

A STUDY OF THE TEACHING STYLES OF TRAINED AND UNTRAINED PRIMARY ASSISTANT TEACHERS

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Abstract

The purpose of this research was to study the teaching styles of trained and untrained primary assistant teachers. The participants of this research were primary assistant teachers from Yedashe Township. The researcher classified sample teachers into two groups, (150) trained teachers and (150) untrained teachers. The questionnaires consisted of (40) items of five points Likert-scale. The teaching style questionnaires for teachers were based on Anthony F. Grasha's teaching style inventory (1996). It includes five types of styles. They are expert style, formal authority style, personal model style, facilitator style and delegator style. A quantitative research method was used to analyze the teaching styles of teachers. The independence samples *t*- test and comparison of means were employed for the analysis of quantitative data. According to the research finding, there was a significant difference between trained and untrained teachers on personal model and facilitator teaching style. Moreover, untrained teachers preferred in formal authority teaching style and trained teachers preferred expert, personal model, facilitator and delegator teaching style. This showed that training is necessary for all teachers. This study has a positive contribution not only for teachers to be effective in their teaching but also for the improvement of education.

Keywords: teaching style, trained teacher, untrained teacher

Introduction

In the context of national development, education plays a vital importance role. To become a well-educated person, teaching is the most important thing that happens in schools. Teacher's teaching styles are expected to influence learning in students. Teaching styles of teachers represent personal qualities and behaviours that appear in how they conduct their classes. Teachers' teaching styles guide and direct the instructional process that has effects on learning process. Therefore, every teacher needs to know their teaching styles to help their students more effectively. Information

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about the styles of teachers must become an essential ingredient in conceptual base for teaching.

Moreover, Myanmar lags far behind the developed world in terms of educational standards. Improvement in quality of teachers is essential to quality education and positive student outcomes. The quality education can only be brought about by improving the status, quality, management, training of teachers and teaching styles. Thus the researcher thought to study the teaching styles of trained and untrained teachers.

Purposes of the Study

The study was conducted with the following purposes;

- To investigate the teaching styles of trained and untrained primary assistant teachers.
- To analyze the teaching styles of trained teachers according to their age, teaching experience, training experience, designation, and highest degree earned.
- To analyze the teaching styles of untrained teachers according to their age and highest degree earned.
- To give suggestion for the teaching styles of trained and untrained teachers.

Research Hypotheses

The hypotheses of the research paper as follows:

There will be a significant difference between the teaching styles of teachers who have teacher-training and those who do not have teacher-training.

Scope of the Study

This research has its own limitations. The present investigation includes the teaching styles of expert style, formal authority style, personal model style, facilitator style, and delegator style as dimensions of teaching styles. This research has two variables of trained and untrained teachers. The other limitation is that the participants of the study came from a particular area of

the country – only schools from the Yedashe Township, Bago Region. So it may not be able to represent the whole country. And also, the duration was not long enough to carry out the research deeply and thoroughly. This research was conducted in the 2016-2017 Academic Year.

Definition of Key Terms

Teaching style is viewed as a particular pattern of needs, beliefs, and behaviors that faculty display in the classroom (Grasha, 1996).

Trained teachers can be defined as teachers who belong to teaching profession in government and private sector who have got formal training (Arshad, 2013).

Untrained teachers can be defined as those who did not get formal training (Arshad, 2013).

Significance of the Study

Myanmar has made the improvement of education standards a top priority and it is recognized that a motivated and well-trained teaching force is a prerequisite for quality education. Improvement in quality of teachers is essential to quality education and positive student outcomes. The quality education can only be brought about by improving the status, quality, management, training of teachers and teaching styles.

