

A Study of Different Views Teaching from Students' Perspectives

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ABSTRACT

Lecturers play a significant role in imparting knowledge to students. Effective teaching style that fits the needs of the student is important at the higher education level to encourage motivation, attitude and responses during teaching activities as well as to improve their performance. Law students are exposed in retrieving and using information to practical skills such as understanding law cases and statutes, essentially requiring understanding various approaches of teaching to determine which methods work best for their students in learning legal skills. Therefore, this study is carried out to explore students' preferences for their lecturer's teaching style in learning Legal Skills and to investigate the relationship across teaching views. The method used in this study was quantitative research using a questionnaire as the main instrument. A set of questionnaires are designed to gain primary data which is divided into six sections: Section A: Demographic Profile, Section B: Expert Teaching Style, Section C: Personal Authority Teaching Style, Section D: Personal Model Teaching Style, Section E: Facilitator Teaching Style, and Section F: Delegator Teaching Style. A total of 230 respondents from first and second-semester foundation law students participated in the survey. The data were then collected and analysed using the software Statistical Package for Social Science (SPSS). The findings of the study provide information for law lecturers on the preferred teaching styles in the Legal Learning Skills subject and to diversify their teaching styles to increase the effectiveness of teaching and learning. Thus, this study has some important implications to assist lecturers in matching and adapting the appropriate teaching style, as well as in designing more effective teaching and learning lessons that cater to the needs of the students.

Keywords: teaching style, teaching views, learning legal skills, Law Foundation

INTRODUCTION

Background of Study

Teaching style is defined as the pattern of belief, knowledge, performance and behaviour displayed by teachers while teaching (Grasha, 1994). There are different models of teaching styles developed by Grasha. Grasha's models of teaching styles include expert, formal authority, personal model, facilitator and delegator. Effective teaching requires lecturer's willingness to teach and the ability of students to learn. A study by Ismail, N., & Khalid, M. K. A., in 2021 believes that the students' readiness to engage themselves during lectures depend on the quality of lecturer student relationship. If the relationship is positive, the students will work hard and collaborate with their lecturers because to them, the job of a lecturer is to teach.

It is undeniable that different lecturers will adopt different teaching styles, although the ultimate objective of teaching is the same. The goal of teaching, irrespective of its various methods, is to make learning easier and the students understand the content of the subject. Effective legal education requires understanding how different teaching approaches promote cognitive and analytical capabilities (Jepsen, D. M., Varhegyi, M. M., & Teo, S. T. T., 2015), which are specific to the legal profession. Consequently, students are able to understand the content as well as apply it to real-world situations. Hence, teaching style is imperative and has a significant impact on

students' learning, motivation, engagement and academic success. A well-balanced teaching approach can have a greater impact on students' learning (Saima Mazloom and Muhammad Athar Hussain, 2020).

Moreover, understanding the various teaching styles is important because it allows lecturers to determine which methods work best for their students in learning legal skills. In addition, teachers must also know their students' preferred teaching styles in order to plan lessons that match or adapt their teaching and to provide the most appropriate and meaningful activities or tasks to suit students' needs (Mai Zhou, 2011). Legal profession in Malaysia demands critical thinking, legal research and excellent communication abilities. Assessing lecturers' instructional techniques affect these abilities is essential for generating legal profession-ready graduates. This can ensure a more effective and engaging learning experience by adopting students' preferred teaching style. Therefore, it is significant to explore students' preferences for their lecturer's teaching style in learning Legal Skills and to investigate the relationship across teaching views.

Problem Statement

Teaching style is considered an important component of education. An effective teaching style that fits the needs of the student is important at the higher education level. This is due to the fact that a student's ability and readiness to learn are determined not only by the student himself but also by the suitability of a teacher's teaching style (Abdull Sukor Shaaria, 2014). Despite the various effective teaching styles, the mismatch or lack of alignment of the teaching styles makes students more likely to become inattentive and bored in class, become discouraged about their courses, perform poorly on tests and in some cases, drop out or change to other courses (H Ridwan et al., 2019).

