
THE ROLE OF TEACHING STYLES IN DRIVING QUALITY OF STUDENT LEARNING AND ACHIEVEMENT: EVIDENCE FROM UNIVERSITIES IN UAE

¹Sarwat Jahan,²Shadi Hijazi,³Wissale Mahdaoui

¹PhD Scholar, Department of Business and Accountancy, Lincoln University College, Main Campus, Selangor, Malaysia.

²Head of General Education Department, Assistant Professor, Al Ghurair University, Dubai.

³PhD Scholar, Ibn Zohr University, Morocco.

*Corresponding author: sarwat_usman@hotmail.com

ABSTRACT

Teaching is an art, where the teacher communicates his knowledge using several teaching styles, which facilitates in ensuring that students are presented with an overall learning environment that can further promote their academic achievements and excellence. Though, this has remained the centre of attention for decades, but still studies have frequently overlooked the student's perspectives that have left a void in the literature. For the very reason, the current investigation has shed light on the role of teaching styles in driving quality of student learning and achievement, where the study has been exclusively limited to Dubai, United Arab Emirates. For the current investigation, the study has presented the qualitative information collected from 10 students based on interpretivism philosophy as it has helped to ensure that the findings of the study are critical in nature, while assuring that the topic of interest (i.e. the role of teacher's style of students' achievement, and the provision of quality learning environment) is sufficiently addressed. Considering the latter, the study has considered the use of thematic analysis for the information collected through interviews, where themes were formulated based on the common findings. In reference to the findings, the study has found that teaching style refers to the reasonable combination and application of skills formed by a teacher in long-term teaching practice, which reflects the consistent and stable teaching psychological quality of teachers. In addition, the study also found that students have preferred humorous and rational teaching styles, as the former focuses on two-way communication to keep the classroom atmosphere quite entertaining; whereas the latter focuses upon giving the students a feeling of being relaxed, calm and peaceful environment, where logic prevails over other elements. Hence, both of the teaching styles were found to yield better academic grades and overall achievement of students in their respective domain as they are facilitated to learn in a unique environment.

Keywords: Teaching styles, student learning, student achievement, quality of learning, teacher's ability, learning environment.

INTRODUCTION

Teaching is an activity that guides students to learn. The various methods used in teaching are the “means” to achieve the teaching objectives (Ke, Lee and Xu, 2016). Teachers not only use appropriate techniques to stimulate and encourage students to think and learn automatically, but also to determine the teaching methods to be adopted depending on the students' interest in learning, the content of the abilities and materials, and even the teaching environment (He and Vijver, 2015).

This has even been reflected in the findings of the studies conducted by Rockoff (2004) and Rivkin et al. (2005), where it has been suggested that teacher's effectiveness has a dominant role in the cognitive development of students, where the effectiveness of the teacher is measured based on the fixed effects; meanwhile the studies conducted by Hanushek and Rivkin (2006) and Hanushek (2011) reflected that the effect is not just limited to the cognitive achievements, but also entails the student's development of non-cognitive skills as well. However, the findings presented in the aforementioned studies have shed light on the lack of consistent evidence on the relationship between the role of teaching style and characteristics on the overall achievement of student. Among the exceptions, the studies of Rivkin et al. (2005) and Rockoff (2004), the existence of small effects during the first years of experience has remained consistent, and the study of Dee (2007) that shed light on the role of opposite-gender teachers in the reduction of such achievements. A similar line of research has shed light on teachers and their consistency in doing a better job based on their characteristics, while explaining the extent of student achievements (Schwerdt and Wuppermann, 2011; Klaveren, 2011). A potential concern, however, in these studies is related to the measurement of teaching practices based on students or teachers as the unique source of information. However, Johnston et al. (2010) argued about the complexity in teaching process, while indicting that considering one perspective (i.e. of the agents) can lead to problematic and biased findings, as students tend to perceive in-class work differently. Considering the latter, the study is more inclined to present the perception of students in relation to that of the teaching styles and the provision quality learning in the United Arab Emirates.

For several years, academicians have explored the availability of different approaches for the purpose of improving the overall quality of education, in addition to the improvement in learning process. In particular, almost every factor has been analysed ranging from parents, students, and socio-economic conditions, in addition to the university curriculum and standardised testing; however very little interest has been given to that of the teaching styles, even when the teaching and their style of teaching can have a dominant role in the provision of

quality learning environment and achievement. Considering the latter, it can be argued that there exists a prevailing gap in the literature, which must be immediately addressed to ensure that students can be provided with quality learning environment; thus boosting their level of confidence and academic achievements. For the very reason, the current investigation has shed light on the role of teaching styles in driving quality of student learning and achievement, where the study has been exclusively limited to Dubai, United Arab Emirates.

The objectives of the current study will be as follows;

- To conceptualise teaching styles, and their importance in classroom setting
- To investigate the affect of different teaching styles on the achievements and learning processes of students
- To investigate the overall role of teaching styles in driving quality learning and student achievements in the higher education sector of UAE.
- To propose different strategies and techniques that can be adopted by teachers to further facilitate in the achievement of students, while ensuring that they are presented with sufficient quality learning processes

Over the years, educational institutions have been regarded as the primary source of education for students, where the role of teachers is of paramount importance. In this context, studies have reflected that for the provision of quality learning environment, teachers have frequently adopted a variety of teaching styles, where the primary purpose is to ensure that students are presented with information in most effective and innovative manner. This not only helps them to achieve their desired level of academic achievements, but also plays a critical role in ensuring that the information presented in front of them is not easily forgotten. However, these studies have failed to consider the fact that each students tend to perceive in-class work differently; thus indicating that these studies and the information presented within them have infrequently addressed the most important element of student's perception in relation to the teaching style, and the overall influence of the teaching style on the provision of quality learning environment. Considering this, it was important to reduce the gap in the literature; therefore the study has been conducted with this primary purpose.