Teacher's teaching styles are a multidimensional construct that bases on the way how teachers act in the classroom (Grasha, 2002). Teaching style is a manner or mode of acting or performing. It should be based upon a conceptual base that forms the philosophy of teaching. Studies conducted abroad on teaching styles of teacher included studies on self-directed or teacher-directed class, whether teachers' instructional strategies tended to differ; whether instructors' teaching styles were congruent with their own learning styles; whether any relationship existed between matched student and teacher pairs and academic achievement and whether mismatches between student's and teachers' styles contributed to teacher stress and whether students' learning style preferences matched those of their teachers.

The findings of the present study are expected to have manifold implications. They are expected to be of use to teachers in enhancing their effectiveness by adopting teaching styles and bringing about changes in the nature of academic and interpersonal interactions with the students, if and when required. This would ultimately enhance the effectiveness as well as the efficiency of the primary schools in improving its results and reducing drop-out rates, wastage and stagnation. The efficacy with styles as teachers may have two effects on students. It may facilitate or hinder their ability to acquire content and skills and it influences the learning styles of students.

Review of Related Literature

Grasha's Teaching Styles

The late Anthony F. Grasha (1996) is credited with developing the classic five teaching styles. Grasha understood that schools must use a consistent, formal approach in evaluating a teacher's classroom performance. He recognized that any system designed to help teachers improve their instructional skills requires a simple classification system. He developed a teaching style inventory that has since been adopted and modified by followers.

Expert Style

Teacher of expert style possesses knowledge and expertise that students need. He or she strives to maintain status as an expert among students by displaying detailed knowledge and by challenging students to enhance their competence. Expert style teacher concerned with transmitting information and insuring that students are well prepared. Similar to a coach, experts share knowledge, demonstrate their expertise, advise students and provide feedback to improve understanding and promote learning. The advantage is that expert style share information, knowledge, and skills such individuals possess. The limitation is that if it is overused, the display of knowledge can be intimidating to less experienced students. It may not always show the underlying thought processes that produced answers.

Formal Authority Style

Formal authority style teacher possesses status among students because of knowledge and role as a faculty member. He or she concerned with providing positive and negative feedback, establishing learning goals, expectations and rules of conduct for students. He or she also concerned with the correct, acceptable, and standard ways to do things and with providing students with the structure they need to learn. Authoritative teachers incorporate the traditional lecture format and share many of the same characteristics as experts, but with less student interaction. Advantage of formal authority teaching style is that the focus on clear expectations and acceptable ways of doing things. The disadvantage is a strong investment in this style can lead to rigid, standardized, and less flexible ways of managing students and their concerns.

Personal Model Style

Personal model style of teacher believes in teaching by personal sample and establishes a prototype for how to think and behave. He or she oversees, guides, and directs by showing how to do things, and encouraging students to observe and then to emulate the instructor's approach. This style incorporates blended teaching styles that match the best techniques with the appropriate learning scenarios and student in an adaptive format. It is an emphasis on direct observation and following a role model. Some teachers may believe their approach is the best way leading some students to feel inadequate if they cannot live up to such expectations and standards.

Facilitator Style

In this style, the teacher emphasizes the personal nature of teacher-student interactions. The teacher guides and directs students by asking questions, exploring options, suggesting alternatives, and encouraging them to develop criteria to make informal choices. Overall goal is to develop in students the capacity for independent action, initiative, and responsibility. The teacher works with students on projects in a consultative fashion and tries to provide as much support and encouragement as possible. He or she designs participatory learning activities and manages classroom projects while

providing information and offering feedback to facilitate critical thinking. The advantage of this style is that it can develop the personal flexibility, the focus on students' needs and goals, and the willingness to explore options and alternative courses of action. This type of teaching style is often time consuming and is sometimes employed when a more direct approach is needed. It can make students uncomfortable if it is not employed in a positive and affirming manner.

Delegator Style

Delegator style concerned with developing students capacities to function in an autonomous fashion. Students work independently on projects or as part of autonomous terms. The teacher is available at the request of students as a resource person. It organizes group learning, observes students, provides consultation, and promotes interaction between groups and among individuals to achieve learning objectives. It helps students to perceive themselves as a resource person. It may cause misread student's readiness for independent work. Some students may become anxious when given autonomy.

