



## A COMPARATIVE STUDY OF PUBLIC AND PRIVATE SCHOOL TEACHERS' TEACHING STYLES IN KHYBER PAKHTUNKHWA PAKISTAN

Akhtar Hussain <sup>1</sup>, Dr. Farooq Nawaz Khan <sup>2</sup>, Dr. Sajjad Hussain <sup>3</sup>,  
Wafa Muhammad <sup>4</sup>, Asif Ahmad Kamal <sup>5</sup>

### Affiliations:

<sup>1</sup> PhD Scholar, Center for Education and Staff Training University of Swat, KP, Pakistan.

Email: akhtarfk@gmail.com

<sup>2</sup> Assistant Professor, Center for Education and Staff Training University of Swat, KP, Pakistan.

Email: farooqlit76@gmail.com

<sup>3</sup> Assistant Professor, Center for Education and Staff Training University of Swat, KP, Pakistan.

Email: sajjadhussain@uswat.edu.pk

<sup>4</sup> PhD scholar, Center for Education and Staff Training University of Swat, KP, Pakistan.

Email: officialdocumentsjc63@gmail.com

<sup>5</sup> Subject Specialist, Elementary and Secondary Education Department KP,

Email: asifahmad77@gmail.com

### Corresponding Author/s Email:

akhtarfk@gmail.com

### Copyright:

Author/s

### License:



### Abstract

Teaching style is one of the most important aspects of student-teacher interaction patterns at the classroom level, as it directly influences the dynamics of learning and the achievement of desired educational outcomes. This comparative study aimed to investigate differences in teaching styles between public and private secondary school teachers, considering how institutional structures and resources might shape pedagogical approaches. Teachers from both public and private secondary schools constituted the population for this research, and the study followed a descriptive qualitative research design to capture nuanced differences in instructional methods.

A Teaching Style Inventory (TSI) was used as the primary tool for data collection, which was pilot-tested to ensure validity and reliability before the formal data-gathering process. The collected data were analysed using frequencies, mean scores, and independent sample t-tests to compare the two groups systematically. The findings revealed that while there was no statistically significant difference between the teaching styles of public and private school teachers, the majority of educators in both sectors still adhered to traditional, teacher-centred approaches, such as lecture-based instruction, rather than adopting more student-centred, interactive methods like collaborative learning or inquiry-based techniques.

These results suggest that institutional type (public vs. private) may not be the defining factor in teaching style variation, but rather, broader educational policies, teacher training programs, and cultural norms in pedagogy play a more influential role. Given the global shift toward 21st-century skills—such as critical thinking, creativity, and student autonomy—the study recommends that teachers in both sectors actively work toward modernizing their instructional strategies. Professional development workshops, peer mentoring, and exposure to innovative teaching models could facilitate this transition, ultimately enhancing the overall quality of secondary education. Future research could explore the underlying reasons for the persistence of traditional methods and assess the impact of specific training interventions on teaching style evolution.

**Keywords:** Teaching Styles, Facilitator, Expert, Delegator, Personal Model, Authority

### Introduction

The teaching is an art but very difficult and takes huge struggle to arrange, rearrange and maintain a particular classroom where actually learning and teaching takes place (Blanch-Payne, 2001). While teaching, teachers have to plan strategies for effective delivery or transfer of knowledge, skills, and attitude and have to reflect if the task has been done effectively completed, but if the plan does not match with its intended



outcomes then the teachers prefer to look back and assess their instructional plan again for the desired results. During 1980s, importance was given to the constructivist approach; the most central assignment falls to the teacher was launching an environment for learning that permits learners to craft their own understanding (Üredi & Üredi, 2009).

This means that constructivist approach was adding practical experiences to learning, which was enabling the learners to think, create, analyse, evaluate, or interpret by their own and that the learners were not mostly blind imitators. Likewise, teachers were also expected to make new strategies to come to the classroom with new approaches and techniques for transfer of knowledge. The concept of teaching style has become very famous through studies, which have been conducted by researchers with a vision to investigate individual variances among teachers related to their instructional methodologies (Grasha, 2003).

The term teaching style has been defined as the sum of performance, beliefs, needs, professional knowledge, and behaviours displayed by teachers within the learning-teaching process when they interact with their students (Grasha, 1995, 2002, 2003). This means that during teaching and learning, teacher remain busy with his/her students and performs his/her duty of transfer of knowledge, skill and attitude, hence the way the teacher behaves and performs is his/her teaching style. According to Grasha (1994, 2002, 2003), the styles of teaching have been divided into five different types of expert, formal authority, personal model, facilitator, and delegator.

