

# Relationship Between Teachers Teaching Styles And Students Interest Towards Integrated Living Skills Subjects In Schools

How Shwu Pying, Sekolah Menengah Puchong Perdana, Selangor, Malaysia  
Abdullah Mat Rashid, Universiti Putra Malaysia, Malaysia

## ABSTRACT

*The focus of this study is to determine the relationship of teacher's teaching styles (expert, formal authority, personal model, delegation, and facilitator) towards student's interests in Integrated Living Skills (ILS) subjects. The research is designed to explore the common teaching styles applied by ILS teachers in schools and identify the relationship between teaching styles and the interest it generates towards students in the ILS subjects. Furthermore, the study will also focus on the cluster teaching styles which the students preferred. The study involved 240 students of Form 3 in Lower Secondary School of Puchong Perdana as samples. The instruments used are questionnaires of Grasha-Riechman Teaching Styles Inventory and all the data is processed utilizing SPSS software program to get the frequencies, percentage, mean scores and Pearson product moment correlation. Results show that there is a form of positive relationship between the teaching methods applied and the interest of students in ILS subjects. Several recommendations are made based on the findings of the study.*

**Keywords:** Teaching Styles; Students Interest; Integrated Living Skills Subject; Grasha-Riechman Teaching Styles Inventory

## INTRODUCTION

Integrated Living Skills (ILS) subject is a pre-vocational subject and has four components which are Technical Skills, Agriculture Science, Home Economics, and Commerce and Entrepreneurship. This subject is offered to students of lower secondary education which are from Form 1 to Form 3 in Malaysia. The subject is designed to churn out students who possess some basic technical skills to be more productive on their daily life routine. In addition, the students are expected to gain a balanced flow of physical, emotion, intellect, and social among themselves.

This subject can be taught in groups or individually by teachers. Teachers who teaching this subject are specially trained in all relevant components offered to students. They are bound to plan activities according to teaching strategies suitable for the students. Therefore, effective teaching styles are very important in the process of teaching in order for the students to take great interest and be able to gather all the necessary information, concepts and the skills required.

Each teacher have their own personal and unique styles which are influenced by level of energies, language uses, voices interpretation, face expressions, body language, clothes, motivation, interest towards students, and dramatic abilities (Olivia, 2005). According to Esah (2003), teachers tend to exercise styles that are easier and suitable for them. However, this has to be accustomed to suit the student's interest towards the ILS subject which sometimes influences the student's behavior and attitude to heighten students' cognitive skills (Rosni & Rohayah, 2010).

In addition, teachers have a role to guide and motivate all students which is crucial in boosting the interest of students to learn something new (Zamri, Nik Mohd Rahimi & Juliawati, 2009). Thus, teachers need to use all available resources to make students gain their interests toward the ILS subjects as well as to ensure an effective teaching process. Hence, the question arise, are the teaching styles practiced by ILS teachers nowadays give any impact on student interest or are all activities based on teachers centered only? This study specifically aims to:

1. Identify teaching methods used by ILS teachers in schools;
2. Identify the student's interest towards ILS subjects;
3. Examine any significance relationship between teachers teaching styles and students' interest towards ILS subject in Technical Skills;
4. Examine any significance relationship between teachers teaching styles and students' interest towards ILS subject in Home Economics;
5. Examine any significance relationship between teachers teaching styles and students' interest towards ILS subject in Agriculture;
6. Examine any significance relationship between teachers teaching styles and students' interest towards ILS subject in Commerce and Entrepreneurship.

## **METHODOLOGY**

This study utilized the survey design that is measured a student's perspective towards teaching styles and their interest in the ILS subjects with a questionnaire. Students in lower secondary school aged of 13 years to 15 years old are samples of the study and chosen randomly from the population. The populations of this study are students of Form 3 who are taking ILS subjects in the Lower Secondary School of Puchong Perdana. The total numbers of students are about 498 students but according to sample size proposed by Krejcie and Morgan (1970) the minimum sampling size required is 217 students from a total of 500 students. Some respondents were reserved to resolve the problems of missing respondents (Gliner & Morgan, 2010) so the total of 240 students were chosen for the purpose of this study.