In the learning process, a variety of teaching styles suited to students' learning preferences will maintain students' interest and widen their learning experience (Lee, M.P., 2018). Various teaching methods in class activities, such as lecturing methods, role-playing methods and individual consultation, also produce good students' performance (Chetan Kumar Ali, 2018). Diversity in teaching style and knowledge delivery can have a significant impact on a student's ability to learn and understand. Therefore, it is significant to identify the preferred lecturer's teaching style to enhance the learning activities and improve the students' academic performance. The appropriate teaching styles preferred by students enhance students' ability to master their legal skills during study. This will assist educators, institutions and curriculum designers optimize legal learning skills through teaching insights.

Objectives of the study and Research Questions

This study is done to evaluate students' preferences for their lecturer's teaching style in Learning Legal Skills and to investigate the relationship across teaching views. Specifically, this study is done to answer the following questions;

- How does transmission view influence learner's learning/instructor s' teaching?
- How does transaction view influence learners' learning?
- How does a transformation view influence a learner's learning/instructor s' teaching?
- Is there a relationship between all views of teaching?

LITERATURE REVIEW

Views of Teaching and Teaching Style

Teaching, as a multifaceted and dynamic profession, involves not only the contributing of knowledge but also the cultivation of essential skills. Scholars and educators have extensively explored diverse perspectives on teaching and the varied teaching styles employed in educational contexts. Hirst and Peters (1970) sought to define teaching by proposing that it must convey specific content intended for pupils to learn.

Teaching style, as highlighted by Fumiko (2024), encompasses a teacher's distinctive qualities that persist across different situations, irrespective of content. While the array of teaching methods signifies educators' willingness to adapt to diverse learning needs and enhance student engagement, a noteworthy finding from a recent study by Derly M. (2023) revealed a misalignment between students' learning styles and educators' teaching styles. Biggs (1996) suggests that successful learning is achieved when learning outcomes, teaching methods and assessment are all constructively aligned by implementing more flexible teaching-learning styles that are student-centred and cater to the variety of learning needs and expectations of students. Promoting a more adaptable and student-centred approach to teaching by using a variety of teaching methods such as interactive lectures, problem-based learning and collaborative teaching to meet the needs of different learning styles, which can positively influence learning outcomes, motivation of students and learning environment. This underscores the importance of heightened awareness and adaptability to provide the varied learning preferences of graduate students.

Despite the recognition of an array of teaching styles (Sheridan, 1980), it is crucial to acknowledge that this diversity signifies an increasing recognition among teachers of the multitude of approaches available to them. This acknowledgment allows for a degree of flexibility in teaching methods, particularly in response to the evolving epistemological landscape (Jarvis, 1995).

Past Studies on Teaching Style

Dreon (2017) delineated three teaching views: transmission, transaction and transformation. The transmission approach aligns with teaching methods such as expert and formal authority. The transaction style manifests when educators employ personal model and facilitator teaching styles. Lastly, the transformation view is exemplified when instructors adopt the delegator teaching style.

In addition, a study carried out by Svinicki and Dixon (1987) explores the application of David Kolb's experiential learning model in the context of classroom activities. In a formal authority-based teaching style, the instructor holds a position of authority and is typically the primary source of knowledge. The emphasis is often on transmitting information through lectures and the learning experience tends to be more passive for students. Thus, the Kolb model, being experiential, suggests that learning is not a passive reception of information but an active, cyclical process involving engagement, reflection, conceptualization and experimentation. Svinicki and Dixon might contrast this experiential approach with the traditional, formal authority-based teaching style. Relying solely on authority and lectures might limit students' engagement and depth of understanding. As a result, this approach leads to student disengagement, passive learning and limited opportunities for critical thinking and application of knowledge.

Moreover, a study by King in 2002 emphasized the importance of teachers acting as facilitators to structure peer interactions effectively. This facilitation is intended to promote more profound cognitive engagement among students. This article further discusses how structured peer interactions can stimulate higher-level cognitive processes, such as critical thinking, problem-solving and a deeper understanding of content. All in all, King's work is significant for educators interested in enhancing student learning through effective facilitation of peer interactions. It provides insights into practical strategies for structuring collaborative learning experiences that promote cognitive development.