Furthermore, Grasha (2003) viewed that teachers who possess high-level subject mastery and command over the subject follow *Expert-teaching styles*. Likewise, the *Formal Authority* was defined that teachers possessing formal authority teaching style, feel better when student acknowledge their knowledge. On the other hand, the *Personal Model* teaching style is reflected by teachers with personal model teaching style prefer to perform as a model regarding how to behave and how things are conducted (Grasha, 2003). Similarly, he opined that in *Facilitator teaching style*, the teachers give emphasis to teacher-learner interaction on the basis of their personal nature. Hence, teachers provide guidance to their students by directing, asking questions, encouraging them, creating their own option, offering options and suggesting alternatives and the *Delegator* teaching styles is the teaching style where teachers try to encourage their students for taking action and that delegator teachers are in favour to improve learner capacities and abilities and to make them able to work autonomously and independently.

Determining modern and traditional teaching styles, Grasha 1995-1996, has distributed the previously discussed teaching styles in four blends, Formal Authority / Expert, Personal Model, Expert / Personal Model / Facilitator, Expert / Delegator / Facilitator. Hence, the first two groups are teacher centred or traditional teaching styles and the last two blends exhibits modern or student centred styles of teaching. Vaughn and Baker (2001, 2008) are of the opinion that teachers tend to prefer those teaching styles in which they feel most comfortable. This means that naturally teachers choose the way that is the easy to adopt and restful but it would not be easy to acquire a set of particular learning objectives with the help of calm teaching style. Teacher would need to mix the traditional and modern teaching styles to achieve their learning goals surely.

Teaching styles vary on the basis of the learner levels and subject areas, (Johnson, 1999; Wilson, 1997). Hence, when it comes to teaching styles, it is crystal clear that not a single style can fulfil the needs of a diverse system of subject area and mental age level. Teachers have to plan separate strategy regarding different subject areas and different age level. As has been mentioned by Johnson (1999), that student's performance may be affect positively with the help of this differentiation. After concluding his studies regarding teaching styles, Grasha (2002, 2003) suggested that in their inner classroom experiences, teachers might have different teaching style. Therefore, Grasha (2002) has divided teaching into these four groups as given below:

*Expert/Authority*: teachers with this group establish a teacher-centred or traditional teaching environment. With this style, the teachers tend to employ old instructional techniques, which are suitable style of teaching for those learning environments in which teacher-learner interaction is not required.

*Personal Model/Expert/Formal Authority*: under this style of teaching according to Grasha (2002) that in order to encourage students' learning, classroom control is shared with students in this group. This



means that teachers guide their students and are allowed to set routine and discipline for the class.

*Facilitator/Personal model/Expert:* Teachers of this group follow cooperative learning in classroom.

*Delegator/Facilitator/Expert:* teachers in this group serve as a consultant and resource person.

Grasha (1995-96) and Yangerber-Hicks and Grasha (2000) are of the opinion that the *Expert* style of teaching can be found in across all the groups, its reason is that teachers perceive themselves that they have the knowledge that is needed by their students. Üredi and Üredi (2009) and Bilgin and Bahar (2008) are of the view that the first and second group of these blends reflect teacher centred style of teaching and the third and fourth group reflect student centred teaching style. Hence, the teachers with styles of the first two groups remain the centre of all activities and they are supposed to be the source of knowledge, in such case the students remain passive listeners, while the teachers with last two groups prefer to share the responsibilities of classroom's activities with their students and guide the students with positive and negative feedback. In such case, the students remain the centre of all activities and the teachers are supposed to act as guide or coach. Furthermore, Üredi (2011) is of the view that studies on styles of teaching allows teachers to become aware of the teaching strategies and to understand which teaching styles they possess. By this, he means that for effective learning, it is necessary that teachers will know that what style of teaching they possess and which suitable methodology would make them able to transfer knowledge effectively. In this context, teacher's teaching style gains importance in teaching learning process. Therefore, the researcher has undertaken this comparative study to analyse teachers' teaching styles teaching at the top five public and private secondary schools of district Swat, Khyber Pakhtunkhwa, Pakistan. In terms of their preferred teaching styles.