The questionnaire consists of two parts which are Part A and Part B. Part A consists of preferred items which are the ILS elective components choices studied at schools while Part B consists of 54 items to identify teaching styles used by teachers and students interest in the ILS subjects using Likert scale. The Likert scale is used to obtain respondent feedback since it is easily answerable by respondents and the collected data is more accurate and high reliability compared to other scales such as Thurstone and Guttman (Gliner & Morgan, 2010). The respondents need only to focus on their preference according to five levels of acceptance to items presented which are 'Not fully agree,' 'Do not agree,' 'Less agree,' 'Agree,' and 'Fully agree' by placing a circle at the provided space at end of each item.

These items are adapted and translated accordingly based on the Grasha-Reichman Teaching Styles Inventory (1996) which are highly reliable and accurate with test and retest validity. This inventory is an instrument which can be taken from multiple websites whereas the usage is permitted in teacher's assessment. The Grasha-Reichman Teaching Styles Inventory were the preferred choice in the study as it does not restrict a teacher to just one style of teaching but gives a broader picture on the flexible perspective in teaching ILS according to time, teachers advanced skills, specific subjects taught and so on. The teaching styles cluster of Grasha-Reichman is also focused and more realistic to teacher teaching styles on the multiple ILS subjects components being taught.

Items in the inventory include the five Grasha-Reichman teaching styles which are expert, formal authority, personal model, facilitator, and delegator. Respondents are required to evaluate their teachers teaching styles by giving answers in Likert scale form. All items regarding teaching styles are not compiled in one particular grouping so that students are not influenced with the study's objectives. The pilot test was conducted and obtained the inter item reliability, alpha Cronbach of teaching styles is .808 while student's interest is .924.

A total of 240 sets of questionnaire forms were distributed to respondents with help of the ILS teachers. Students were given 30 minutes to answer the questionnaire so they can respond to the items calmly. All forms were collected by the researchers on the same day it distributed and key in the data in SPSS software for analysis.

Descriptive and inferential statistics were used to analyze the data. An alpha level of .05 is used for significant level for the Pearson product moment correlation tests, whereas, Pearson correlation strength was made according to guidelines by Cohen (1988).

**RESULTS AND DISCUSSIONS**

The response rate of the questionnaire was 100 percent. The total sample of the study was balanced for all the four ILS components subjects which were 60 respondents for each component. This study used the Grasha-Reichman Teaching Styles Inventory (1996) which consists of 40 items of five points Likert scale. This inventory managed to identify the interaction between teachers and students as well as teachers’ roles in the process of applying their teaching styles. The score collected was classified and categorized under five different teaching styles which are expert, formal authority, personal model, facilitator, and delegator. Subsequently, the information was grouped into four different cluster teaching styles to evaluate teacher’s impression and behavior regarding the five teaching styles. The four cluster teaching methods were able to determine a teacher's character in the process of redesigning their teaching methods as in Table 1

**Table 1: Classification of Premier Methods and Secondary Methods for the 4 The Grasha-Reichman Cluster Teaching Styles (1996)**

Cluster	Premier Styles	Secondary Methods
1	Expert/Formal Authority	Personal Model/Facilitator/Delegator
2	Personal Model/Expert/Formal Authority	Facilitator/Delegator
3	Facilitator/Personal Model/Expert	Formal Authority/Delegator
4	Delegator/Facilitator/Expert	Formal Authority/Personal Model

**ILS Teachers Teaching Styles**

Table 2 illustrates the frequency and percentage of ILS teachers teaching styles based on the Grasha-Reichman Teaching Styles Inventory (1996). The mean results are categorized to three groups as high, average, and low. For this study, only mean ILS teachers teaching methods that fall under category high and average will take into account for their teaching styles. For high category, the finding shows that ILS teachers utilized teaching styles as follows: delegator (96.25%), formal authority (92.08%), personal model (82.5%), expert (44.58%), and facilitator (25%). Furthermore, for average category, the finding shows ILS teachers make the most teaching styles as follows: facilitator with 74.17% followed by expert at 55%, personal model at 16.67%, formal authority with 7.50% and delegator at 3.75%.

