



Relationship Between Facilitator And Personal Model Teaching Styles And Students' Learning Achievement, At The University Level In Islamabad

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Abstract

The training of imparting information and abilities, commonly in the primary, elementary, or tertiary level, is known as teaching. Several studies have revealed that instructors' teaching approach affects learners' learning and ability to grasp actual problems. This current study aimed to analyze the relationship between facilitator and personal model teaching style and students' learning achievement. The objective of this study was to find out the relationship between teaching style and students' learning achievement at the university level. The descriptive research design and quantitative method were used in the current study. The study population contained 1,300 undergraduate students and 15 faculty members from the education departments of two universities in Islamabad. The sample of the study was taken through a simple random sampling technique, and the sample size was determined using Morgan's table to determine sample size from a given population; that is, 297 students and 15 faculty members were selected using a purposive sampling technique. For the sake of data collection researcher used two self-made questionnaires. The study data was analysed through SPSS software, and used inferential statistics for testing the study hypothesis. Chi-square test was applied to obtain accurate outcomes. The findings of the study revealed that there is a positive and significant relationship between personal model teaching style and learning achievement, and no relationship was found between facilitator teaching style and students learning achievement.

Keywords: Facilitator, Personal modal, teaching style, learning achievement



Introduction

The learning process in schools plays a crucial role in shaping the quality of a nation's education (Wafula, 2025). Teaching style is a multifaceted concept that reflects how educators deliver knowledge, manage classroom activities, and oversee student progress (Ahmad, Farooqi & Iqbal, 2021). Teaching strategies significantly influence student learning outcomes at the university level. Traditionally, higher education has relied heavily on lecture-based instruction. However, with technological advancements and evolving educational practices, there has been a growing shift toward interactive teaching methods (Kamran et al., 2023). Cahyono (2025) revealed that teachers are responsible for managing a safe and supportive learning environment while also facilitating student engagement and independent, critical thinking. Faculty roles in modern classrooms have shifted from traditional lecturing to actively facilitating student-centred learning. This chapter explores the change, grounded in constructivist (Piaget & Vygotsky) and connectivist (Siemens & Downes) theories (Wafula, 2025). According to Wang et al. (2023) Grasha categorised teaching styles into five types: Expert, Formal Authority, Personal Model, Facilitator, and Delegator. He also identified clusters of these styles, each representing distinct teaching methods associated with the respective categories. Grasha (1994) highlighted the personal qualities of university teachers and their influence on students' learning styles, emphasizing that what occurs within the classroom, often referred to as teaching styles, was a missing element in my work.

Literature Review

Education is transmitting or acquiring knowledge, developing one's capability for cerebral and verdict, and generally organizing oneself or others mentally for the future (Isa et al., 2020). Teaching styles are the strategies that teachers use to transfer information and knowledge to students (Hayati & Surat, 2021). There are two outcomes for students depending on how well a teacher disseminates his or her teaching methods. Secondly, new knowledge and skills can be acquired with its assistance, influencing children's preferred learning methods (Umar et al., 2024). The intensification in the quality of studies and teaching styles signifies the mentors' search for the ideal approaches to boost undergraduate education practices. Several nations invest on their learners and their education development process (Karatas & Yalin, 2021). This study is a modest attempt to investigate the hypothesis that one of the primary factors that can significantly increase student involvement in the classroom is teaching (Mazloom, 2021). The concept of teaching style not only covers one aspect of teaching but also describes various elements of teaching over four years, as given by Jiang AL & Zhang LJ (2021).

Teaching Style: A teacher's style is the collection of strategies they use to help students learn new information or abilities (Audu, 2018).

Facilitator Style: The student-centred technique reflects this teaching style. Teachers just serve as facilitators; students are in charge of creating a variety of assignments. It addresses how students and teachers interact. Students get responsibility and independence from it. Students who learn autonomously benefit from two-way learning systems. The pupils collaborate to solve challenges and take part in active learning techniques. Encourage students to investigate options, pose questions, and raise their game so they can make well-informed decisions (Ahmed et al., 2021).

Personal Model Teaching Style: Rahim et al. (2021) describe a teacher-centred method in which the instructor serves as a coach or mentor to assist students in applying the



knowledge they have acquired following demonstration of the desired abilities and procedures. This method uses a range of instructional techniques and promotes student involvement.

Learning Achievement: CGPA, including educational achievement, can foresee students' learning attainment (Hariri et al., 2025).

Statement of the Problem

Analyse the relationship between facilitator and personal model teaching styles and students' learning achievement, considering gender differences at the university level in Islamabad.

Objectives of the Study

To determine the relationship between facilitator and personal model teaching styles and students' learning achievement at the university level.

Hypothesis of the Study

H_{ai}: There is a significant relationship between personal model teaching styles and students' learning achievement at the university level.

H_{oi}: There is no significant relationship between facilitator teaching style and students learning achievement at the university level.

Research Design and Methodology

The descriptive research design and quantitative method were used in the current study.

Population and Sample

The study population contained 1,300 undergraduate students and 15 faculty members from the education departments of two universities in Islamabad. The sample of the study was taken through a simple random sampling technique, and the sample size was determined using Morgan's table to determine sample size from a given population; that is, 297 students and 15 faculty members were selected through a purposive sampling technique.

Research Instruments

For taking appropriate study results researcher used two self-constructed research tools, that was known as questionnaires. In which two instruments, one for students and the other one used for teachers. In the case of the students' tool, there were five indicators, each of which had six items, so this tool follows a points Likert scale. However, the second instrument was for teachers; it consisted of some demographic information and had two indicators, like (facilitator and personal model teaching styles).