### **Research Questions**

The following research questions were examined:

1. What are the preferred teaching styles of public and private secondary schools' teachers of District Swat, Khyber Pakhtunkhwa, Pakistan?
2. Is there any significant difference in the teaching styles of public and private secondary school teachers?

### **Research Objectives**

This study was undertaken on the basis of the following research objectives,

1. To find out the dominant teaching styles of teachers, teaching in public secondary schools of District Swat, Khyber Pakhtunkhwa, Pakistan.
2. To find out the dominant teaching styles of teachers, teaching in private secondary schools of District Swat, Khyber Pakhtunkhwa, Pakistan.
3. To investigate if there are any significant differences in the teaching styles of the public and private sector secondary school teachers of District Swat, Khyber Pakhtunkhwa.

### **Delimitation**

The study is delimited to district Swat and the performance of the schools that are, with different variation in terms of position, among top five (5) performing schools.

### **Research Methodology**

Primarily this study was conducted through quantitative survey method. To collect the data from the sample group, the researcher visited personally the research sites. Furthermore, in order to be able to collect reflective data, one Data Collection Instrument (DCI) was explained to the teachers. Moreover, survey technique was used for collection of data.

### **Population**

This study is dealing with the comparison of teachers' teaching styles of public and private secondary schools of Swat district; therefore, population of the study were teachers teaching to grade 9<sup>th</sup> and 10<sup>th</sup> of the above-mentioned schools. The study is delimited to top five public and private schools of district Swat, affiliated with Board of Intermediate and Secondary Education Swat, Khyber Pakhtunkhwa on the basis of their annual results of the session 2019-2020. Therefore, data was collected from 97 teachers only of these 5 public secondary school and 80 teachers of private secondary schools.

### **Sample size and sample group**

For selection of sample size from the above-mentioned population, the criteria of Gay, Geoffrey, and



Airasian (2010) was applied. Under their criteria, the total sample size was 97 teachers from public secondary schools and 80 teachers from private secondary schools for this study. The list of the teachers' population was collected from the principal's offices of their respective schools.

Furthermore, the researchers followed teaching style inventory for data collection from the respondents. The inventory was comprised of 40 items with five options for the respondents and there were eight items with each teaching style. This inventory was first pilot tested on a small sample group of 32 respondents who were not taken in the actual data collection process. The validity of the inventory was ensured to expert opinion and reliability was estimated through Cronbach alpha, which was .781.

**Table 1**

*Population and sample of the study*

School	Population (N)	Sample (n)	Percentage %
Public	97 Teachers	97 Teachers	100%
Private	80 Teachers	80 teachers	100%

The above table illustrated the population and sample selected for the study. Proper representation was given to both sectors (public and private) for the purpose to compare the responses of the respondents. 97 teachers from public and 80 teachers from private sector constituted the sample group of the study.

**Table 2**

*Teaching styles of public sector teachers teaching at secondary level*

Teaching Styles	Mean	SD	df	X <sup>2</sup>	Sig
Expert	32.5464	4.89477	03	45.454 <sup>a</sup>	.000
Formal Authority	30.5361	5.34256	03	24.959 <sup>a</sup>	.023
Personal model	31.7526	4.75883	03	65.526 <sup>c</sup>	.000
Facilitator	32.3711	4.41663	03	32.062 <sup>b</sup>	.001
Delegator	32.2062	4.04129	03	29.866 <sup>a</sup>	.005

The above table shows the major teaching styles of public school teachers, the mean score for *Expert* teaching style is 32.5464 with SD 4.89477. Further, the  $\chi^2$  value 45.454 is significant at .000, which shows that all the public school teachers have similar perceptions about the expert teaching style.

The mean score for *Formal Authority* teaching style is 30.5361 and the standard deviation is 5.34256. The  $\chi^2$  value 24.959 is significant at .023, which shows that all the public school teachers have the same perceptions about the *Formal Authority* teaching style.

The mean score for *Personal model* teaching style is 31.7526 and the standard deviation is 4.75883. Further, the  $\chi^2$  value 65.526<sup>c</sup> is significant at .000, which shows that all the public school teachers have similar perceptions about the *Personal Model* teaching style.