**Table 2: Frequency and Percentage of ILS Teachers Teaching Styles on Categories by The Grasha-Reichman Teaching Styles Inventory (1996)**

Teaching Styles	Low		Average		High	
	Frequency	%	Frequency	%	Frequency	%
Expert	1	0.42	132	55.00	107	44.58
Formal Authority	1	0.42	18	7.50	221	92.08
Personal Model	2	0.83	40	16.67	198	82.50
Facilitator	2	0.83	178	74.17	60	25.00
Delegator	-	-	9	3.75	231	96.25

Table 3 shows frequency and percentage for cluster of ILS teachers teaching styles in schools according to the Grasha-Reichman Teaching Styles Inventory. Of five clusters, the fifth cluster, the Formal Authority/Personal Model/Delegator shows the highest percentage that is 37.92% (91 respondents). The second highest percentage is the third cluster, the Facilitator/ Personal Model/Expert Skills that is 16.25% (39 respondents) whereas the third highest percentage is the sixth cluster, the Personal Model/Expert Skills which carries 14.58% (35 respondents). The fourth highest percentage is the second cluster, the Personal Model/Expert Skills/Formal Authority which carries 11.25% (27 respondents). The highest fifth percentage is the first cluster, the Expert Skills/Formal Authority that carries 10.24% (25 respondents). The lowest is the fourth cluster: Delegator/Facilitator/Expert Skills that is 9.58% (23 respondents).

**Table 3: Frequency and Percentage for Cluster of ILS Teachers Teaching Methods in Schools According to The Grasha-Reichman Teaching Methods Inventory**

Teaching Method Clusters	Frequency	%
Cluster 1: Expert Skills/Formal Authority	25	10.42
Cluster 2: Personal Model/Expert Skills/Formal Authority	27	11.25
Cluster 3: Facilitator/Personal Model/Expert Skills	39	16.25
Cluster 4: Delegator/Facilitator/Expert Skills	23	9.58
Cluster 5: Formal Authority/Personal Model/Delegator	91	37.92
Cluster 6: Personal Model/Expert Skills/Delegator	35	14.58

Overall, the analysis frequency and percentage for teaching methods show that ILS teachers use all the five teaching methods in schools according to the Grasha-Reichman Teaching Styles Inventory (1996). This finding proves ILS teachers use various teaching styles in their teaching and learning. Other than that, the analysis also shows that ILS teachers practice six different clusters which are listed in Grasha-Riechmann (1996), that are Cluster 1: Expert Skills/Formal Authority, Cluster 2: Personal Model/Expert Skills/Formal Authority, Cluster 3: Facilitator/Personal Model/Expert Skills, Cluster 4: Delegator/Facilitator/Expert Skills, Cluster 5: Formal Authority/Personal Model/Delegator, and Cluster 6: Personal Model/Expert Skills/Delegator.

Based on the Grasha-Reichman Teaching Styles Inventory (1996), only two or three teaching styles are in the highest category and medium category will be accounted in this study, whereas the teaching styles that are in the lowest category will be neglected. The frequency and the percentage shows that frequent teaching style clusters used by the ILS teachers in this research is the fifth cluster (Formal Authority/Personal Model/Delegator). This is different from Grasha finding (1994) where the result shows that the teaching style cluster that is frequently used is the first cluster (Expert Skills/Formal Authority). However, the study was conducted in the universities. At the same time, it also shows the teaching styles combination is not included in the four clusters that is found by Grasha-Riechmann (1996) in his study. Nevertheless, the finding of this research tallies with Audette (2011) that found that the fifth cluster is the teaching style that is frequently used among the lecturer of Faculty Therapy Physical University of Rhode Island with the distribution respondent of 51.20% from the study sample that are 205 respondents.

The findings of this study probably interconnected with some circumstances which include the changes in academic that has happened in education faculty because of the Grasha-Reichman Teaching Styles Inventory that was introduced in 1996. The different cluster teaching style that is found with Grasha-Reichman Teaching Styles Inventory (1996) might be interconnected with Grasha's (1996) opinion that says that the pattern of teachers' teaching style is affected by the purpose of learning, the course design, size of the class, type of subject, duration of the studying period, norm of the institution learning and academic discipline.

Overall, ILS teachers also practice specific teaching styles that are frequently compared to the others. Accordingly, the teaching styles is frequently used by the ILS teachers in schools is delegator, formal authority, personal model, expert skill and the least used by them is facilitator method.