In reference to the aforementioned section, it can be argued that the significance of the study being conducted is two-fold. At one end, it has presented theoretical knowledge related to the teaching styles, in addition to the characteristics of the in-class teaching style. In addition, the theoretical knowledge also entails the roles of teachers in the classroom to ensure that students are presented with a cooperative learning environment, where they can learn about new things in groups, rather than learning on individual basis. On the other hand, the study has presented the primary findings of the study to depict the importance of selecting the right teaching style for students for the provision of quality learning environment. This implies that the study has not just concentrated on the earlier findings, but has presented primary findings to ensure that the gap in the literature is addressed in most sufficient manner. The information presented within the

study can be of significant help for the teachers and educational institutions, as they can bring a dramatic change in the teaching styles for the provision of learning environment that can eventually facilitate in student's academic achievement on consistent basis.

LITERATURE REVIEW

Over the years, several studies have been conducted regarding the importance of teaching styles and their overall influence of the academic achievement of students; for instance, the study conducted by Hattie et al. (2003) reflected that teaching styles have paramount importance in the classroom setting as it accounts for 50 percent of the learning experience, while presenting the students with an opportunity to bring innovative and creative ideas to the table in terms of their achievement; meanwhile other studies have attributed it to the overall environment that the teachers provide them based on their style of teaching. In addition, the study conducted by Najafipour and Jafari (2013) argued that the academic achievement of students is more reliant on the active method teaching, in comparison to non active teaching. Similarly, Grasha (2002) argued that teachers tend to perceive things differently, and their styles of teaching reflect on their perception and attitude. For instance, teachers that are more concerned about the cognitive and social development of students are more inclined to have a more democratic style of teaching, where every individual is presented with an opportunity to share their experience, while communicating with others to develop their skills and competencies (Schaefer and Zygmunt, 2003). On the contrary, teachers that are more inclined towards discipline tend to prefer something similar to autocratic style, where teachers are the only one speaking; meanwhile others tend to listen to them. Though, studies have reflected that this style of teaching tends to enhance academic achievements, but fails to help in the creation of a learning environment as they are not allowed to share their ideas and opinions, as they can do in democratic style (Lage et al., 2000). This implies that though both of the teaching styles have their pros and cons, the ultimate aspect is the provision of a learning environment and academic achievement.

Teaching Styles and their Characteristics

Through the analysis and research on the classroom teaching of many excellent teachers in various high-quality courses at various levels, it is found that the classroom teaching style can be roughly divided into the following types.

Rational Teaching Style

This style is mainly manifested in: the teacher lectures are profound and simple, the organisation is clear, the layers are analysed, the interlocking, the argumentation is strict, the structure is rigorous, the logical power of thinking is used to attract the attention of the students, and the classroom teaching process is controlled by reason (Vanlommel et al., 2018). By listening to the instructive teaching of the teacher, the students not only learn the knowledge, but also receive the training of the mind. They will also be edified and infected by the attitude of the

teacher's rigorous study, and learn to think calmly and independently. Although some teachers do not laugh at the classroom, they are filled with a thorough understanding of knowledge and a persistent pursuit of the development of human intelligence (Muijis and Reynolds, 2017).

Natural Teaching Style

This style is characterized by the teacher's intimate nature, plain and simple, no artificial creation, no deliberate rendering, but a martyrdom, careful induction, teachers and students in an atmosphere of equality, cooperation, harmony, quietness (Muijis and Reynolds, 2017). Two-way communication combines the craving and exploration of knowledge into simple and real situations. Students are quietly thinking and acquiescing to gain knowledge. Although the teacher's voice is not high, but the feelings are self-confident, the true feelings are cut, just like the spring rain infiltrates into the students' hearts, and the moisturizing things are silent, giving people a feeling of being relaxed, calm and peaceful (Richards and Rodgers, 2014).

Emotional Teaching Style

This kind of teaching style is manifested in the fullness of teachers' lectures, and the love and pursuit of science and culture are integrated into the care and expectation of students, which is full of high respect and dependence on people. When it comes to this teaching style, it is often emotionally high, impassioned, exciting, and sultry, which makes students have a strong emotional resonance (Muijis and Reynolds, 2017). Under the premise of understanding communication, teachers and students work together to create a warm atmosphere of craving knowledge and exploring truth. Under the guidance of such teachers, students gain not only the value of knowledge training, but also the value of personality and emotion (Cullen et al., 2017).

Humorous Teaching Style

The most striking feature of this style is that the teachers' lectures are vivid, witty and witty, and the words are fascinating (Fterniati, Archakis and Tsami, 2015). A vivid metaphor is like a finishing touch to open the door to wisdom for students; a kind of humour that is appropriate for the students to smile, such as drinking a fresh cup of sweet spring, giving people a reminiscent of nostalgia; philosopher's aphorisms, cultural rumours from time to time interspersed in the story, giving students enlightenment and vigilance (Muijis and Reynolds, 2017). In this kind of classroom atmosphere, the students feel comfortable, are willing to learn, get the enlightenment of life in the relaxed and happy laughter, get the training of the mind, change the mechanical imitation to the heart and take the initiative to think. Students' enthusiasm for learning and positive awareness of the subject will be fully utilised (Gonulal, 2018).

