

Teaching Styles Preferred By Students on Their Achievement in History Subject

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Abstract :- This study aims to look at teaching styles desired by students on their achievement in History subject among secondary school students in Johore, Malaysia. This study employed questionnaires to enable researchers to obtain massive data of 200 students comprising of 100 male and female students respectively. Data were analyzed through descriptive and inferential statistics to determine the mean, correlation and t- test of teaching styles on the achievement of History subject. Therefore, the results of this study identified that teaching style with the highest score is the facilitator teaching style compared to other teaching styles. Likewise, the result from t-test also showed that facilitator teaching style is preferred by both male and female students. In this regard, the correlation test reported that there is no significant relationship between teaching styles with examination scores on students' achievement. However, a detailed study has found out that only the expert teaching style has relationship with examination scores on students' achievement.

Keywords - *History subjects, student achievement, teaching styles*

I. INTRODUCTION

The subject of history is a very vital element in building a modern and developed country in terms of values, attitudes, identity, unity, and also individuals that are ambitious to achieve progress in line with current development. Growth and development in the world's education system has also triggered the minds of researchers and educators in our country to be more advance in the rapid development of knowledge. Hence, the subject of history has become the starting point towards a more developed and competitive country if it is learned and acknowledged better by students.

The education of history in our country is not only the remembrance on past events, but also to apply the good values in students in order to be useful human beings to religion, country and nation. Therefore, various means have been made to review the development of history subject, such as requiring all students to take history subject, love history's campaign, and all students that sit for Malaysian Certificate of Education must at least obtained a pass in the history subject to allow them to get certificates. Nevertheless, the achievement of students in history subject is still at unsatisfactory level, especially related to the issue of historical subjects that are considered difficult to get a good score. Perhaps this issue can be associated with teaching styles of History teachers in teaching and learning process. According [1], teachers that are unable to adapt their teaching styles to the students' needs would eventually cause them to become bored, sleepy and not interested in learning the subject. This clearly shows that the teaching style of teachers plays a very important role in shaping the students' interest in history subject and ultimately contributing to achieve a better ranking level.

Besides that, if a teacher does not have a clear role in the use of effective teaching style on history subject, it would be easier for the students to assume that History subject is very dull. According to [2], many students are not interested in history subject because they think that studying it is very boring. Hence, teachers must explain to the students about the importance of history subject and also to use suitable teaching styles in order to attract their interest in the subject.

Therefore, this study focuses on teaching styles and students' achievement in history subject. [3] mentioned that teacher is the most important milestone in changing the students' behavior and passion to continue learning even they have to deal with subjects that are considered difficult and challenging. This is because, a teacher is the inspiration for the students to keep motivated in learning history even if they thought the subject is boring and difficult to learn. Thus, the presence of a teacher will be a guide in the survival of learning history.

Moreover, students' preferences in teaching styles should be taken into account in order to enhance the level of their achievement in history subject. This is because the students have different interests and ways in the process of learning and teaching. [4] Mentioned that a person's interest is more like a sense of things or events associated with him or herself without any pressure from others and can lead that person to know and explore

the issues in depth. [5] Reported that the appropriateness and teaching approach of a teacher is very important on students' achievement. Therefore, studies on students' interest in teaching styles must be done extensively to discover the existing problems in the teaching and learning process of history subject.

Thus, the researcher conducted a study on teaching styles that appeal to students' achievement in history subject which related to students' interest in five teaching styles, namely personal style model, expert, facilitator, formal authority and delegator, [6]. In addition to that, the teaching styles will be judged by each student via a questionnaire for which styles that can be used in teaching history. Provided that students' interest on teaching styles do have effects on the achievement of learning history, it is very important to be explored in solving the existing problems.

II. PAST STUDIES

A study done by [7] on 55 science and mathematics teachers in Penampang Secondary School, Sabah related to teaching styles in science and mathematics found that teaching style that is often used by science and mathematics teachers is personal model. Therefore, the teachers in schools around Penampang district, Sabah have very useful information to improve the level of students' achievement in science and mathematics. Given that, the personal teaching style model gives either good or bad results in academic, the teachers can continue to use or change it to different teaching styles in teaching science and mathematics.

Furthermore, in a study conducted by [8] that compares the teaching styles of Malay and English teachers found that teaching style that is often used during teaching sessions is personal model. Personal teaching style model has been used by most Malay and English language teachers in teaching sessions as it suits the needs of Malay and English language that is more subjected to the use of personal examples.

