

TEACHING STYLES FROM THE PERSPECTIVE OF EDUCATION DELIVERY

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Abstract: Different methods that teachers use to instruct students are referred to as teaching styles. Three main styles can be distinguished based on the way that teaching is delivered: the facilitative style, the participatory style, and the explanatory style. Every one of these approaches has a unique effect on classroom management techniques as well as student participation and learning. This study's goal is to examine teaching styles in contemporary education, paying special attention to how common they are and how subject matter, professional development level, and teaching experience affect the choice and use of instructional strategies. A Google Forms questionnaire was used to gather data for the study, which involved a sample of 278 primary and secondary school teachers from Southeastern Serbia. An F-test, correlation analysis, and descriptive statistical parameters were used in the data analysis. According to the results, the most common teaching style among teachers is participatory, which supports the continuous trend away from traditional teaching strategies and toward more engaging ones. Furthermore, the study found that teachers' preferred teaching approaches are not significantly influenced by their professional development level or teaching experience. However, depending on the topic matter, there are significant differences in the ways that teaching is delivered. While art teachers exhibit more inventiveness and flexibility in their teaching, those in the humanities and language disciplines typically place more emphasis on the theoretical components of instruction. In addition to identifying the most commonly used teaching styles, the study highlights the need for improving professional development programs for teachers. The findings emphasize the importance of adapting pedagogical approaches to the individual needs of students and point to opportunities for shaping future educational policies aimed at fostering inclusive and high-quality education. Future training programs should prioritize the practical application of contemporary pedagogical methods, including innovative approaches that encourage student creativity and active participation. Furthermore, the study's results can serve as a foundation for designing educational policies, specific programs, and best practices aimed at enhancing the quality and inclusivity of the education system.

Keywords: teacher, contemporary education, teaching styles, participatory style, professional development

Field: Social sciences

1. INTRODUCTION

There is a strong link between a teacher's work style and the way lessons are delivered. The emotional atmosphere in the classroom, the quality of instruction, and the modernization of education are essential factors in student success and the overall effectiveness of the education system (Čosić, Čaušević & Mihić, 2021; Radojević, Kompirović & Ljajko, 2024; Tulumović-Kalajac, 2022). To ensure effective instruction, teachers adopt various teaching styles, choosing methods that best align with their students' needs and learning objectives. These factors collectively contribute to the success of the teaching process, support students' emotional development, and enhance learning outcomes. The teacher's role has always been pivotal in education, and their approach to teaching significantly impacts lesson quality and the attainment of educational goals. The way teachers conduct lessons not only influences students' academic performance but also shapes their attitudes toward learning. This idea plays a key role in modern teaching methodologies, particularly those that promote student interaction and autonomy.

A teacher's approach to delivering knowledge plays a crucial role in determining the quality of instruction. In this regard, Adrian Underhill (1994) introduced a significant classification of teaching styles. He identified three primary styles: the explanatory style (The Explainer), the participatory style (The Involver), and the facilitative style (The Enabler). These approaches offer different methods of instruction, allowing teachers to adapt to students' diverse needs and the educational process.

The explanatory teaching style (The Explainer) is centered on delivering information. Teachers using this approach typically rely on frontal instruction, where they present lesson content through verbal explanations (Jovanović, 2022). In this method, the teacher takes on a leading role, focusing on providing clear and detailed explanations. While this approach allows for the efficient transfer of large amounts of information within a short time, its main drawback is that students often remain passive learners.

Perućica (2018) highlights that teachers who adopt this style usually have strong subject knowledge but provide limited opportunities for student engagement. In practice, such teachers believe that students learn best by listening to their lectures, assuming this approach maximizes knowledge retention. However,

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this can lead to student dependency on the teacher instead of fostering independent learning skills.

To promote independent learning, students should be encouraged to engage with higher-order thinking skills outlined in Bloom's taxonomy, such as analysis, synthesis, and evaluation of knowledge in new contexts (Jovanović, 2022). When instruction follows this model, students often resort to rote memorization, remaining at lower levels of Bloom's taxonomy without deeper cognitive engagement. A significant limitation of this style is that it prioritizes information recall over activities that encourage students to generate new ideas and solutions.