Skill Teaching Style

This style is that teachers are skilled in teaching, full of wit, and all kinds of teaching methods are credible and handy, and they are just right. There is no trace of the slightest carving. For example, when multimedia is introduced into the classroom, the whole classroom

structure is like a thinking process, the transition is natural, the organisation is strict, the matching is reasonable, and the method is orderly (Day, 2018). Likewise, studies have also reflected that with the development of information technology, the teaching continues to deepen, and traditional education has shifted to the direction of information-based teaching (Sweller, 2017). Establishing a team of highly qualified teachers with innovative consciousness and creative ability to become a creative teacher is particularly important in the innovation education of the information age. Considering the latter, creative teachers has been argued to have the following abilities;

Learn New Knowledge and Establish New Ideas

As human society enters a new century, knowledge has become the direct driving force and key factor for economic development in the new century. People with new knowledge will also become the masters of the future society (Dennis, Knight and Jerman, 2016). The mission of education is to cultivate innovative talents with innovative capabilities. Creative teachers should have strong curiosity and curiosity, sensitivity to accepting new things and facing the new world, educational concepts that are compatible with the rapidly developing information age, how to learn knowledge, how to choose knowledge, and how to learn knowledge, and to become the leader of lifelong learning (Kale and Goh, 2014).

Using New Knowledge, and Exploring New Areas

Teachers play a guiding and demonstrating role in the process of student education innovation. The educators can infect and promote the formation and development of the educated people's innovation with their own innovative consciousness, thinking and ability (Kale and Goh, 2014). In the classroom teaching, teachers mainly play an organisational and guiding role, forming a lively learning situation centered on students; thus stimulating and cultivating students' creative passion and potential, and promoting the development of students' creativity. (Bryson, 2016).

Cooperative Learning and Role of Teachers

Cooperative learning is a learning style advocated by the new curriculum standards. It refers to the way students learn in small groups. As a new learning style and teaching concept, the main activity of cooperative learning is the cooperative learning activities of the group members (McConnell, 2014). The development of cooperative learning is often carried out on the basis of self-study of students in group cooperative learning and group discussion. Cooperative learning has positive significance for students' learning and understanding. So, what kind of role should teachers play in this way of learning? In the implementation of the new curriculum, teachers can no longer stick to the original teacher-centred approach (Johnson and Johnson, 2014). They must stand among the students and develop activity courses and guide students' practical activities based on the students' experience. Combined with teaching practice, it is believed that teachers

should act as organisers, instructors, collaborators, and liaisons in cooperative learning (Foldnes, 2016).

Teaching Methods and their Influence on Students

In the globalised era, teachers are considered to be the primary source of education for children, and the recent changes in the environment has led to the adoption of unique and some very interesting teaching methods, which have played an important role in the enhancement of not just the student-teacher relationship, but also the overall learning environment that eventually facilitates the students to achieve their desired success, especially in the context of education (Siegle, Rubenstein and Mitchell, 2014). Some of the most teaching methods that have helped teachers in facilitating learning are as follows;

Speech Method

The "speech method" is the method adopted by most teachers and is also a traditional teaching method. In fact, probably any course is inseparable from telling. Some people think that the speech method is too dull, and it is difficult to provide students with the opportunity to respond. In fact, no teaching method is absolutely best or not good (Rivers, 2018). If the speech method is used properly, there are still many advantages. For example, it can save time in teaching; it can explain some principles; it can describe some facts; it can explain some concepts or create an attitude or ideal; some supplementary physical textbooks are more lively and interesting (Elimat and Seileek, 2014).

Problem Teaching Method

The problem teaching method is to use the systematic steps to guide students to solve problems, so as to enhance students' knowledge and cultivate students' thinking ability. The problem-based approach is best applied to the three learning classes of "retelling", "associating" and "achieving" (Richards and Rodgers, 2014). Teachers must carefully design various questions to enable students to achieve the purpose of focusing on learning and thinking and participating in discussions. This teaching method has often been considered to be most effective, as both teachers and students actively participate to present solutions to the challenges presented in front of them; thus allowing both to understand the situation, and then to rely on their knowledge to overcome the challenge (Richards and Rodgers, 2014).

Design teaching method

The so-called "design teaching method" is to imagine / create a problem situation, let the students go to plan to solve the problem. Design teaching is a purposeful, planned, and practical way of learning. When conducting such teaching activities, it is important to first set up a practical problem, then the students will draw up the learning plan and content, and then use the specific materials to complete the problem solving from the actual activities (Richards and Rodgers, 2014). Design teaching is a purposeful learning activity; students learning with clear

goals and strong willingness will inevitably increase their enthusiasm for participation in learning. Moreover, when a student is set up to think and plan, they can train their thinking. The ability to organise and gather information; all hands and brains are useful for their knowledge and knowledge and skills; it is even more valuable for students to gain complete experience from start to finish (Richards and Rodgers, 2014).

Test method

Tests can usually be done in both verbal and written ways. The use of quizzes is primarily used to assess students' understanding of the curriculum and materials. Therefore, the test is an assessment. From the student's point of view, the students have passed the test and learned their academic performance, and the good desires continue to maintain or seek better; poor hopes catch up or strive for progress, both of which can stimulate continued learning (Richards and Rodgers, 2014). From the teacher's point of view, the test method can also display some meanings worthy of reference for the teacher's teaching effect. The teacher can be informed by the results of the students' test, whether the goal of teaching is achieved, whether the teaching materials are properly selected, and whether the teaching method is appropriate (Richards and Rodgers, 2014).

Group Discussion Method

The group discussion method requires dividing three to eight students into a group to discuss the problems in the course; students share their opinions and unique opinions in the group, and then draw conclusions on the problem, and then share with other students. Group discussions can provide an opportunity for each member to express more opinions; for those students who are shy and afraid to speak in front of many people, the group seminars make them more confident and courageous to speak (Arasti et al., 2012). However, the disadvantage of implementing discussion method teaching is that it is inevitable to waste time and not have systematic knowledge in the classroom; plus students with insufficient knowledge and experience may share each other in the discussion but are biased. Therefore, before the end of the course, the teacher must propose and correct the tangible answers in the discussion (Richards and Rodgers, 2014).