Method

Research Design and Procedure

The research design for this study was a descriptive research design, in which the researcher sought to study the teaching styles of trained and untrained primary assistant teachers, seeks to determine, whether and to what degree, a relationship of teaching styles exists between age, teaching experiences, training experiences, designation, and academic rank or highest degree earned of trained teachers, and to study whether and to what degree, a relationship of teaching styles exists between age and highest degree earned of untrained teachers. A quantitative method is used as a research technique that is used to gather quantitative data by using questionnaires.

Procedure

Firstly, the researcher formulated the study concerning with teaching styles of trained and untrained primary assistant teachers. Secondly, the researcher gathered the related literature study through books, journals and internet sources. The third procedure for this study was that the researcher developed the questionnaires under the guidance of the supervisor. A pilot study was carried out with twenty three teachers from No (8) Basic Education High School (Branch), Hlaingthaya Township, Yangon Region and Basic Education Post Primary School, Katokekama, Nyaung Tone Township, Ayeyarwaddy Region. After pilot testing, the weakness of the questionnaire was modified by using the ideas of the supervisor and experts. The questionnaire survey was conducted in January, 2017. Trained and untrained primary assistant teachers from Yedashe Township were selected for the research.

Instrument

A set of questionnaire was used as the instrument for this study.

Questionnaire

The major instrument for this study was a set of questionnaire that was concerned with teaching styles. The teaching styles questionnaire was based on Grasha's teaching styles inventory. There were five teaching styles; expert, formal authority, personal model, facilitator, and delegator. There were (8) items for each teaching style and a total of (40) item of five point Likert-scale were included in the questionnaire. These five points in the Likert-scale were rated as 1 = not at all; 2 = rarely; 3 = sometimes; 4 = often and 5 = always.

A pilot study was conducted to determine the reliability of the questionnaire used for the study. Cronbach's Alpha was used to measure the reliability of the questionnaires. According to the result, the reliability of the teaching styles questionnaire was (.701).

Population and Sample Size

The first step of sampling for this study was the selection of township. This study was conducted in Bago Region. The research area was in Yedashe Township. There are (255) schools in Yedashe Township. A total of fifty-six schools were selected by using a random sampling method. Table (1) shows the total number of schools and the selected schools.

Table 1: The Distribution of Schools and Selected Schools in Yedashe Township

Sr. No.	Basic education schools	No. of schools	No. of selected schools
1	BEHS	6	-
2	BEHS (branch)	6	1
3	BEMS (branch)	69	15
4	Post Primary School	134	37
5	Primary School	6	1
6	Primary School (branch)	34	2
	Total	255	56

Note: BEHS = Basic Education High School
BEMS = Basic Education Middle School

Questionnaires were distributed to (330) middle school teachers (primary level), primary school teachers and probationary teachers. The researcher chose 150 teachers from, middle school teachers (primary level), and primary school teachers as trained teachers and 150 teachers from probationary teachers as untrained teachers. Table (2) shows the population and the sample size.

Table 2: Population and Sample size

Sr. No.	Teachers	No. of teachers	No. of participants
1	Head of primary teachers	206	-
2	Primary teachers (middle level)	124	83
3	Primary teachers	340	67
4	Probationary teachers	561	150
	Total	1231	300

Data Analysis

The data was analyzed by using descriptive statistics. Research findings for this study will be presented in the next chapter.

Research Findings

Findings for the Teaching Styles of Trained and Untrained Primary Assistant Teachers

In this study, the finding of the means for the teaching styles of trained and untrained primary assistant teachers are presented in table (3).