It can also be observed from the results of a study conducted by [9] in Sepang district, Selangor to 120 Form 4 students in science major that showed many students prefer facilitator teaching style during the process compared to other styles. [10] Carried out a study on 180 students from six schools in Semporna, Sabah in which he found a significant relationship between all teaching styles with students' attitudes towards students' achievement in history subject.

In addition, a study by [11] revealed that the most preferred teaching style in Physics subject by students is expert teaching style compared to other teaching style such as formal authority, delegator, facilitator and personal model. In another study run by [12] he found that the teaching styles of Mathematics subject did not fully utilize facilitator style compared to other teaching styles. This shown that the teaching styles differ from one subject to another in which History subject might be taught through expert, personal model and other suitable teaching styles.

III. OBJECTIVES

- i. To identify the teaching styles preferred by students on their achievement in History subject.
- ii. To determine the difference of teaching styles which are not preferred by students on their achievement in History subject.
- iii. To find out the differences of male and female students' interest on Grasha teaching style.
- iv. To know the relationship of teaching styles and examination scores on students' achievement in History subject.

IV. RESEARCH METHODOLOGY

A. Design of the Study

According to [13], he strongly believed that the design of study is a clear framework on data collection and analysis. [14] Viewed that a survey is to gather information and measure related variables. On the same note, [15] also reported that design of study is a frame of reference to anything related to sampling, measurement and data analysis.

Despite having many opinions about the design methods, the design of study will enable the researcher to strengthen its own design of study. It can be seen from [16] which stated that, a researcher that has the knowledge in design methods will help to increase the confidence and validity level on data and information obtained. Therefore, in real situation, by knowing a lot of information on design methods will provide good and unique impacts on the study by diversifying the methods and designs.

In addition, according to [17], a questionnaire is designed to measure the aspects that will be studied namely attitudes, perceptions, and opinions. In this quantitative study, the researcher will employ the survey through questionnaires consisting of two variables which are teaching styles and students' examination scores on their achievement in History subject. This design of study is very suitable to ensure the relationship between those two variables is studied, given that there is a correlation relationship between the variables.

B. Population and Sample Survey

The population of this study is comprised of students from a secondary school in Johore, Malaysia, Johor Bharu. This study also focuses on teaching styles favored by Form 3 and 4 students as the achievement in history subject is greatly influenced by the style of teaching during teaching and learning process. The sample selection is based on simple random sampling in which it allows Form 3 and 4 students of the school in Johore to have equal opportunity to be selected for this study.

C. Research Instruments

The instrument of this quantitative study is questionnaire that consists of two parts, part A (respondents' personal information namely type of studies and gender). While section B consists of teaching styles such as expert, formal authority, personal model, facilitator and delegator teaching styles. In addition to that, this section is also consists of 40 items on teaching styles towards students' achievement in history subject that will be measured using 4-point Likert scale as Table 4.2 below.

Table 4.2 Ranking and Number of Teaching Styles Items as Introduced By Grasha (1996)

No.	Teaching Styles Construct	Item Ranking	Number of Item
1	Expert	1 to 8	8
2	Formal Authority	9 to 16	8
3	Personnel Model	17 to 24	8
4	Facilitator	25 to 32	8
5	Delegator	33 to 40	8
Total of Item			40

D. Data Collection Procedure

This study uses a set of questionnaires that assist the researcher in conducting the study. The use of this questionnaire does not only help in facilitating the data collection but also in time saving given the high number of respondents. In addition, the researcher made a visit to the preferred school in order to ask for permissions in carrying out research on teaching styles that affect students' achievement in History subject.

E. Data Analysis Procedures

This study employed questionnaires with 4 point Likert scale, which are strongly disagree, disagree, agree and strongly agree. The questionnaire consists of two parts, part A consisting of respondents' demographics and part B on the teaching styles. Moreover, the researcher used SPSS (Statistical Package for Social Science Version 23) to facilitate the process of data analysis as well as using statistical analysis such as descriptive and inferential analysis. Descriptive statistics includes mean and standard deviation of teaching styles while statistical inference shows the t-test of differences on students' interest in teaching styles of history subject.

The correlation test used to analysis the relationship between variables in this study which is the teaching styles with students' achievement can also illustrate the inferential statistic. [18] Suggested that positive correlation coefficient happens when there is a relationship between the variables. On that note, if the correlation coefficient is negative, it shows that there is no relationship between the variables studied. Thus, in this study, it shows the Pearson correlation on teaching styles that affect the level of students' achievement in History subject.