Data Collection Procedure

To collect study data researcher visited two university localities. Firstly, got consents from students and faculty members to ensure their information was kept private, not shared or used with anyone else. For getting better results, researchers give clear instructions to the participant to get a better understanding.

Statistical Analysis

The current study data were analysed through SPSS software. According to the nature of the study, the researcher used inferential statistics tests, which were a t-test and a Pearson correlation test used to find the relationship between independent and dependent variables each other and a t-test used to check the mean difference among genders.



Results and Discussion

Hypotheses-1

H_{ai}: There is a significant relationship between personal model teaching styles and students' learning achievement at the university level.

Table 1 Indicate The Relationship Between Personal Model Teaching Styles And Students' Learning Achievement At The University Level

Personal model	Learning achievement			Total
	Low	Moderate	High	
	Percentages			
Low	100.0	0.0	0.0	100.0
Medium	33.3	0.0	66.7	100.0
High	55.6	44.4	0.0	100.0
Total	60.0	26.7	13.3	100.0

$\chi^2_{\text{tab.}} = 9.48$

$\chi^2_{\text{cal.}} = 0.018$

df = 4

Significant

The Table 1 data revealed that the calculated chi-square (χ^2) value was 11.852, and the chi-square tabulated value was found to be 9.48. Thus, at 4 degrees of freedom, the tabulated chi-square value is less than the 0.05 significance level. The highest value, 66.7%, indicates the highest association between personal model teaching styles and academic achievement. The moderate 44.4% value of personal model style indicates a medium association with learning achievements. 33.3% of low value shows a high association with academic achievement. Consequently, our alternative hypothesis is "there is a significant relationship between personal model teaching styles and students' learning achievement at the university level." was accepted. So, Table 1 results revealed that a statistical relationship exists between personal model teaching style and students' learning achievements.

$X^2_{\text{calculated}} > X^2_{\text{critical}}$, and $p < 0.05$, the result is statistically significant

Hypotheses-2

H_{oi}: There is no significant relationship between facilitator teaching style and students learning achievement at the university level.

Table 2 Showing The Relationship Between Facilitator Teaching Style And Students' Learning Achievement At The University Level

Facilitator style	Learning achievement			Total
	Low	Moderate	High	
	Percentages			
Low	100.0	0.0	0.0	100.0
Medium	25.0	50.0	25.0	100.0
High	62.5	25.0	12.5	100.0
Total	60.0	26.7	13.3	100.0

$\chi^2_{\text{tab.}} = 9.48$

$\chi^2_{\text{cal.}} = 4.063$

df = 4

Non-

Significant



The Table 2 data show that the calculated chi-square (χ^2) value was 4.063, and the chi-square tabulated value was found to be 9.48. Hence, at 4 degrees of freedom, the tabulated chi-square value is greater than the 0.05 significance level. The highest value, 25.0 %, indicates the highest association between facilitator teaching styles and learning achievement. The moderate 26.0 % value of facilitator style indicates a medium association with learning achievements. 62.5 % of high-value shows a low relationship with learning achievement. Consequently, our alternative hypothesis is “A statistically significant relationship exists between facilitator and personal model teaching styles and students' learning achievement at the university level.” was rejected. So, Table 2 results revealed that there is no statistical relationship exists between facilitator teaching style and students' learning achievements.

$X^2_{\text{calculated}} < X^2_{\text{critical}}$, and $p > 0.05$, the result is statistically non-significant

Discussion

The findings of this study revealed a statistically significant and positive relationship between the *personal model teaching style* and students' learning achievement at the university level in Islamabad. Specifically, the chi-square value for the personal model style was $\chi^2 = 11.852$, $p = 0.018$, which is below the standard significance level of 0.05. This confirms a meaningful association between the use of personal model strategies—where instructors serve as role models—and higher student achievement. In contrast, the analysis of the facilitator's teaching style yielded a chi-square value of $\chi^2 = 4.063$, $p = 0.398$, indicating no statistically significant relationship between this teaching style and students' academic performance. As the p-value exceeds the 0.05 threshold, we conclude that facilitator-style instruction does not significantly influence learning outcomes in this context. These findings underscore the importance of selecting appropriate and contextually effective teaching. In a previous study by Rahim, Mujeeb et al. (2021), the use of the facilitator teaching style in delivering general science content was found to enhance both instructional effectiveness and students' academic achievement. However, these findings contrast with the current study at the university level, where the facilitator style showed no statistically significant impact on student achievement. The findings of this study are supported by Shaari et al. (2014), who emphasized that a range of teaching styles can boost students' learning experiences. However, their study also eminent that many educators primarily employed the personal model teaching style. This style is predominantly operative in delivering content, as it allows teachers to assist as role models for their learners. When teachers exhibit strong subject information and effective delivery, they can motivate students to participate more intensely and endeavor for academic merit.

Conclusion

This study explores the relationship between different teaching styles and students' learning achievement. The researcher took two styles i.e. personal modal and facilitator teaching style. The findings of the study revealed that there is a positive and significant relationship between personal model teaching style and learning achievement and no relationship was found between facilitator teaching style and learning achievement. Thus, we concluded that personal modal teaching style is a more suitable style to influence the learning outcomes of the university students. The study pointed that when teachers teaches the students by presenting their modals, they learn more rather than they only facilitate and guide in their learning.



Recommendations

Based on the findings the following recommendations should be followed:

- The instructors should prioritize personal modal teaching style in the teaching practices where they would present their personality in front of students in both the academic and behavioral contexts i.e. presenting in front of students how to solve problems, how to communicate and how to act ethically.
- The instructors who adopt the facilitator teaching style should reflect on their practices and strategies to make improvements in the necessary areas and incorporate essential elements to enhance the outcomes.
- Educational institutions should provide essential trainings to the teachers on how to use the different teaching styles in the classroom according to the level of their students.

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