$, $p=.002$. Thus, the null hypothesis is rejected, which implies that teachers' teaching styles will significantly predict students' attitudes toward Literature-in-English.

The regression equation is:

$$Y = 40.638 - 0.025X_1 + 0.033X_2 + 0.618X_3 - 0.530X_4 + 0.560X_5$$

Where:

Y = Students' Attitude toward Literature-in-English

C = Constant

X₁ = Expert

X₂ = Formal Authority

X₃ = Delegator

X₄ = Role Model

X₅ = Facilitator

DISCUSSION

It was shown in this study that Literature-in-English teachers in Ekiti State mainly used delegator, facilitator, role model and expert teaching styles, while the least used style was formal authority. This finding depicts that literature teachers in Ekiti State used both learner-centered (delegator, facilitator) and teacher-centered teaching styles (role model, expert and formal authority). Teachers who employed learner-centered teaching styles passed on the control and obligation of learning to individual or groups of students, focused on different students' learning activities, placed more control, and responsibilities for learning on students, which demanded students' maximum participation. Teachers who employed teacher-centered teaching styles believed in teaching by personal example, established a code of conduct for students on how to think and behave, showed learners how to do things, and wanted learners to observe and emulate the approach to which they were exposed. They also guided and directed the students to receive the body of knowledge possessed by the teacher. This study is supported by [Ibrahim and Ahmad \(2016\)](#) who identified that the facilitator teaching style, which is learner-centred, had the highest score compared to other teaching styles. However, [Khalid et al. \(2017\)](#) found out that teaching styles were teacher-centred, which are expert, personal model, facilitator and delegator.

The results of the study reveal that Literature-in-English students perceived that their teachers employed delegator, facilitator, and role model styles in Literature classrooms. On the

other hand, these students prefer to be taught with facilitator, delegator, and role model styles and role model styles. This result is closely related to students' perceptions of their teachers' preferred teaching styles when rated by the students. Literature teachers were rated by their students as having preferred delegator, facilitator, and role model styles. This finding is closely related to the study of [Norzila et al. \(2007\)](#), who asserted that participants in their study preferred their teachers to use facilitator, personal model, and delegator styles.

The results of the study showed that teachers' teaching styles significantly predicted students' academic achievement in and attitude toward Literature-in-English. Teaching style contributed up to 7.9% of any improvement observed in students' achievement in Literature in English, and 3.0% of the changes that occur in students' attitude toward Literature-in-English was attributed to teaching styles. The use of delegator and formal authority teaching styles predicted better student achievement in Literature-in-English. Out of the five elements that made up the teaching styles in this study, the delegator teaching style exerted more influence on students' attitude than others because delegator style gave room for students' involvement in executing duties discharged to them and getting them immersed in the subject. This finding concurred with the findings of [Kang'ahi et al. \(2012\)](#), who found out that there existed a positive relationship between teachers' teaching styles and learners' academic achievement in the Kiswahili language because students' achievement increased more with learner-centered teaching styles. [Sanje and Varnali \(2014\)](#) showed that the delegator teaching style had a positive relationship, whereas the expert teaching style had a negative relationship on students' attitudes toward online education.

The results of some studies carried out by [Norzila et al. \(2007\)](#); [Matondo \(2014\)](#); and [Beyhan \(2018\)](#) showed that the most dominant teaching styles were expert and personal models were teacher-centred. [Olofinsawo \(2015\)](#) conducted research and discovered that most teachers of English language predominantly manifested demonstrator style, which is teacher-centered. Teachers in this category oversee, guide, and direct students by showing how things are done and strictly following their own approach. However, [Shaari et al. \(2014\)](#) reported that there existed significant but fair relationship between students' academic engagement and lecturers' styles of teaching.

CONCLUSIONS

The study has shown that the teaching styles exhibited by Literature-in-English teachers in Ekiti State are delegator, facilitator, role model, and expert teaching styles, while the least style used was formal authority. It can be concluded that Literature-in-English teachers in Ekiti State delegate activities in their classrooms, allow students' independence, and act as role models in the teaching/learning process. It can be concluded that students' academic achievement in and attitude toward Literature-in-English could be predicted by teachers' teaching styles as teaching style contributed up to 7.9% and 3.0% of any improvement observed in students' achievement in and attitude toward Literature-in-English, respectively.

LIMITATION & FURTHER RESEARCH

This study has contributed to knowledge and has shown the essence of teaching styles in literature classrooms. However, the study focused on 127 Literature-in-English teachers and 632 public senior secondary school II Literature-in-English students. The findings are specific to the grade level. To widen the scope, future research could include other school subjects from other grade levels, using similar research methods so as to determine the generalization of the findings of the study.

RECOMMENDATIONS

The following recommendations were made in accordance with the findings of the study:

1. Literature-in-English teachers should be aware of their teaching styles.
2. Teaching styles that would improve students' learning outcomes in Literature-in-English, such as the delegator style, should be encouraged.
3. Constant evaluation of teachers' teaching styles to determine whether they could influence students' achievement and attitude positively should be encouraged.

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