RESEARCH METHODOLOGY

Research philosophy, according to Neuman (2013) and Saunders et al. (2009) depicts the belief in which the data, for a study, should be collected and analysed for the purpose of achieving the desired objectives, while ensuring that the objectives have been sufficiently achieved throughout the completion of the study. In reference to the latter, Saunders et al. (2009) shed light on the available philosophies that can be taken into consideration, where the most commonly available research philosophies include; positivism, interpretivism, and pragmatism. At one end, positivism philosophy focuses on the presentation of statistical data through the use of scientific

tools and techniques, which implies that the primary purpose of this philosophy is towards the presentation of empirical findings (Silverman, 2016).

For the current investigation, this study has preferred the selection of interpretivism philosophy over other available philosophies. The decision to select interpretivism philosophy was based on the fact that the study's direction and scope was more related to the role of teacher's style, and its influence on the overall learning environment, and eventually the student's achievement. This might not have been achieved through the use of positivism philosophy, which is more inclined towards statistical data, which was in contradiction with the predefined direction of the study. Considering this, the only available choice for the study was interpretivism, and it can be argued to be best suited for the study, as through this philosophy, the study has presented critical and valuable information related to the overall role of teacher's style of students' achievement, and the provision of quality learning environment.

Research design focuses on elaborating on the nature of information presented within the study. In this context, studies and books over the years have reflected that researches can be qualitative or quantitative, or both (i.e. combination of qualitative and quantitative). In reference to the latter, Saunders et al. (2009) elaborated that qualitative research design focuses on the presentation of information based on the opinions and perceptions of the participants, which reflects their attitude and behaviour towards certain elements; whereas quantitative research design focuses on the presentation of numerical and statistical data, which helps in presenting concrete empirical evidences that cannot be ignored. The study has preferred the selection of qualitative research design, as it focuses on the collection of information from participants based on their perception, attitude, and knowledge. This was quite important in the current investigation, as the purpose of the study was related to the investigation of the role of teaching style and its influence on the provision of quality learning environment, which can eventually help in leading the students to their academic achievements. Considering the latter, the selection of qualitative design has presented the researchers with in-depth understanding of the participants in relation to teaching styles and the provision of quality learning environment and student achievement in most profound manner, which can help in not just accomplishing the objectives of the study, but can also help in sufficiently filling the void in the literature.

Data collection method, in research methodology, refers to the process undertaken for the collection of data and information, in addition to the provision of information related to the tools and techniques used for the data collection. In this context, studies have suggested that data, for a research study, can be collected through primary or secondary data collection methods, where the primary data collection method implies that the researcher has personally collected the data from the participants for specific purpose. On the other hand, the secondary data collection method means that the study has considered the use of data presented in the findings of previous research studies. Since there is a huge difference between primary and secondary data collection methods, this study has considered the use of both primary and secondary data collection methods, where the primary data was obtained directly from the participants. Since the study

considered the use of qualitative research design, the most appropriate primary data collection method was survey, where interview as the research instrument was selected to directly obtain information from the participants in reference to the purpose i.e. to reflect on the role of teaching styles on quality learning environment and achievements.

Sampling refers to the process through which a researcher categorises the population into different segments and selects the most appropriate segment for the study. The sampling strategy of the research has revolved around non-probability sampling, where the participants were selected based on the judgment of the researcher. This implies that not every participant had equal chance of participation, but their selection was based on the judgement of the researcher, which was further supported through the use of snowballing sampling technique. In reference to sample size, the study has considered a total of 10 students for interview from 2 leading Universities of UAE including Al Ghurair University and City University College of Ajman, and the reason for selecting limited number of students can be attributed to the lack of time to conduct interviews, which is a time-consuming process, and it requires sufficient time in making themes for analysing the key findings of the study.

Since the study has considered the use of both primary and secondary data collection methods, it was important to have sufficient measures in place to ensure that these findings were sufficiently analysed and processed to reach reliable outcomes. Considering the latter, the study has considered the use of thematic analysis for the information collected through interviews, where themes were formulated based on the common findings. These themes not only helped in reflecting the primary findings, but also to support the objectives of the study. Similarly, the study has also considered the use of content analysis technique for secondary data, which helped the researcher in triangulating the primary findings with that of the findings presented in research studies, as presented in the literature. This helped in ensuring that the findings are viable, and valid, and can be further used by researchers for their studies.

FINDINGS AND DISCUSSION

Interpretation of the study

The findings of the study have been presented in the form of themes, which are as follows;

Teaching Styles

The first question of the interview session was related to the student's perception and understanding of teaching style. In this context, all of the participants believed teaching style to be an art through which teachers were able to communicate with the students, with the purpose of information dissemination. In particular, the participants argued "*teaching styles are the teaching methods through which the teacher is able to manage the classroom, while ensuring that each of the students is presented with sufficient knowledge in accordance with the curriculum.*" On the other hand, students also reflected "*teaching styles to be the techniques through which teachers are able to stimulate, encourage, and facilitate the students to think and*

learn, while preserving the overall learning environment in the classroom.” Similarly, some students believed teaching styles to be “a cumulative of teaching methods used by teachers to reflect their overall command over the subject through the use of flexibility for the purpose of achieving the goals of teaching.” Some students even argued teaching styles “the way through which teachers present their knowledge in an innovative and creative manner that helps the students to remain attentive in class, and the process through which teachers enable the students to learn in a cooperative manner, rather than in isolation.”