Conceptual Framework

In general, different views of teaching can influence the learning environment in a variety of ways (Rahmat, 2021). The conceptual framework is presented in figure 1 below. This study explores different views of teaching (Dreon, 2017) with teaching styles (Grasha, 1994). Dreon's (2017) reported three teaching views and they are transmission, transaction and transformation. In the context of this study, transmission style is followed by teaching styles such as expert and formal authority. Next, the transaction style is displayed when instructors use a personal model and facilitator teaching styles. Finally, when the instructors use delegator teaching style, they are performing the transformation view.

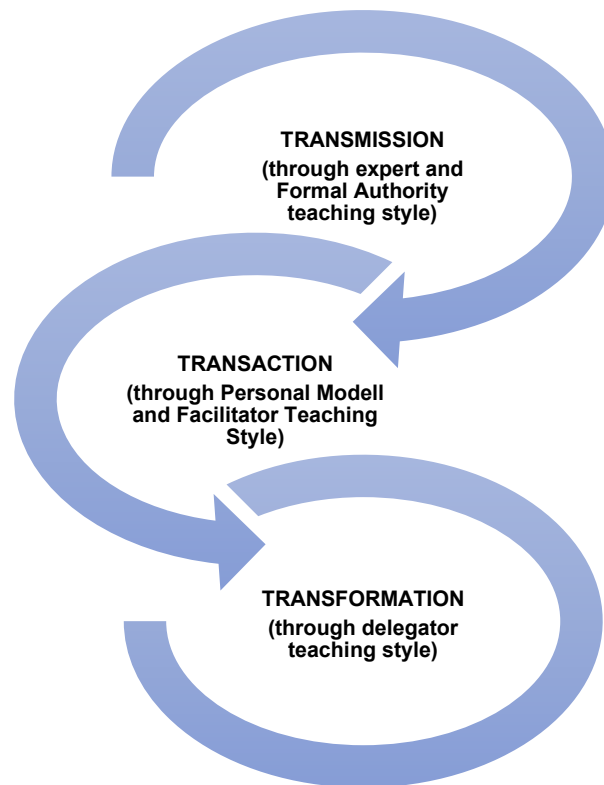


Figure 1- Conceptual Framework of the Study-

Different Views of Teaching

METHODOLOGY

This quantitative study is done to explore different views of teaching from the eyes of students. A purposive sample of 230 participants responded to the survey. The instrument used is a 5 Likert-scale survey and is rooted from Dreon (2017) and Grasha (1994) to reveal the variables in table 1 below. The survey has 4 sections. Section A has items on demographic profile. Section B has 16 items on transmission. Section C has 16 items on transaction and 8 items on transformation in section D.

Table 1- Distribution of Items in the Survey

SECTION	VIEWS OF TEACHING (Dreon, 2017)	TEACHING STYLE (Grasha,1994)			Cronbach Alpha
B	TRANSMISSION	Expert Teaching Style	8	16	0.808
		Formal Authority Teaching Style	8		
C	TRANSACTION	Personal Model Teaching Style	8	16	0.887
		Facilitator Teaching Style	8		
D	TRANSFORMATION	Delegator Teaching Style	8	8	0.859
				40	

Table 1 also shows the reliability of the survey. The analysis shows a Cronbach alpha of 0.808 for section B, Cronbach Alpha of 0.887 for section C and Cronbach Alpha of 0.859 for section D. This thus reveals a good reliability of the instrument chosen. Further analysis using SPSS is done to present findings to answer the research questions for this study.

FINDINGS

Findings for Demographic Profile

Table 2-Percentage for Demographic Profile

Q1	Gender	Male	Female
		22.2	77.8
Q2	Program	PI005	PI007
		51.7	48.3

The demographic profiles in Table 2 provide insights into the composition of the respondent population based on gender and program enrolment. 22.2% of the respondents are male, while 77.8% are female. From the enrolment of the program, 51.7% of the respondents were enrolled in Program PI005, while 48.3% were enrolled in Program PI007. This indicates a relatively balanced distribution of respondents across the two programs, with slightly more respondents in Program PI005.

Findings for Transmission View

This section presents data to answer research question 1- How does transmission view influence learners' learning/instructor s' teaching?