The mean score for *Facilitator* teaching style is 32.3711 and the standard deviation is 4.41663. Further, the  $\chi^2$  value 32.062 is significant at .001, which shows that all the public school teachers have the same perceptions about the *Facilitator* teaching style.

The mean score for *Delegator* teaching style is 32.2062 and the standard deviation is 4.04129. Further, the  $\chi^2$  value 29.866 is significant at .005, which shows that all the public school teachers have the same perceptions about the *Delegator* teaching style.

These findings imply that public school teachers predominantly embrace structured, knowledge-driven methods (Expert, Formal Authority) while also valuing student-guided roles (Facilitator, Delegator). However, the low standard deviations and significant  $\chi^2$  values suggest limited diversity in teaching styles, potentially due to standardized training or institutional norms. To foster adaptability, targeted professional development could encourage more individualized and innovative pedagogies.





**Table 3**

*Teaching styles of private sector teachers teaching at secondary level*

Teaching styles	Mean	SD	df	X <sup>2</sup>	Sig
Expert	32.5556	4.93760	03	29.667	.005
Formal Authority	30.1587	5.64888	03	16.778	.210
Personal model	31.7460	4.51509	03	43.905	.000
Facilitator	32.2063	4.35949	03	21.397	.045
Delegator	32.3810	3.85390	03	28.333	.008

The above table shows the major teaching styles of private school teachers, the mean score for Expert teaching style is 32.5556 with SD 4.93760. The x<sup>2</sup> value 29.667 is significant at .005, which shows that all the private school teachers have the same ideas about the expert teaching style.

The mean score for Formal Authority teaching style is 30.1587 and the standard deviation is 5.64888. Further, the x<sup>2</sup> value 16.778 is significant at .210, which shows that all the private school teachers have the same perceptions about the Formal Authority teaching style.

The mean score for Personal model teaching style is 31.7460 and the standard deviation is 4.51509. Likewise, the x<sup>2</sup> value 43.905 is significant at .000, which shows that all the private school teachers have similar insights about the Personal Model teaching style.

The mean score for Facilitator teaching style is 32.2063 and the standard deviation is 4.35949. Further, the x<sup>2</sup> value 21.397 is significant at .045, which shows that all the private school teachers have the same perceptions about the Facilitator teaching style.

The mean score for Delegator teaching style is 32.3810 and the standard deviation is 3.85390. Further, the x<sup>2</sup> value 28.333 is significant at .008, which shows that all the private school teachers have the same opinions about the Delegator teaching style.

**Table 4**

*Differences in the teaching styles of public and private schools' teachers*

Teaching Style	Sector	Mean	SD	Mean Difference	Df	T	Sig.
Expert	Public	32.5464	4.89477	-.05361	175	-.071	.943
	Private	32.6000	5.10547				
Formal Authority	Public	30.5361	5.34256	.13608	175	.163	.870
	Private	30.4000	5.72271				
Personal model	Public	31.7526	4.75883	-.02242	175	-.031	.975
	Private	31.7750	4.67954				
Facilitator	Public	32.3711	4.41663	.12113	175	.179	.858
	Private	32.2500	4.56597				
Delegator	Public	32.2062	4.04129	-.14381	175	-.237	.813
	Private	32.3500	3.98446				

The table illustrated the teaching styles of public and private secondary school teachers. The mean scores of public school teachers for *Expert* style of teaching is 30.5361 with SD 4.89477, while the mean scores of the private secondary school teachers is 32.6000 with SD 5.1054 and mean difference between public and private was .05361 which shows that private school teachers as compared to public school teachers follow *Expert* style of teaching, but this difference is not significant as the t value .071 is not significant at .943. Therefore, to concluded teachers of both sector have similar perceptions about the *Expert* teaching style.



Further mean scores of public school teachers for *Formal Authority* style of teaching is 32.5463 with SD 5.34256, while the mean scores of the private secondary school teachers is 30.4000 with SD 5.72271 and mean difference between public and private was .13608 which shows that private school teachers as compared to public school teachers follow expert style of teaching, but this difference is not significant as the t value .163 is not significant at .870. Hence, teachers of both sector have the same insight about the *Formal Authority* teaching style.

Similarly, mean scores of public school teachers for *Personal Model* style of teaching is 31.7526 with SD 4.75883, while the mean scores of the private secondary school teachers is 31.7750 with SD 4.67954 and mean difference between public and private was -.02242 which shows that private school teachers as compared to public school teachers do follow expert style of teaching, but this difference is not significant as the t value -.031 is not significant at .975. Therefore, it is to conclude that teachers of both public and private sector have similar ideas about the *Personal Model* teaching style.