Table 3: Means for the Teaching Styles of Trained and Untrained Primary Assistant Teachers

Groups of Teacher	Number	Means				
		Expert	Formal Authority	Personal Model	Facilitator	Delegator
Trained Teachers	150	32.03	31.01	32.79	32.04	30.07
Untrained Teachers	150	31.37	31.09	31.47	31.01	29.57
Total	300	31.7	31.05	32.13	31.52	29.82

In analyzing the means for the teaching styles of trained and untrained primary assistant teachers, it can be seen that the means of the expert style, personal model style, facilitator style and delegator style for the trained teachers were higher than that of untrained teachers. But the means for formal authority style of untrained teachers were higher than that of trained teachers.

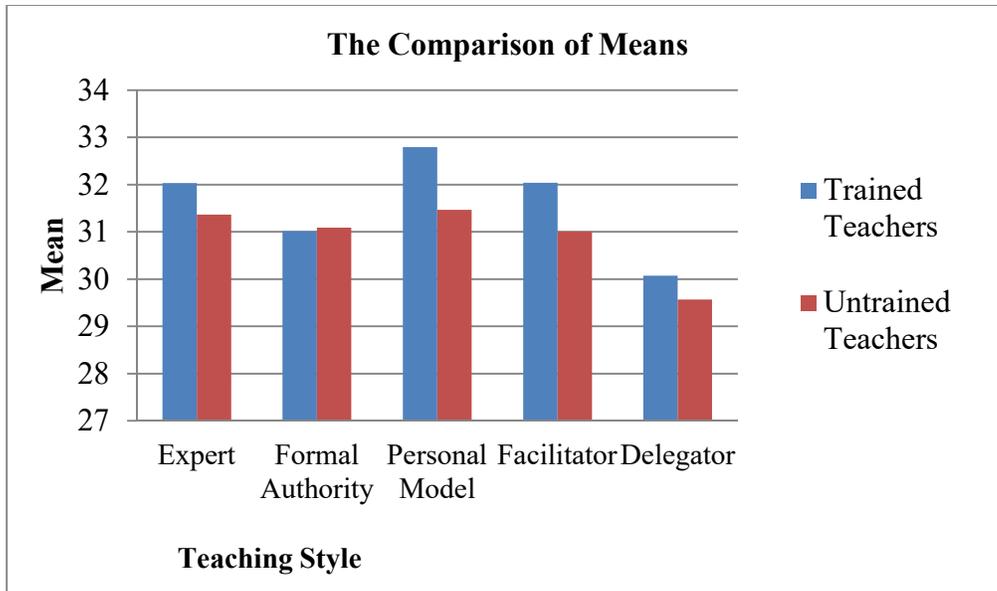


Figure 1: Comparison of Means for Teaching Styles of Trained and Untrained Primary Assistant Teachers

Table 4: *t*-Values for the Teaching Styles of Trained and Untrained Primary Assistant Teachers

Teaching Styles	Training	Number	Mean	SD	<i>t</i>	<i>df</i>	Sig. (2 tailed)
Expert	Trained	150	32.03	4.07	1.38	298	.169 (ns)
	Untrained	150	31.37	4.31			
Formal Authority	Trained	150	31.01	4.24	-0.14	298	.886 (ns)
	Untrained	150	31.09	4.58			
Personal Model	Trained	150	32.79	4.23	2.84	298	.001**
	Untrained	150	31.47	3.85			
Facilitator	Trained	150	32.04	3.83	2.34	298	.020*
	Untrained	150	31.01	3.84			
Delegator	Trained	150	30.07	4.31	1.07	298	.284 (ns)
	Untrained	150	29.57	3.85			

Notes: ns = not significant, ** $p < .01$, * $p < .05$.

According to the findings, the means of trained teachers in personal model and facilitator teaching style were significantly higher than that of untrained teachers. It showed that there was a significant difference between trained teachers and untrained teachers on personal model and facilitator teaching style. It can be interpreted that trained teachers preferred personal model and facilitator teaching styles (See Table 4).