The participatory teaching style (The Involver) focuses on engaging students as active contributors to the learning process. Alongside strong subject expertise, the teacher also demonstrates solid pedagogical and methodological skills (Jovanović, 2022). Instead of merely transmitting information, the teacher encourages student involvement through discussions, collaborative activities, and tasks that promote critical thinking.

Studies suggest that this approach increases student engagement and enhances academic performance (Prince, 2004). Rather than passively receiving knowledge, students take an active role in learning, which fosters a deeper understanding of the subject matter. This method helps ensure that acquired knowledge is more enduring and meaningful for their continued education, ultimately leading to greater academic success.

Furthermore, the participatory style nurtures creativity and self-confidence by empowering students to take ownership of their learning (Freeman et al., 2014). While the teacher remains in charge of the instructional process, they provide students with more autonomy and involve them in decision-making. This approach plays a crucial role in shaping an interactive learning environment where students can refine their critical thinking skills and approach problem-solving in innovative and individual ways.

The facilitative teaching style (The Enabler), as its name suggests, places the greatest emphasis on fostering student autonomy. Teachers who adopt this approach share control of the learning process with students, encouraging them to take greater responsibility for their own education. In addition to having strong subject knowledge and advanced pedagogical and methodological competencies, this style is characterized by a preference for innovative, creative, and research-oriented activities in the learning process (Jovanović, 2022). Rather than avoiding innovation, teachers using this style actively integrate new methods to enhance lesson quality, engage students, and encourage their active participation. As Reeve (2016) highlights, this approach can significantly boost student motivation and engagement by making them feel like active participants in their educational journey. By adopting a facilitative teaching style, teachers create an environment where students are empowered to explore, ask questions, and solve problems, effectively sharing the role of a guide and leader in the learning process.

Underhill's classification of teaching styles illustrates different approaches that can be adapted to various educational settings and goals. The explanatory style is particularly effective when a significant amount of information needs to be delivered efficiently, whereas the participatory and facilitative styles encourage deeper interaction and greater student involvement in the learning process.

In addition to this model, modern researchers stress the importance of teachers being flexible in their approach, adjusting their methods as needed. Managing a classroom presents a challenge for teachers, as it requires not only pedagogical and methodological expertise but also well-developed social skills (Miljenović et al., 2024). These skills are crucial for fostering a dynamic and supportive learning environment where students can maximize their potential.

Recognizing different teaching styles in terms of lesson delivery plays a crucial role in enhancing the education process. Methods such as explanation, engagement, and facilitation not only shape the learning experience but also impact students' motivation, participation, and academic success. Contemporary pedagogy places greater emphasis on interactive, student-centered approaches that encourage deeper involvement and support the development of cognitive and social skills.

2. MATERIALS AND METHODS

Contemporary education demands ongoing development, enhancement, and refinement of teaching methods to effectively meet the diverse needs of students and adapt to the evolving nature of modern instruction. To gather relevant insights and contribute to educational improvement, this study centers on investigating this critical pedagogical and didactic topic. Consequently, the research focuses on a systematic analysis of teaching styles within real classroom settings.

This research aims to define and investigate the current teaching styles within the modern educational context. Specifically, the study will focus on identifying and categorizing teaching styles based on instructional methods, as well as exploring the influence of teachers' years of experience, subject area,

and level of professional development on the application of these styles in everyday teaching practice. The primary objective of this research is to identify the teaching styles commonly used in practice and to determine if there is a statistically significant relationship between teaching style and factors such as experience, subject area, and the extent of professional development in this field.

The study's objective is operationalized through the following research tasks: (1) To explore teachers' opinions on their teaching styles based on instructional methods; (2) To determine whether there is a statistically significant difference between teachers' self-assessment of their teaching style and their years of experience; (3) To investigate whether there is a statistically significant difference between teachers' self-assessment of their teaching style and their subject area; (4) To identify whether there is a statistically significant difference between teachers' self-assessment of their teaching style and their level of professional development in this field.

In accordance with the subject, objectives, and tasks of the study, the research utilized methods such as theoretical content analysis, descriptive, and comparative methods. The technique applied in the study, specifically the data collection procedure supporting the aforementioned methods, is content analysis. To gather the required scientific material, the scaling research technique was employed. The primary instrument for data collection is an evaluation scale, which was designed based on a review of existing literature and prior research in this field (SPNRS). The survey included 278 teachers from primary and secondary schools in Southeast Serbia. The sample was strategically selected to encompass teachers with varying years of experience, subject areas, and levels of professional development in the studied field. The survey was created as a Google form and sent to the email addresses of teachers, as well as educational collaborators who work closely with them.