Table 3- Mean for EXPERT TEACHING STYLE

1	ETSQ1Facts, concepts and principles are the most important things that students should acquire.	1.0
2	ETSQ 2I set high standards for students in this class.	4.6
3	ETSQ 3What I say and do models appropriate ways for students to think about issues in the content.	4.0
4	ETSQ 4My teaching goals and methods address a variety of student learning styles.	4.3
5	ETSQ 5Students typically work on course projects alone with little supervision from me.	4.2
6	ETSQ 6Sharing my knowledge and expertise with students is very important to me.	3.0
7	ETSQ 7I give students negative feedback when their performance is unsatisfactory.	4.6
8	ETSQ 8Activities in this class encourage students to develop their own ideas about content issues.	3.0

The mean scores in Table 3 provide insights into respondents' perceptions of various aspects of the instructor's teaching methods and behaviours. Highest mean score (mean=4.6) indicates that respondents on average agree that the instructor sets high standards for students in the class and the instructor gives students negative feedback when their performance is unsatisfactory. For second highest mean score (mean= 4.3) suggesting that on average, respondents agree that the instructor's teaching goals and methods address a variety of student learning styles. The lowest mean score (mean1.0) indicating that, on average, respondents strongly disagree that facts, concepts and principles are the most important things that students should acquire

Table 4- Mean for FORMAL AUTHORITY TEACHING STYLE

1	FATSQ1I spend time consulting with students on how to improve their work on individual and/or group projects.	4.3
2	FATSQ2Activities in this class encourage students to develop their own ideas about content issues	4.4

3	FATSQ3 What I have to say about a topic is important for students to acquire a broader perspective on the issues in that area.	4.4
4	FATSQ4Students would describe my standards and expectations as somewhat strict and rigid.	4.4
5	FATSQ5I typically shows students how and what to do in order to master course content.	3.7
6	FATSQ6Small group discussions are employed to help students develop their ability to think critically.	4.3
7	FATSQ7Students design one of more self-directed learning experiences.	4.3
8	FATSQ8I want students to leave this course well prepared for further work in this area.	3.9

Table 4 indicates that the mean score for Formal Authority Teaching Style is between 3.7 and 4.4. The highest mean score (Mean = 4.4) suggesting that on average, respondents agree that activities in the class encourage students to develop their own ideas about content issues, what instructor has to say about a topic is important for students to acquire a broader perspective on the issues in that area and describing the instructor's standards and expectations as somewhat strict and rigid. For the lowest mean score (mean=3.7), indicating that, on average, respondents somewhat disagree that the instructor typically shows students how and what to do in order to master course content.

Findings for Transaction View

This section presents data to answer research question 2- How does transaction view influence learners' learning/instructor s' teaching? In the context of this study, this is measured by (i) expert and (ii) formal authority teaching style

Table 5- Mean for PERSONAL MODEL TEACHING STYLE

1	PMTSQ1 It is my responsibility to define what students must learn and how they should learn it.	4.2
2	PMTSQ 2Examples from my personal experiences often are used to illustrate points about the material.	4.0
3	PMTSQ 3I guide students' work on course projects by asking questions, exploring options and suggesting alternative ways to do things.	4.2
4	PMTSQ 4Developing the ability of students to think and work independently is an important goal.	4.3
5	PMTSQ 5Lecturing is a significant part of how I teach each of the class sessions.	4.4
6	PMTSQ 6I provide very clear guidelines for how I want tasks completed in this course.	4.4
7	PMTSQ 7I often show students how they can use various principles and concepts.	4.2
8	PMTSQ 8Course activities encourage students to take initiative and responsibility for their learning.	4.4

Table 5 represents the insights towards respondents' perceptions of various aspects of their teaching practices, including their roles in defining learning objectives, guiding student work and promoting independent learning. The highest mean score (mean=4.4) indicates that, on average, respondents agree that lecturing is a significant part of how they teach each of the class sessions, providing very clear guidelines for how they want tasks completed in the course and course activities encourage students to take initiative and responsibility for their learning. The lowest mean score (mean=4.0) indicates that respondents somewhat agree that examples from their personal experiences are often used to illustrate points about the material.