The information presented within this theme can also be found in the literature review; for instance, the study conducted by Schaefer and Zygmunt (2003) argued teaching style as the way through which teachers share ideas in the classroom for the cognitive and social development of students, while ensuring that every individual is presented with an opportunity to share their experience, while communicating with others to develop their skills and competencies.

Most Preferred Teaching Style and Characteristics

The second question that was asked from the students during the interview session was related to the most preferred style of teaching and the teacher’s characteristics that they believed to be exceptionally important. In this context, students had different perceptions related to the most preferred teaching style in the educational institution. For instance, some participants argued “*rational teaching style is more preferable as it relies on the logical power of thinking that helps a student to remain attentive in class, and the overall classroom teaching is primarily the result of reasoning, rather than following what others believe with closed eyes.*” These students further argued that “*this teaching style does focuses extensively on thorough understanding of the knowledge, which helps in the creation of an environment that helps students to develop reasoning skills and competencies, which might not be possible with other teaching styles.*” However, some of the students argued “*humorous teaching style is most suitable for classroom as the witty and fascinating words used by the teacher helps in opening the door to wisdom for the students, and not only this, it also helps the students to learn new vocabulary that they can use in their classroom conversation, and cannot forget throughout their lives.*” Likewise, some students further suggested that “*humorous teaching styles make students feel more comfortable and relaxed, as it sparks enthusiasm for learning and positive awareness of the subject for the students. This makes this teaching style so special in educational institution*

The availability and use of different teaching styles have remained central theme of several studies, where it has been suggested that teaching styles are exceptionally important for students and their learning, and they tend to show their preference by considering specific teaching styles to be highly preferable over others. In this context, the study found that the most commonly relied teaching styles include; rational teaching style, emotional teaching style, humorous teaching style, and skills teaching style. In particular, studies have reflected that rational teaching style relies extensively upon giving the students a feeling of being relaxed,

calm and peaceful. Furthermore, studies have suggested that two-way communication is quite prevalent in this teaching style, which makes the students to think and acquiesce to gain knowledge.

Teaching Styles and Learning Environment

The next question was related to the teaching style and its role in the provision of a learning environment. In this context, one of the students explicitly indicated *“I personally prefer humorous teaching styles; though I have experienced almost every teaching style over the years, but I am somehow connected to this style, as this style has presented me with several opportunities to learn in a more comfortable environment. The things and concepts that I have learned over the years cannot be easily forgotten, as everything I do, I tend to relate it with the teacher’s witty comments, and the way in which the concept was presented. I can surely state that humorous teaching style has helped in my personal grooming as the overall learning environment was quite amusing, yet educational.”* On the other hand, some students argued *“natural teaching style leads to better learning environment, as students learn in an atmosphere of equality and cooperation; unlike other teaching styles, the voice of teachers remain minimal, but it leaves the student with self-confidence, as they learn in a calm and peaceful environment.”* However, some even criticised natural teaching style and learning environment, when explaining their most preferred teaching style. Studies in reference to teaching styles and the creation of a learning environment have suggested that facilitating the students through the provision of a quality learning environment is exceptionally important, as it can yield in better academic grades, and overall achievement of students in their respective domain. However, studies have also represented the fact that teaching styles often lack due to the problem of one-way teaching, where teachers take the command of the classroom, rather than ensuring equal participation by students. Considering the latter, some studies have even suggested that when teachers use a specific teaching style, they should use it in conjunction with other methods that enable students to participate, such as: discussion, asking questions, asking for responses, and so on; hence indicating that facilitating the students is of utmost importance, rather than just communicating the knowledge to the students.

Recommended Teaching Style for Cooperative Learning

When the participants were inquired about the teaching style that they would prefer cooperative learning, they had different opinions and ideas. For instance, one of the students argued *“any teaching style that can result in collaborative and cooperative learning would be preferred, as it has positive significance for students’ learning and understanding, and can help the students to achieve their desired level and extent of achievement throughout the semester.”* On the other hand, two of the students further elaborated that they would prefer cooperative teaching method as *“Teachers in this style tend to pay close attention to the cooperation of students, while ensuring that each of the mistakes are corrected in accordance with the purpose*

requirements in timely fashion, which eventually help the students to cooperate better, and yield better academic results.” On the contrary, some of the students believed that “the student-centred is most appropriate for academic achievements, as it encourages the interaction and cooperation between teachers and students, and since teachers participate in student learning as a collaborator, it has helped students to clarify their issues that results in students to learn in a harmonious atmosphere. However, there are times when a teacher can find common problems in cooperation, in order to attract students’ attention, they can actively invite each group of students to cooperate with teachers to solve this common problem; thus presenting an overall environment that promotes their learning and academic excellence.”

The findings of the study are in accordance with the information presented in the literature related to cooperative learning. In particular, studies have reflected that teachers have not just concentrated on student’s learning environment, but have also facilitated the students in cooperative learning, which is often carried out on the basis of self-study of students in group cooperative learning and group discussion. Through cooperative learning, the roles of teachers have further extended to collaborators, liaisons, instructors, and even organisers. As an organiser, teachers pay close attention to the cooperation of students and correct some of the purpose requirements in time to help students to cooperate better; meanwhile ensuring that the cooperation of students are adjusted in a timely manner.

Summarised Findings&Conclusion

The study found that different teachers have continually relied on different teaching styles, and each of the style have presented the students with quality learning environment, in addition to enhanced achievements. In particular, the study found that teachers in majority of the educational institutions in UAE have emphasized on their control in the teaching process, since they tend to believe that classroom teaching is teacher-centred . At the same time, it emphasizes the use of various training methods to strengthen knowledge teaching. Students have relatively few opportunities to participate in the classroom. The teaching style of ordinary university teachers is relatively neutral. The teacher-centred level in the classroom is relatively low, emphasizing the use of emotions to mobilize the classroom atmosphere. The reason for this difference may be due to the fact that the long-established campus culture of universitiess, which has an impact on the development of individual teaching styles.