### Students Interest in ILS Subject

Table 4 shows the mean of students interest in ILS subjects that consist of 60 respondents for each of four ILS elective components. As can be seen, the mean of students interest towards ILS subjects as follows Trade and Entrepreneurship, Technical Skills, Home Economics and Agriculture Science. Based on the mean score, it is found that the mean of students' interest in Technical Skills, Home Economics and Trade and Entrepreneurship is in the high level.

**Table 4: Mean of Students Interest towards ILS Subjects**

ILS Subjects Choices	Mean	Level
Technical Skills	3.75	High
Home Economics	3.69	High
Agriculture Science	3.58	Medium
Trade and Entrepreneurship	3.78	High

High level of interest can be more focused and diligent in their learning and it also encourages students to achieve better that cannot be expected to in ILS subjects. Tai (2010) study shows that the students' interest is important to encourage ILS learning in the classroom. Nevertheless, he also said that students interest will move and hardworking for understanding the content that is taught in the classroom.

Meanwhile, the mean of students interest towards ILS subject, the third choice – Agriculture is the lowest compared to the other three elective components. The learning strategy that is applicable shows that it reduces feeling worried towards fail, enhance leaning satisfaction and encourage students interest (Lim, 2007). Thus, the applicable learning strategies need to be supplied to the students so that the activity for the ILS subjects that is less favored by the students can be improved. With this, it is hoped that independent learning will be created among students so that they will have interest to learn and do extra exercises at home.

### Relationship among Teacher Teaching Styles and Students Interest

Table 5, 6, 7 and 8 shows the results of Pearson correlation, mean and standard deviation analysis for each ILS elective components between teaching styles and student interest. Table 5 shows the correlation, mean and standard deviation for the five teaching styles and students' interest for Technical Skills. The finding shows that the five teaching styles significantly correlate with student interest.

**Table 5: The Analysis of Pearson Correlation, Mean and Standard Deviation for the Five Teaching Styles and Students Interest in Elective of Technical Skill (N = 60)**

Teaching Styles	Student Interest	Mean	Standard Deviation
Delegator	.64*	3.68	.48
Personal Model	.61*	3.81	.48
Facilitator	.61*	3.74	.50
Expert Skills	.59*	3.78	.49
Formal Authority	.49*	3.54	.51

\* The correlation is significant,  $p < .05$  (2-way)

This finding shows that to catch the attention of student towards ILS in technical skills, the ILS teachers should utilize delegator teaching style frequently. This style has the strongest significant correlation with the students' interest towards elective Technical Skills of the ILS subjects. It is also followed by personal model teaching style, facilitator teaching style and expert skills. The formal authority teaching style should have been a secondary style used in teaching and learning by ILS teachers because it only showed a medium significant with the students' interest towards ILS subjects. Apart from that, one cluster teaching style that is favored by the students in elective Technical Skills can be identified which are Delegator/Facilitator/Personal Model.

Table 6 shows the findings of correlation, mean and standard deviation for the five teaching styles and students' interest in elective of Home Economics. The finding also shows there were significantly correlated between the five teaching styles and students' interest for Home Economics.

**Table 6: The Analysis of Pearson Correlation, Mean and Standard Deviation for the Five Teaching Methods and Students Interest in Elective of Home Economics (N = 60)**

Teaching Style	Students' Interest	Mean	Standard Deviation
Personal Model	.52*	3.93	.47
Formal Authority	.47*	3.67	.40
Facilitator	.46*	3.88	.40
Expert skills	.41*	3.73	.44
Delegator	.16*	3.71	.41

\* The correlation is significant,  $p < .05$  (2-way)

Among these five teaching styles that are practiced by ILS teachers, the second choice: Home Economics is the personal model teaching method that should be practiced frequently by the ILS teachers enforcing that this method has the strongest significant with the students' interest towards ILS subjects. It is followed by formal authority method, facilitator method and professional method. Apart from that, the delegator teaching method should

not be the main setting in the learning and teaching process by the ILS teachers because it does not show any significance with the students' interest towards ILS subjects. Apart from that, one cluster teaching method that is favored by the students in elective Technical Skills can be identified in this analysis results which are Delegator/Facilitator/Personal Model.

Table 7 shows the findings of Pearson correlation, mean and standard deviation for the five teaching methods and students' interest in elective of Agriculture Science. The findings show the five pairs of variables that are analyzed and that they have significant correlation.