Table 6- Mean for -FACILITATOR TEACHING STYLE

1	FTSQ1 Students take responsibility for teaching part of the class sessions.	4.6
2	FTSQ 2My expertise is typically used to resolve disagreements about content issues.	3.4
3	FTSQ 3This course has very specific goals and objectives that I want to accomplish.	4.1
4	FTSQ 4Students receive frequent verbal and/or written comments on their performance.	4.4
5	FTSQ 5I solicit student advice about how and what to teach in this course.	4.1
6	FTSQ 6Students set their own pace for completing independent and/or group projects.	3.9
7	FTSQ 7Students might describe me as a "storehouse of knowledge" who dispenses the fact, principles and concepts they need.	4.0
8	FTSQ 8My expectations for what I want students to do in this class are clearly defined in the syllabus.	4.4

For table 6, the mean highest mean score is (mean=4.6) indicating that, on average, respondents agree that the lecturer takes responsibility for teaching part of the class sessions. For second highest mean score (mean=4.4) suggesting that respondents on average agree that students receive frequent verbal and/or written comments on their performance and the instructor's expectations for what students should do in the class are clearly defined in the syllabus. The lowest mean score (mean=3.4) suggests that, on average, respondents somewhat agree that the instructor's expertise is typically used to resolve disagreements about content issues. This table provides insights into respondents' perceptions of various aspects of the instructor's teaching approach, communication with students and course structure.

Findings for Transformation

This section presents data to answer research question 3- How does transformation view influence learners' learning/instructor s' teaching? In the context of this study, this refers to (i) delegator teaching style.

Table 7- Mean for -DELEGATOR TEACHING STYLE

DTSQ1	Eventually, many students begin to think like me about course content.	4.3
DTSQ2	Students can make choices among activities in order to complete course requirements.	3.9
DTSQ3	My approach to teaching is similar to a manager of a work group who delegates tasks and responsibilities to subordinates.	4.0
DTSQ4	There is more material in this course than I have time available to cover it.	4.0
DTSQ5	My standards and expectations help students develop the discipline the need to learn.	3.5
DTSQ6	Students might describe me as a "coach" who works closely with someone to correct problems in how they think and behave.	4.2
DTSQ7	I give students a lot of personal support and encouragement to do well in this course.	4.3
DTSQ8	I assume the role of a resource person who is available to students whenever they need help.	4.3

Table 7 indicates respondents' perceptions of various aspects of the instructor's teaching approach, supportiveness and availability to students. The highest mean score (mean=4.3) suggests on average that respondents agree that eventually, many students begin to think like the instructor about course content, gives personal support and encouragement to students to do well in the course and assumes the role of a resource person who is available to students whenever they need help. Based on the lowest mean score (mean=3.5) suggesting that on average respondents somewhat agree that the instructor's standards and expectations help students develop the discipline they need to learn.

Findings for Relationship between all views of teaching

This section presents data to answer research question 4- Is there a relationship between all views of teaching? To determine if there is a significant association in the mean scores between all views of teaching data is analysed using SPSS for correlations. Results are presented separately in table 8 and 9 below.

Table 8- Correlation between Transmission and Transaction

Correlations			
		TRANSMISSION	TRANSACTION
TRANSMISSION	Pearson Correlation	1	.824**
	Sig. (2-tailed)		.000
	N	230	230
TRANSACTION	Pearson Correlation	.824**	1
	Sig. (2-tailed)	.000	
	N	230	230

** . Correlation is significant at the 0.01 level (2-tailed).

Table 8 shows there is an association between transmission and transaction. Correlation analysis shows that there is a high significant association between transmission and transaction ($r=.824^{**}$) and ($p=.000$). According to Jackson (2015), coefficient is significant at the .05 level and positive correlation is measured on a 0.1 to 1.0 scale. Weak positive correlation would be in the range of 0.1 to 0.3, moderate positive correlation from 0.3 to 0.5 and strong positive correlation from 0.5 to 1.0. This means that there is a strong positive relationship between transmission and transaction.