In reference to the findings, the study also found that the teaching age also reflected the experience of a teacher. This has even been pointed out in several studies, where it has been argued that teachers with different teaching ages have significant differences in teaching attitudes and educational methods. The study also found that with the growth of teaching age, teachers have almost the same trend in the three factors of knowledge training, student centre and system image, that is, the factor score increases with the increase of teaching age, but the rate of increase slows down with the growth of teaching age. The highest teaching age group (more than 25 years) showed a slight downward trend. The influence of teaching age on teaching style is related

to the teacher's educational background and work experience on the one hand, and the development of teaching style on the other hand. This kind of development is prominently manifested in the fact that teachers accumulate experience through reflection, and the accumulation of new experience in quantity will change the original style and form a new style.

Implication of Findings

The findings of the study hold significant meaning for teachers in reference to their styles of teaching. For instance, skill teaching and humorous teaching styles tend to encourage the students to share their opinions and perceptions in most effective manner, without being concerned about others and their attitude towards the opinions of students in groups. However, the teachers that tend to prefer teacher-centred style of teaching tend to rely on punishment to ensure that students will follow their orders, and to fear them; thus resulting in reduced learning environment as well as achievements. Considering the latter, the findings suggests that teachers are in continuous requirements to change their teaching style, not only to maintain a positive teaching style in teaching, but also to break the single teaching style, while relying on the use of variety of teaching styles, so that students form positive learning habits to help in their healthier and unrestricted developments and achievements in educational institutions. Teachers need to constantly summarize and communicate in the process of teaching practice, improve their own quality, and guide students to produce better study habits.

Furthermore, the findings have also shed light on the key breakthrough through which teachers, in the teaching process, can combine their style of teaching with their individual characteristics. This implies that teachers must choose the best breakthrough to form their own teaching style. One of the salient features of the formation of teaching style is that the uniqueness of teaching and the individuality of teaching have a scientific and stable performance in all aspects and aspects of the teaching process. There are creative sparks and strong personality in the teaching activities. The key point of breakthrough is to find a breakthrough in the combination of teaching personality and teaching uniqueness, in order to build the overall teaching style that can present the students with cooperative learning environment, while facilitating them in their academic achievements.

Recommendations

Considering the findings, the study has proposed several recommendations to further facilitate the students in terms of their achievement, while ensuring that they are presented with sufficient cooperative learning environment in the educational institutions. In this regards, the recommendations for the teachers are as follows;

Teachers must consider the use of skill teaching and humorous teaching styles, as the use of skill teaching style can help the students to thoroughly understand the topics being introduced in the classroom setting, while ensuring that students are presented with a learning environment that is both efficient and effective. Likewise, the use of humorous teaching style can also be of

significant help for the teachers to open doors for students, especially in the context of wisdom. In particular, the use of this teaching style can help the students to learn while smiling, rather than learning in the fear of just passing the examination.

Limitations

During the completion of the study, several limitations were experienced by the researcher, where the most prominent limitation was related to the time-frame in which the study had to be completed. Though, the study has been completed and submitted in the predefined time period, but the researcher had to make several amendments in the number of participants selected for the study. In particular, the study had primarily considered to conduct interviews with more than 15 participants, but to ensure that the study was completed in the time-frame; the researcher could only conduct interviews with a total of 10 participants. The second limitation of the study was related to the only use of qualitative research design for the completion of the study. In reference to the studies conducted over the years, all have suggested to consider the use of mixed methodology, as it presents both qualitative and quantitative data. This not only ensures that the study has presented theoretical knowledge, but also empirical findings. The last limitation of the study was limited to the scope of the study, as the research has only considered United Arab Emirates, instead of presenting comparative findings of UAE with other regions in the otherdeveloped economies.

Recommendations for Future Researchers

Though the limitations of the study restricted the researcher to fully commit to present both theoretical and empirical findings, but the researcher has ensured that this might not be the problem with future researchers. Considering this, the recommendations for future researchers are as follows;

The future researchers are recommended to consider the use of mixed methodology, where the quantitative data should be collected via questionnaire, and qualitative data through the use of interviews. By doing so, the future researchers would be able to ensure the provision of both theoretical knowledge and empirical findings; thus enhancing the validity and reliability of the findings.

The future researchers are also recommended to consider interviewing both teachers and students, as their responses can shed light on the most preferred teaching style by students and teachers alike, and this can present the readers with an understanding of the ways through which quality learning environment can be presented to the students in educational setting.

References

AlKahtani, N., Iqbal, S., Sohail, M., Sheraz, F., Jahan, S., Anwar, B., & Haider, S., 2020. Impact of employee empowerment on organizational commitment through job satisfaction in