Table 4.3 Table of Correlation Coefficient level of Relationship

Correlation Coefficient	Level of Relationship
0.91 – 1.00	Very Strong
0.71 – 0.90	Strong
0.51 – 0.70	Moderate
0.31 – 0.50	Poor
0.01 – 0.30	Very Poor
0.00	No Correlation

Source: Chua Yan Piaw (2006)¹

V. FINDINGS AND DISCUSSIONS

A. Overall Mean Scores of Teaching Styles Preferred by Students in History Subject

The results of the findings aim to answer the first research question "What are the teaching styles preferred by students towards their achievement in History subject". Therefore, the results obtained from this

¹ Chua Yan Piaw. 2006. Research Methods. Kuala Lumpur: McGraw Hill.

study shows that the most preferred teaching style is facilitator teaching style with a mean score of 3.69. It can be seen from Table 5.1 below, which illustrates the mean scores of teaching styles favored by students of Sekolah Menengah Sains Mara, Muar Johor Bharu.

Table 5.1 Mean scores of Teaching Styles Preferred by Students in History Subject

Number of Respondents	Teaching Styles	Mean
200	Facilitator	3.69

This study has shown that teachers' teaching styles preferred by the students generally is the facilitator teaching style. From these findings, the researcher can conclude that facilitator teaching style is favored by students because they always keep the students accompanied and discussed on the students' problems in classroom. Since students constantly have problems in studies, teachers must frequently ask and discuss with them regarding teaching and learning styles that should be done in classroom. According [19] they proposed that the main cause of students' stress or pressure is too much of academic workload. This clearly shows that the facilitator teaching style is very suitable for students to tackle the problems that they face during the teaching and learning process.

In addition, facilitator teaching style is preferred by both male and female students from Sekolah Menengah Sains Mara in Muar, Johor because the teachers often give supports and ideas in decision-making and encourage the students to develop suitable criteria's in teaching and learning. This study is supported by [9] in her study on Form 4 students in the Sepang district which favor more on facilitator teaching style compared to other teaching styles. This is because the facilitator teaching style is a way used by the teachers to approach their students to discuss the problems they face in the teaching and learning process.

B. Mean Score of Teaching Styles which are not preferred by students on their achievement in History subject. In order to answer the second research question, "Is there any differences of teaching styles which are not preferred by students on their achievement in History subject", it can be seen that a total of 200 male and female students are not interested in delegator teaching style with the mean score of 2.72. Table 5.2 below shows the mean scores of students of Sekolah Menengah Sains Muar Johor Bharu Mara.

Table 5.2: Overall Mean Score of Teaching Style which are not preferred by students on their achievement in History subject

Number of Respondents	Teaching Styles	Mean
200	Delegator	2.72

The style of teaching that is not favored by the students is delegator teaching style. It is a teaching style that focuses on a teacher that functions as the only reference for the students and that the students are encouraged to study on their own. This finding is supported by [11] where she found that delegator teaching style is not liked by students compared to other teaching styles. Thus, the presence of the teacher during the learning process is simply for the students to ask questions about subjects that they take, especially in history subject.

Thus, in some way, the delegator teaching styles is only effective on students that are active and often ask questions to their teachers while the less participated students would be left far behind in classes that they took. Therefore, teachers need to talk with students about the problems that they face in the process of teaching and learning so that the students' performance can be improved. According to [20], which stated that an individual basically has a strong desire to learn and the desire to be able to build one's self to a better one if there is any encouragement from others. Therefore, teachers are the fundamental for students to help them in understanding the subjects that they take, especially in history subject.

C. Independent T- Test Analysis on Teaching Styles Preferred by Students According to Gender

Table 5.3 t-test analysis on differences of mean in teaching styles preferred by students according to gender

Gender	Teaching Styles	Mean	STD	T	Sig.
Male	Facilitator	3.68	.18924	-.947	.345
Female	Facilitator	3.71	.22026		

Based on Table 5.3 above, it shows the teaching styles preferred by students according to gender is facilitator teaching style where the mean for male students is 3.68 (N = 100, SD = 0.18924) and 3.71 (N = 100, SD = 0.22026) for female students. This suggests that teaching styles preferred by students is the same even though there is a slight difference in the mean scores for both genders. In addition, the results of the statistical

analysis t test shows there is no significant differences between the teaching style by gender ($t = -.947$, $df = 198$, $p > 0.05$). Therefore, the results of this analysis show that the null hypothesis is not accepted and there is no difference in mean score of teaching styles preferred by students based on gender. Despite the researcher discovered that there is a slight differences in the mean score (0.03) for male and female students, but the mean difference is still unable to reject the null hypothesis.