The data collected in the study were analyzed using the SPSS software. Descriptive statistics included frequencies and percentages, mean values, and standard deviation. The Cronbach's Alpha test was used to assess the reliability of the evaluation scale, while correlation analysis identified relationships between responses. The F-test was employed to determine statistically significant differences in participants' responses based on their years of experience, the subjects they teach, and their professional development.

3. RESULTS AND DISCUSSION

One of the main classifications of teaching styles is based on the method of instruction. To assess the prevalence of specific styles in practice, we conducted empirical research on this topic.

Table 1. The teacher's predominant teaching style

Teaching style	M
The participatory style	4,34
The facilitative style	4,20
The explanatory style	3,51

Source: Research Author Marija Trifunović

Table 2. Teachers' work styles from the perspective of teaching methods (in relation to teaching experience)

Style	df	F	p
The explanatory style	3	0,99	0,40
The participatory style	3	0,54	0,66
The facilitative style	3	1,24	0,30

Source: Research Author Marija Trifunović

Analyzing the established results presented in Table 1, we concluded that the participatory style is the most prevalent among teachers. This finding is confirmed by the fact that the arithmetic mean for most statements in this group is higher compared to other styles (4.34). However, it is important to emphasize

that the facilitative style also demonstrated a high level of presence (4.20). The explanatory style is the least represented, with average values significantly lower (3.51). This finding implies that teachers are increasingly transitioning from the traditional lecture style to methods that allow for more active student engagement in the teaching process, as well as encouraging their creativity and independence in work. Considering the length of teaching experience, the research results show no statistically significant correlation between teaching styles and years of service. Teachers, regardless of how long they have been in the educational system, maintain a similar approach in how they present and explain the teaching content. This could mean that the explanatory style is largely formed at the beginning of a teaching career and does not change significantly later on. It is possible that teachers develop a personal way of conveying knowledge over the years that reflects their personal work style, but it remains consistent and stable regardless of years of experience. This stability is most often the result of a lack of professional development aimed at improving the explanatory style or inertia in teaching practice, where teachers rarely experiment with new explanatory techniques.

Although it was expected that teachers with more experience might more actively engage students and develop the participatory style through discussions and interactive methods, the obtained statistical values clearly show no significant difference in the application of this style concerning years of teaching experience. This result indicates that years of service do not significantly affect their willingness to engage students. Years of service alone do not change the characteristics of pedagogical work, but indicate that additional training and workshops are needed to encourage teachers to develop new techniques and strategies for student engagement. The facilitative style, which involves encouraging students to think independently and seek new solutions, is not associated with teachers' experience in the profession. This may mean that the facilitative style relies more on teachers' personal traits, such as motivation to stimulate creativity and openness to exploration, than on years spent teaching. Teachers who have a positive attitude toward encouraging student initiative and critical thinking use this style regardless of how long they have been working in the school. On the other hand, those less inclined toward this style remain consistent in their approaches even after many years of experience, indicating that years of service do not significantly contribute to changes in how they encourage students.

Table 3. Teaching styles from the perspective of lesson delivery (in relation to the teacher's subject area)

Style	df	F	p
The explanatory style	3	3,65	0,01
The participatory style	3	2,15	0,10
The facilitative style	3	1,07	0,36