- four- and five-stars hotel industry. *Management Science Letters*, 11(3), 813-822, doi:10.5267/j.msl.2020.10.022
- Altun, S., 2017. The effect of cooperative learning on students' achievement and views on the science and technology course. *International Electronic Journal of Elementary Education*, 7(3), pp.451-468.
- Arasti, Z., Falavarjani, M.K. and Imanipour, N., 2012. A Study of Teaching Methods in Entrepreneurship Education for Graduate Students. *Higher Education Studies*, 2(1), pp.2-10.
- Bilgin, I., Karakuyu, Y. and Ay, Y., 2015. The effects of project based learning on undergraduate students' achievement and self-efficacy beliefs towards science teaching. *Eurasia Journal of Mathematics, Science & Technology Education*, 11(3), pp.469-477.
- Botelho, F.F.R., Bergamo, I., de Oliveira, M.C., Trevizan, F.B., Pacca, F.C., Fucuta, P., Pacca, C.C. and Cury, P.M., 2017. Stress Level Assessment of Medical University Program and correlations between Learning Styles and Teaching Methodologies. *MedEdPublish*, 6.
- Broadbent, J. and Poon, W.L., 2015. Self-regulated learning strategies & academic achievement in online higher education learning environments: A systematic review. *The Internet and Higher Education*, 27, pp.1-13.
- Bryson, C., 2016. Engagement through partnership: Students as partners in learning and teaching in higher education.
- Creswell, J.W. and Clark, V.L.P., 2017. *Designing and conducting mixed methods research*. Sage publications.
- Cullen, J., Bloemker, G., Wyatt, J. and Walsh, M., 2017. Teaching a Social and Emotional Learning Curriculum: Transformative Learning through the Parallel Process. *International Journal of Higher Education*, 6(6), p.163.
- Darling-Hammond, L., Barron, B., Pearson, P.D., Schoenfeld, A.H., Stage, E.K., Zimmerman, T.D., Cervetti, G.N. and Tilson, J.L., 2015. *Powerful learning: What we know about teaching for understanding*. John Wiley & Sons.
- Davidson, N. and Major, C.H., 2014. Boundary crossings: Cooperative learning, collaborative learning, and problem-based learning. *Journal on Excellence in College Teaching*, 25.
- Day, C., 2018. Teaching styles in drama: Theory in practice. In *Issues in Educational Drama (1983)* (pp. 77-94). Routledge.
- Dikilitaş, K. and Mumford, S.E., 2016. Supporting the writing up of teacher research: Peer and mentor roles. *Elt Journal*, 70(4), pp.371-381.
- Doel, M., Shardlow, S. and Sawdon, D., 2017. *Teaching social work practice: A programme of exercises and activities towards the practice teaching award*. Routledge.
- Downs, A.L. and Pacion, K., 2016. Employing field research to shape the library's direction: The changing needs of the liaison. *College & Research Libraries News*, 77(7), pp.326-346.
- Elimat, A.K. and AbuSeileek, A.F., 2014. Automatic speech recognition technology as an effective means for teaching pronunciation. *JALT CALL Journal*, 10(1), pp.21-47.

- Entwistle, N. and Ramsden, P., 2015. *Understanding student learning (Routledge revivals)*. Routledge.
- Flick, U., 2015. *Introducing research methodology: A beginner's guide to doing a research project*. Sage.
- Foldnes, N., 2016. The flipped classroom and cooperative learning: Evidence from a randomised experiment. *Active Learning in Higher Education*, 17(1), pp.39-49.
- Freeman, S., Eddy, S.L., McDonough, M., Smith, M.K., Okoroafor, N., Jordt, H. and Wenderoth, M.P., 2014. Active learning increases student performance in science, engineering, and mathematics. *Proceedings of the National Academy of Sciences*, 111(23), pp.8410-8415.
- Fterniati, A., Archakis, A. and Tsami, V., 2015. Scrutinizing humorous mass culture texts in class: A critical language teaching proposal. *Israeli Journal of Humor Research: An International Journal*, 4(1), pp.28-52.
- Grasha, A.F., 2002. *Teaching with style: A practical guide to enhancing learning by understanding teaching and learning styles*. Alliance Publication
- Griffin, P. and Care, E. eds., 2014. *Assessment and teaching of 21st century skills: Methods and approach*. Springer.
- Griffin, P. and Thurber, J.A., 2015. Teaching public policy advocacy by combining academic knowledge and professional wisdom. *Interest Groups & Advocacy*, 4(1), pp.40-51.
- Hanushek, E. A. and S. Rivkin (2006): *Teacher Quality, in Handbook of the Economics of Education*, edited by Eric A. Hanushek and Finis Welch. Amsterdam: North Holland, vol. 2, chap. 18, 1051–1078.
- Hanushek, E.A., 2011. The economic value of higher teacher quality. *Economics of Education review*, 30(3), pp.466-479.
- Hattie, J., 2003. Teachers Make a Difference, What is the research evidence?.
- He, J. and Van De Vijver, F.J., 2015. Effects of a general response style on cross-cultural comparisons: Evidence from the Teaching and Learning International Survey. *Public Opinion Quarterly*, 79(S1), pp.267-290.
- Jabeen, S., Sheraz, F., Haider, S., Iqbal, S., Jahan, S., Tehseen, S. and Hussaini, T., 2021. The nexus between global disruption due to the covid-19 and performance of the construction project. *Management Science Letters*, pp.1871-1880.
- Jahan, S., Ali, S. and Hussaini, T., 2021. Impact of Internet Usage on the Academic Performance of Undergraduate Students in Karachi. *Universal Journal of Educational Research*, 9(3), pp.579-585.
- Jahan, S., Alrajawy, I., Abid Ali, S. and Martin, P., 2021. Analysing the impact of globalisation on business performance: Case of UAE food industry. *International Journal for Quality Research*, 15(2), pp.665-678.