Table 9- Correlation between Transaction and Transformation

Correlations			
		TRANSACTION	TRANSFORMATION
TRANSACTION	Pearson Correlation	1	.764**
	Sig. (2-tailed)		.000
	N	230	230
TRANSFORMATION	Pearson Correlation	.764**	1
	Sig. (2-tailed)	.000	
	N	230	230

** . Correlation is significant at the 0.01 level (2-tailed).

Table 9 shows there is an association between transaction and transformation. Correlation analysis shows that there is a high significant association between transaction and transformation ($r=.754^{**}$) and ($p=.000$). According to Jackson (2015), coefficient is significant at the .05 level and positive correlation is measured on a 0.1 to 1.0 scale. Weak positive correlation would be in the range of 0.1 to 0.3, moderate positive correlation from 0.3 to 0.5 and strong positive correlation from 0.5 to 1.0. This means that there is also a strong positive relationship between transaction and transformation.

CONCLUSION

Summary of Findings and Discussions

The main objectives of this study were to explore students' preferences for their lecturer's teaching style in learning Legal Skills and to investigate the relationship across teaching views. The study highlights the impact of the lecturer's roles as expert authority and formal authority on the transmission view of teaching. The highest mean score indicates students' agreement that the lecturer, who sets high standards and provides critical feedback, follows a transmission approach wherein knowledge and standards are imparted from the lecturer to students. This alignment with the notion of expert authority underscores the centrality of the instructor's expertise and guidance in the learning process. Moreover, through formal authority, the highest mean score indicates agreement with activities that foster student engagement and perspective-taking, thereby reinforcing the instructor's authority in shaping students' understanding and viewpoints. Conversely, the lowest mean score suggests a slight disagreement with the instructor's directive approach in guiding students on mastering course content, hinting at a potential shift away from a purely formal authority model where the instructor's directives are unquestioningly followed. This finding aligns with suggestions made by Svinicki and Dixon (1897) that learning is not a passive reception of information but an active, cyclical process involving engagement, reflection, conceptualization and experimentation.

The findings regarding transactional teaching views through personal teaching styles align with the notion emphasized by Fumiko (2024) that a teacher's distinctive qualities persist across various contexts, regardless of content. In the context of lecturing, respondents concur that lecturing is highly valued, with clear task guidelines provided and an emphasis on encouraging student initiative and responsibility. However, the lesser utilization of personal experiences as illustrative examples suggests a potential divergence from fully integrating the instructor's unique qualities into instruction. For the facilitator teaching style, respondents agree that the lecturer assumes responsibility for teaching sessions and provides clear expectations through feedback and a syllabus, showcasing aspects of facilitation in teaching.

In regards to the transformational teaching view through delegator teaching style, respondents agree that students tend to adopt the instructor's perspective on course content over time, highlighting the influence of the instructor's teaching style and expertise. Additionally, respondents acknowledge the instructor's role in providing personal support and encouragement to students, as well as serving as a readily available resource for assistance.

In respect of the relationship between all views of teaching, there is a strong positive relationship between transmission and transaction. The study suggests that these two teaching styles complement each other. A balanced integration of both approaches can create a dynamic learning environment that promotes student engagement, critical thinking and meaningful learning outcomes. The finding also reveals that there is a strong positive relationship between transaction and transformation. It highlights the significance of active engagement, critical reflection and meaningful experiences in producing significant changes in students' understanding. Effective educational approaches that prioritize transactional learning have the potential to spark transformative learning experiences and empower students to become lifelong learners.

Implications and Suggestions for Future Research

Overall, the results emphasize the significance of effective communication, structured guidance and empowerment of student autonomy in teaching methodologies. However, the study also signals potential opportunities for enhancement, particularly in integrating personal experiences into instruction and utilizing expertise to resolve content-related issues.

Moreover, these findings illuminate the dynamic interaction between teaching styles and the manifestation of a teacher's individual characteristics, echoing the insights put forth by Fumiko. This suggests avenues for further investigation into the intersection of personal teaching styles and pedagogical strategies to optimize the learning journey for students. Further studies may be needed to explore the complex interplay between gender or interconnection of gender, teaching styles, comparison these viewpoints in various academic

areas and other contextual factors in greater depth in order to offer a more comprehensive understanding of teaching and pedagogy.

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