The mean scores of public school teachers for *Facilitator* style of teaching is 32.3711 with SD 4.41663, while the mean scores of the private secondary school teachers is 32.2500 with SD 4.56597 and mean difference between public and private was .12113 which shows that public school teachers as compared to private school teachers follow expert style of teaching, but this difference is not significant as the t value .179 is not significant at .858. Therefore, to conclude, teachers of both public and private sector have similar ideas about the *Facilitator* teaching style.

The mean scores of public school teachers for *Delegator* style of teaching is 32.2062 with SD 4.04129, while the mean scores of the private secondary school teachers is 32.3500 with SD 3.98446 and mean difference between public and private was -.14381 which shows that private school teachers as compared to public school teachers do follow expert style of teaching, but this difference is not significant as the t value -.237 is not significant at .813. Hence, teachers of both sector have the same perception about the *Delegator* teaching style.

### Result, Discussion, and Suggestion

The study was conducted with a view to compare teaching styles of top five public and private school teachers teaching to grade 9<sup>th</sup> and 10<sup>th</sup> in district Swat, Khyber Pakhtunkhwa, Pakistan. As a result, it is concluded that teachers of both public and private sector have the same perception about the five teaching styles; mostly the teachers of both sectors use the *Expert*, *Facilitator*, and *Delegator* styles of teaching, which means that the teachers of both sectors prefer to use modern style of teaching. Furthermore, there is no significant difference for either public or private secondary school teachers' teaching styles.

Based on the results of the current study, the teachers of both public and private sector preferred teaching styles are group 3 and group 4 both of the groups are learner centred or modern teaching styles. The findings of this study shows similarities with the studies conducted by Whittington and Raven (1995), Üredi and Güven (2007), Altay (2009), Üredi and Üredi (2009), Üredi (2011), Kılıç and Dilbaz (2013). Üredi and Güven (2007), in their study with a sample of 1306 teachers of first and second level, Üredi and Üredi (2009), taken 354 respondents in their research, the sample was comprised of class teachers only, by Üredi (2011) with 1306 teachers of secondary school and by Kılıç and Dilbaz (2013) with 94 science teachers of high school, shown that expert/facilitator/ delegator and facilitator/personal model/expert were the most preferred teaching styles.

The above results indicate that teachers have a perception of student-centred approach. To classify teaching styles, Whittington and Raven (1995) determined that 'enable' is the most preferred teaching style and that is student-centred. Işıkoğlu, Baştürk, and Karaca (2009), concluded that teachers who teach in secondary school have optimistic belief regarding learner-centred approach. Furthermore, Barrett (2004) found that teachers of applied science branches tend to prefer student-centred approach as compare teachers serving in other science branches. On the other hand, Artvinli (2010) conducted a study with 242 teachers of selected geographical area and stated that teachers favour to use teaching styles, which are based on memorization, which are clearly teacher-centred approaches. The difference in the group of teachers and the types of the schools may be the reason of the difference in the findings of this current research study and the study of Artvinli (2010).



Similarly, current study shows that there are no significant differences in teachers' teaching style according to public and private sectors. On the other hand, Kılıç and Dilbaz (2013), as a result of their research found that there was no significant difference in the teaching styles of 94 science high school teachers on the basis of gender or professional seniority. Üredi (2011), as a result of research with secondary school teachers, found no significant relationship between teachers' preferred teaching style and their gender, age, seniority and school type. Gülten and Özkan (2014) conducted a research with teachers of fourth grade, as a result, they did not meet any significant difference between teaching style sub-dimensions (expert, authority, personal mode, facilitator, delegate) with respect to teachers' age, gender, marital status, latest and high school graduation field, experience, duration, or class size.

The following suggestions are given for future research in this area:

1. Ünal and Akpınar (2006) found that though the teachers have positive perception about student centred approach, however, they do not practice the same in the classroom environment. Teachers may have theoretical understanding of learner centred teaching style but majority of the teachers' launch more traditional or teacher centred environment. Sometimes they adopt behaviour, which meets both modern and traditional style of teaching. Therefore, a comparative study of teachers' perception and practices regarding modern and traditional teaching styles may need to be conducted.
2. Johnson (1999) has mentioned that students declared that the teaching styles of teachers were more teacher-centred than the teachers perceived. Accordingly, teachers can be researched not only from the point of view of teachers, but also based on the views of their students.