- Jahan, M. S., & Martin, M. P., 2019. Exploring the Value of Your Website Analytics. *EPRA International Journal of Economic and Business Review*, (December), 66–69. <https://doi.org/10.36713/epra2999>.
- Jahan, S., & Alrajawy, I., 2020. Exploring the relationship between Corporate Social Responsibility (CSR) and Organisational Profitability-A study of the UAE Manufacturing Industry. *International Journal of Psychosocial Rehabilitation*, 24(03), 5077–5087. https://doi.org/10.37200/IJPR/V24I3/PR2021_129.
- Et. al., S., 2021. An investigation into the influence of Corporate Social Responsibility disclosures on the satisfaction level of employees during COVID-19 times: Evidences from Multinational Corporations in UAE. *Psychology and Education Journal*, 58(3), pp.2453-2465.
- Johnson, A. and Johnson, R.T., 2014. *Learning together*. Outskirts Press.
- Johnson, D.W., Johnson, R.T. and Smith, K.A., 2014. Cooperative learning: Improving university instruction by basing practice on validated theory. *Journal on Excellence in University Teaching*, 25(4), pp.1-26.
- Johnston, D.W., Propper, C., Pudney, S. and Shields, M.A., 2010. Is there an income gradient in child health? It depends whom you ask.
- Kale, U. and Goh, D., 2014. Teaching style, ICT experience and teachers' attitudes toward teaching with Web 2.0. *Education and Information Technologies*, 19(1), pp.41-60.
- Karatas, I. and Baki, A., 2017. The effect of learning environments based on problem solving on students' achievements of problem solving. *International Electronic Journal of Elementary Education*, 5(3), pp.249-268.
- Laurillard, D., 2013. *Teaching as a design science: Building pedagogical patterns for learning and technology*. Routledge.
- Lu, H.K., Lin, P.C. and Chen, A.N., 2017. An empirical study of behavioral intention model: Using learning and teaching styles as individual differences. *Journal of Discrete Mathematical Sciences and Cryptography*, 20(1), pp.19-41.
- Lye, S.Y. and Koh, J.H.L., 2014. Review on teaching and learning of computational thinking through programming: What is next for K-12?. *Computers in Human Behavior*, 41, pp.51-61.
- Mansoor, A., Jahan, S. and Riaz, M., 2021. Does green intellectual capital spur corporate environmental performance through green workforce? *Journal of Intellectual Capital*. <https://doi.org/10.1108/JIC-06-2020-0181>
- McConnell, D., 2014. *Implementing computing supported cooperative learning*. Routledge.
- Mugenda, A., 2003. Research methods Quantitative and qualitative approaches by Mugenda. *Nairobi, Kenya*.
- Muijs, D. and Reynolds, D., 2017. *Effective teaching: Evidence and practice*. Sage.

- Najafipour, M. and Jafari, E.M., 2013. The effect of the active teaching method on the academic achievement in the Religious concepts. *Procedia-Social and Behavioral Sciences*, 83, pp.204-207.
- Nazar, N.; Jahan, S.; Amoozegar, A.; Anjum, T.; Raju, V., 2020. The effects of total quality management practices on corporate social responsibility using supply chain model: A review of Malaysian hotel industry. *International Journal of Supply Chain Management*, 9, pp. 294–304.
- Neuman, W.L., 2013. *Social research methods: Qualitative and quantitative approaches*. Pearson education.
- Nilson, L.B., 2016. *Teaching at its best: A research-based resource for college instructors*. John Wiley & Sons.
- Ouyang, F. and Scharber, C., 2017. The influences of an experienced instructor's discussion design and facilitation on an online learning community development: A social network analysis study. *The Internet and Higher Education*, 35, pp.34-47.
- Peacock, C., 2017. *Classroom skills in English teaching: A self-appraisal framework*. Routledge.
- Razak, N.A., Ahmad, F. and Shah, P.M., 2017. Perceived and preferred teaching styles (methods) of english for specific purposes (ESP) Students. *e-Bangi*, 2(2).
- Richards, J.C. and Rodgers, T.S., 2014. *Approaches and methods in language teaching*. Cambridge university press.
- Rivkin, S.G., Hanushek, E.A. and Kain, J.F., 2005. Teachers, universities, and academic achievement. *Econometrica*, 73(2), pp.417-458.
- Robu, V. and Muresan, L.M., 2018. New Roles for Language Teachers in Higher Education. A Collaborative Perspective of Language and Content Teachers' Views. In *Foreign Language Teaching in Romanian Higher Education* (pp. 317-334). Springer, Cham.
- Rockoff, J.E., 2004. The impact of individual teachers on student achievement: Evidence from panel data. *American Economic Review*, 94(2), pp.247-252.
- Saunders, M., Lewis, P. and Thornhill, A., 2009. *Research methods for business students*. Pearson education.
- Saunders, M., Lewis, P. and Thornhill, A., 2009. *Research methods for business students*. Pearson education.
- Siegle, D., Rubenstein, L.D. and Mitchell, M.S., 2014. Honors students' perceptions of their high university experiences: The influence of teachers on student motivation. *Gifted Child Quarterly*, 58(1), pp.35-50.
- Silverman, D. ed., 2016. *Qualitative research*. Sage.
- Stronge, J.H., 2018. *Qualities of effective teachers*. ASCD.
- Sung, Y.T., Chang, K.E. and Liu, T.C., 2016. The effects of integrating mobile devices with teaching and learning on students' learning performance: A meta-analysis and research synthesis. *Computers & Education*, 94, pp.252-275.

Sweller, J., 2017. Cognitive load theory and teaching English as a second language to adult learners. *CONTACT Magazine. TESOL Ontario*.

Vanblaere, B. and Devos, G., 2018. The role of departmental leadership for professional learning communities. *Educational Administration Quarterly*, 54(1), pp.85-114.

Vanlommel, K., Van Gasse, R., Vanhoof, J. and Van Petegem, P., 2018. Teachers' high-stakes decision making. How teaching approaches affect rational and intuitive data collection. *Teaching and Teacher Education*, 71, pp.108-119.

Appendix – Interview Questions

- How do you define teaching style?
- What teaching styles have you experienced over the years?
- Which teaching style do you prefer the most?
- What are the characteristics of your preferred teaching styles?
- Have the teaching styles adopted by teachers helped in the provision of a quality learning environment?
- If presented with an opportunity, which teaching style would you prefer to recommend for cooperative learning?