Source: Research Author Marija Trifunović

In Table 3, the results of the survey on teaching styles based on lesson delivery methods are presented, observed in relation to the teacher's subject area. The results show that there is a statistically significant difference in the application of the explanatory style depending on the teacher's subject area. This finding indicates that teachers in different subject areas apply the explanatory style differently. The method of explanation and the technique of presenting the lesson content vary according to the specifics of the subjects taught. Teachers from different subject areas have different perceptions of the importance of relying on their own subject knowledge when teaching. Teachers in social and language disciplines, such as history, literature, or foreign languages, may rely more on a deep understanding of theoretical concepts and texts, as they are often oriented toward critical thinking and interpretation of historical and cultural phenomena, necessitating a deep understanding of complex theoretical perspectives and contexts (Ball, 2000: 245). In contrast, teachers in the arts place greater emphasis on practical aspects, creative expression, and individual interpretations in teaching, and are less reliant on strict academic subject knowledge when delivering their lessons. This result further underscores the importance of adapting teaching methods according to the discipline taught. Artistic subjects may require greater flexibility and freedom in applying knowledge, whereas social sciences and philological subjects demand a more rigorous, theory-based approach. Such diversity in teaching styles and methods enables teachers to better meet the demands of their disciplines as well as the varied learning styles of their students. Regarding the participatory style, despite the absence of a statistically significant difference, there appears to be a tendency toward varying its application depending on the subject area. Certain variations in the participatory style are not strong

enough to be deemed statistically significant, but they might become apparent with a larger sample or a more detailed analysis. These findings provide a basis for further research aimed at more precisely examining which factors within different subject areas influence student engagement, as well as whether there are specific components of this style that are particularly sensitive to the nature of the instructional content. When it comes to the facilitative style, the findings suggest that teachers across different subject areas apply this style in a similar manner, regardless of the specific characteristics of their discipline. The facilitative style appears consistently across various subjects because it is focused on fostering personal development and promoting autonomous thinking among students. It may be that this style is not directly tied to the subject content but rather reflects the overall pedagogical approach of teachers who aim to cultivate independence and motivation for learning. Despite differences in subject areas, teachers tend to maintain a similar approach to encouraging student engagement, which could be due to uniform professional development programs or a dominant pedagogical practice within the education system. For this reason, we also analyze the application of one of these styles in relation to the professional development of teachers in the field.

Table 4. Teaching styles (in relation to the level of professional development of teachers)

Style	df	F	p
The explanatory style	3	0,98	0,38
The participatory style	3	0,89	0,41
The facilitative style	3	1,49	0,23

Source: Research Author Marija Trifunović

Based on the established results, the teaching style does not depend on the level of teachers' professional development. The use of the explanatory style—which involves providing information and presenting content in a clearly structured manner—is not influenced by the level of professional development of teachers. This finding indicates a stability in the application of this style, and that teachers, regardless of additional training, tend to use a similar approach when explaining content to students. The inclusion style may be linked to the teachers' abilities and their personal beliefs regarding the role of the student in the learning process. Since the level of professional development does not have a significant impact on the application of this style, we can conclude that existing professional development and continuing education programs do not offer sufficiently concrete strategies and techniques to enable teachers to engage students more effectively in the teaching process.

The facilitative style involves encouraging students to explore independently, think critically, and find solutions, which is a key aspect of modern teaching aimed at developing 21st-century competencies. The absence of a significant difference may be a result of the fact that professional development programs generally do not include enough practical examples and activities that would promote the development of this style. Considering the importance of this approach in contemporary instruction, future professional development programs should give more attention to developing methodologies that can effectively prepare teachers to foster creativity and critical thinking in students. Given the findings, the lack of a statistically significant difference between groups of teachers with varying levels of professional development in the application of all examined styles indicates the need for the improvement of professional development programs. These programs should be more focused on concrete pedagogical skills and their practical application, enabling teachers to acquire new competencies that they can apply in the classroom.

4. CONCLUSION

Through a systematic overview of theoretical foundations and an analysis of the results of the conducted empirical research, the following key conclusions can be drawn:

- From the perspective of lesson delivery, the dominant teaching style identified is the participatory style, which enables more active student participation in the learning process.
- The length of teaching experience does not significantly impact the choice of teaching styles, indicating the stability of pedagogical approaches throughout a teacher's professional career.
- The method of lesson delivery varies significantly depending on the subject area. Teachers in different subject areas assess the importance of relying on their own knowledge of the subject when teaching differently. Teachers in socio-linguistic disciplines tend to rely more on authoritative methods,

while teachers in natural and technical sciences emphasize individual responsibility. On the other hand, art teachers show more flexibility and freedom in their communication with students.

- The level of professional development does not significantly influence the application of teaching styles, indicating the need for improvement in training and development programs in this area.

- There is a need for more concrete and practically oriented professional development programs that would equip teachers with innovative methods for engaging and encouraging students.

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