**Table 7: The Analysis of Pearson Correlation, Mean and Standard Deviation for the Five Teaching Methods and Students' Interest in Elective Agriculture (N = 60)**

Teaching Style	Students Interest	Mean	Standard Deviation
Expert	.50*	3.72	.38
Personal Model	.46*	3.71	.40
Formal Authority	.38*	3.62	.39
Facilitator	.34*	3.65	.43
Delegator	.22*	3.60	.45

\* The correlation is significant,  $p < .05$  (2-way)

In order to improve students' interest level towards the ILS subject that is the third choice, Agriculture, ILS teachers are recommended to reduce the frequent in delegator teaching style and practice it to be the main secondary in teaching and learning process. It is because delegator teaching style does not show any significant with students' interest in ILS subjects for Agriculture component. At the same time, expert teaching style needs to be practiced frequently by ILS teachers for the Agriculture component since it has the strongest significant with the students' interest in ILS subjects. The expert teaching style needs to be in the main setting in the learning and teaching process by ILS teachers for the Agriculture component followed by one appropriate cluster that suits students' interest in Agriculture can be identified that is Model Personal/Expert/Formal Authority.

Table 8 shows the findings of Pearson correlation, mean and standard deviation for the five teaching styles and students' interest in elective of Trade and Entrepreneurship. The finding shows that the five pair variables that are analyzed have significant correlation.

**Table 8: The Analysis of Pearson Correlation, Mean and Standard Deviation for the Five Teaching Styles and Students Interest in Elective of Trade and Entrepreneurship (N = 60)**

Teaching Style	Students Interest	Mean	Standard Deviation
Facilitator	.45*	3.76	.53
Delegator	.36*	3.64	.38
Expert	.35*	3.83	.53
Personal Model	.33*	3.88	.53
Formal Authority	.27*	3.67	.39

\* The correlation is significant,  $p < .05$  (2-way)

In addition, it is found that the facilitator teaching style needs to be practiced frequently by the ILS teachers for the fourth choice: Trade and Entrepreneurship enforcing that this method has the strongest significant with students' interest towards ILS subjects. It is also followed by the delegator teaching style, expert teaching style and personal model is a main setting model teaching style. Meanwhile, formal authority teaching style should not be made a main setting in teaching and learning process by ILS teachers because it shows a low significant with students' interest in ILS students. In addition, one cluster teaching style that is applicable with the students' interest for Trade and Entrepreneurship can be encountered which are Delegator/Facilitator/Expert.

It is believed that students will be more interested towards the ILS subjects when incorporated with the teaching styles that are identified for four different elective components. Implication from the results show that ILS have had to practice various teaching styles in teaching and learning towards students' interest because it shows a spark of students' interest and a bold move to effectiveness in students learning process in ILS learning.

## RECOMMENDATIONS

Based on the result and discussion, some suggestions can be improvised so that it can help ILS teachers and the school authorities in striving the process of teaching and learning ILS more effectively for students' excellence. It includes:

1. To adapt with the teaching styles according to the students' tendency towards the different teaching style cluster so that it can improve students' interest towards ILS subjects.
2. To enhance students' interest in ILS subject third choice that is Agriculture various programme in schools using planning strategy and suitable action so that it can move the elective components that is agriculture actively. For example, planting in hydroponic in school, permits students to provide nice landscape and others.
3. Give training to ILS teacher intensively on the teaching styles in schools from time to time so that a suitable and parallel and latest teaching methods will be practiced in ILS.
4. Give suggestion teaching style cluster that is suitable with the students' interest to the ILS teachers accordingly to the various teaching methods for the four elective ILS clusters so that it can improve the low student's interest towards the four ILS subjects.

## AUTHOR INFORMATION

**How Shwu Pying** is a teacher in one of public secondary schools in Puchong, Selangor, Malaysia. She obtained her master degree in Technical and Vocational Education at Faculty of Educational Studies, Universiti Putra Malaysia.

**Abdullah Mat Rashid** is an Associate Professor in Technical and Vocational Education program at Faculty of Educational Studies, Universiti Putra Malaysia. His research and consultancy interests are focused on technology based education, teaching and learning, career and technology education, and distance learning associated with achieving scientific and technological literacy. E-mail: [abmr@upm.edu.my](mailto:abmr@upm.edu.my) (Corresponding author)

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