## References

- Altay, S. (2009). Beşinci sınıf öğretmenlerinin sosyal bilgiler dersindeki öğretme stillerinin incelenmesi. *Unpublished master's thesis, Çukurova Üniversitesi Sosyal Bilimler Enstitüsü, Adana.*
- Artvinli, E. (2010). Teaching styles of geography teachers. *Electronic Journal of Social Sciences*, 9(33), 387-408.
- Barrett, K. R. (2004). Comparison of Online Teaching Styles in Florida Community Colleges.
- Bılgin, İ., & Bahar, M. (2008). Sınıf Öğretmenlerinin Öğretme Ve Öğrenme Stilleri Arasındaki İlişkinin İncelenmesi. *Gazi University Journal of Gazi Educational Faculty (GUJGEF)*, 28(1).
- Blanch-Payne, E. D. (2001). Teaching styles of faculty and learning styles of their students: Congruent versus incongruent teaching styles with regards to academic disciplines and gender.
- Grasha, A. (2002). A practical guide to enhancing learning by understanding teaching and learning styles.
- Grasha, A. F. (1994). Discovering your best teaching styles. *College Teaching*, 42(4), 122-123.
- Grasha, A. F. (1995). Teaching with Style: The Integration of Teaching and Learning Styles in the Classroom. The Professional and Organizational Development Network in Higher Education.
- Grasha, A. F. (2003). The dynamics of one-on-one teaching. *College Teaching*, 50(4), 139-146.
- Grasha, A. F., & Yangerber-Hicks, N. (2000). Integrating teaching styles and learning styles with instructional technology. *College teaching*, 48(1), 2-10.
- Gülten, D. Ç., & Özkan, E. (2014). İlköğretim Öğretmenlerinin Öğretim Stillerinin Çeşitli Değişkenler Açısından İncelenmesi. *Dicle Üniversitesi Ziya Gökalp Eğitim Fakültesi Dergisi*, (23), 192-217.
- Işıkoğlu, N., Baştürk, R., & Karaca, F. (2009). Assessing in-service teachers' instructional beliefs about student-centered education: A Turkish Perspective. *Teaching and Teacher Education*, 25(2), 350-356.
- Johnson, C. S. (1999). *A comparison of the teaching styles of full-time and part-time community college faculty* (Doctoral dissertation, Florida Atlantic University).
- Kılıç, F., & Dilbaz, G. A. (2013). Fen lisesi öğretmenlerinin öğretim stillerinin çeşitli değişkenler açısından incelenmesi. *The Journal of Academic Social Science Studies*, 6(6), 715-738.
- Ünal, G., & Akpınar, E. (2006). To what extent science teachers are constructivist in their classrooms? *Journal of Baltic Science Education*, 2, 40-50.
- Uredi, I., & Üredi, L. (2009). Yapılandırmacı Öğrenme Ortamı Üzerinde Etkili Olabilecek Bir Değişken: Öğretim Stili Tercihi. *Education Sciences*, 4(4), 1171-1185.
- Üredi, L. (2011). İlköğretim öğretmenlerin öğretim stili tercihleri ile demografik özellikleri arasındaki



- ilişki. *Education Sciences*, 6(1), 1129-1141.
- Üredi, L., & Güven, Y. (2007). İlköğretim I. ve II. kademe öğretmenlerinin öğretim stili tercihlerine göre öğretmenlik mesleğine ilişkin algılarının incelenmesi.
- Vaughn, L. M., & Baker, R. C. (2008). Do different pairings of teaching styles and learning styles make a difference? Preceptor and resident perceptions. *Teaching and learning in medicine*, 20(3), 239-247.
- Vaughn, L., & Baker, R. (2001). Teaching in the medical setting: balancing teaching styles, learning styles and teaching methods. *Medical teacher*, 23(6), 610-612.
- Whittington, M. S., & Raven, M. R. (1995). Learning and teaching styles of student teachers in the Northwest. *Journal of Agricultural Education*, 36(4), 10-17.
- Wilson, S. L. (1997). *The effect of two teaching styles on children's skill performance and task analysis ability* (Doctoral dissertation, University of Virginia).