Results from the analysis showed no significant differences between the teaching styles of history subject by gender. Male and female students show interest for facilitator teaching style. Facilitator teaching style is the preference of the students due to the social environment and history curriculum that has shaped the same orientation between both male and female students.

According to [21], social environment forms the same orientation referring to the perception and efficiency in receiving similar thing, especially during performing tasks. Thus, both genders have the same opportunities in choosing their teaching styles during the teaching and learning of history subject, indirectly. Social environment and history curriculum has enable students to choose suitable teaching styles that appeal to them in order to give a better understanding of mastering the subject.

D. Pearson Correlation on The Relationship Between Teaching Styles With Examination Scores on Students' Achievement

Table 5.4: Pearson's correlation on the Relationship between Teaching Styles with Examination Scores on Students' Achievement

Relationship	Achievement	
	r	Sig.
Expert	0.192**	0.006
Formal Authority	0.102	0.153
Personal Model	0.115	0.104
Facilitator	0.048	0.503
Delegator	-0.032	0.657

Table 4.8 above shows that there is a significant relationship between teaching styles with examination scores on students' achievement that can be seen from the r value = 0.192 ** and sig = ($p < 0.01$). This shows that null hypothesis (Ho. 1) in which there is a significant relationship between expert teaching styles with examination scores on student' achievement is rejected.

Moreover, it can be seen that the second teaching style shows no significant relationship between formal authority style with examination scores on students' achievement with r value = 0.102 and sig = ($p > 0.05$). Thus, indicating the null hypothesis (no.2) that there is no significant relationship between formal authorities teaching style with examination scores on students' performance is accepted.

The third teaching style which is personal model also shows no significant relationship between examination scores and students' achievement with r value = 0.115 and sig = ($p > 0.05$). This shows that the null hypothesis (3) that there is no significant relationship between teaching styles with examination scores on students' achievement is acceptable.

Therefore, the facilitator teaching style also does not have any significant relationship between facilitator teaching styles with examination scores on students' achievement. The value of $r = 0.048$ and sig = ($p > 0.05$) indicating that the null hypothesis (Ho 4) that there is no significant relationship between teaching styles with students' examination scores is accepted.

Besides that, there is also no significant relationship for the delegator teaching style between the examination scores on students' achievement in the subject. The r value = -0,032 and sig = ($p > 0.05$) states the null hypothesis (Ho 5) that there is no significant relationship between teaching styles with students' examination scores is accepted.

Statistical analysis in Table 4.8 shows that the null hypothesis is accepted and eventually implies that there is no relationship between teaching styles and examination scores on students' achievement in the subject. The results of this study are supported by [21] in a study conducted at Technical Secondary School in Negeri Sembilan on the style of teaching engineering subjects which have found that teaching styles do not affect the achievement of engineering subjects.

Hence, the detailed data analysis for each aspect of teaching styles has revealed that expert teaching style has significant relationship with students' achievement in history subject. This shows that teaching styles play an important role in the academic achievement of students on a subject, especially in history subject. This study is supported by [22] that lecturers is the key factor in students' achievement on subject taken. Therefore, a teacher must play an important role in improving the teaching styles as so that the students' performance is also improved. Furthermore, these findings are supported by [23] whom conducted a study on students of Universiti

Teknologi Malaysia; Faculty of Education in the physics subject has found that the style of teaching influenced the achievement of students in physics.

Accordingly, the style of teaching is a very important thing in the process of teaching and learning. This is because; appropriate teaching styles will further facilitate the teaching and learning process. Therefore teachers should always try a variety of teaching styles in order to create teaching and learning, two-way discussion between teachers. A study conducted by [6] found that teaching styles used in classroom depend on the situation and the ability of students, so that they can work better to achieve the goals set.

VI. CONCLUSION

The study of teaching styles preferred by students towards their achievement in History subject can help in assisting the teachers to improve the quality of teaching to a better one. This is because, teaching styles, which corresponds to the students' needs would enhance their level of achievement especially in history subject. Therefore, it can be seen this study that many students are interested in facilitator teaching styles compared to other teaching styles. In this regard, the differences of students' interest in teaching styles between male and female students remain the same, which is the facilitator teaching style. Therefore, effective teaching styles will not only increase the level of students' achievement, but also to gain their interest to keep learning and motivated in exploring knowledge with much enthusiasm.

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