Findings for the Teaching Styles of Trained Teachers

Table 5: Means for the Teaching Styles of Trained Teachers by Age

Age (Year)	Number	Means				
		Expert	Formal Authority	Personal Model	Facilitator	Delegator
18-24	28	31.39	30.50	32.00	30.71	29.07
25-29	44	31.73	30.84	32.10	31.84	29.32
30-34	32	31.56	31.28	33.84	32.44	31.13
35+	46	33.04	31.30	33.21	32.76	30.67

The researcher also tried to study the teaching styles of trained teachers by age. According to the results, the means for the personal model teaching style were the highest in all age groups. It can be seen that all the trained teachers of different age groups preferred personal model teaching style the most.

Table 6: Means for the Teaching Styles of Trained Teachers by Teaching Experience

Teaching Experience (Year)	Number	Means				
		Expert	Formal Authority	Personal Model	Facilitator	Delegator
1 - 5	73	31.58	30.81	32.12	31.60	29.63
6 - 10	29	31.48	30.52	33.03	31.34	29.66
11 - 15	14	33.43	33.64	35.36	34.21	33.14
16 - 20	13	32.23	30.85	31.77	31.92	28.23
21+	21	33.33	30.76	33.71	33.14	31.29

The means for the teaching styles of trained teachers according to teaching experience were shown in table (6). The result was that the means of teaching experience 1-5, 6-10, 11-15, and 21+ groups were the highest means in personal model teaching style. Teachers with teaching experience 16-20 group were the highest means in expert teaching style.

Table 7: Means for the Teaching Styles of Trained Teachers by Training Experience

Training Experience (Year)	Number	Means				
		Expert	Formal Authority	Personal Model	Facilitator	Delegator
One year in-service course	5	35.40	33.20	35.20	35.00	32.40
DTEd First Year	4	35.00	33.00	35.25	35.00	29.50
DTEd Second Year	32	31.69	31.00	32.91	32.19	29.41
DTEC	11	30.55	30.45	31.09	31.27	30.36
PPTT	4	29.25	30.50	32.75	30.75	29.00
Correspondence Course	68	31.97	30.81	33.26	32.12	30.41
Other	26	32.58	31.15	31.31	31.15	29.69

Note: DTEd = Diploma in Teacher Education,
 DTEC = Diploma in Teacher Education Competency Course
 PPTT = Pre-service Primary Teacher Training
 Other = Other Training Course

Table (7) showed the results of the means of the teaching styles of trained teachers according to training experience. The results showed that the means of the expert teaching style was the highest for the teachers of one year in-service teacher training course and teachers with other training course. The means of personal model teaching style were the highest for teachers with DTEd first year, DTEd second year, PPTT and one year correspondence course. The means of facilitator was the highest for teachers with DTEC training course.

It can be concluded that teachers with one year in-service training course and teachers with other training course preferred expert teaching style.

Teachers with training course of DTed first year, DTed second year, PPTT and one year correspondence course preferred personal model teaching style. Facilitator style was preferred by teachers with DTEC training course.

Table 8: Means for the Teaching styles of Trained Teachers by Designation

Designation	Number	Means				
		Expert	Formal Authority	Personal Model	Facilitator	Delegator
Probationary	150	31.37	31.09	31.47	31.01	29.57
Primary Teacher	54	32.00	30.80	32.78	31.41	29.57
Primary Teacher (Middle Level)	96	32.05	31.14	32.80	32.40	30.35

In analyzing the means for each style, it was found that all the designation were highest in personal model teaching style. It can be said that all the designation most preferred in personal model teaching style.

Table 9: Means for the Teaching Styles of Trained Teachers by Highest Degree Earned

		Expert	Formal Authority	Personal Model	Facilitator	Delegator
BEHS	11	30.91	31.18	33.55	32.45	28.91
B.A	92	32.27	30.97	32.64	32.13	30.03
B.Sc	44	31.93	31.09	32.93	31.66	30.32
B.Ed	1	28.00	32.00	32.00	35.00	31.00
Other	2	31.50	30.00	33.00	32.50	32.50

Note: BEHS = Basic Education High School, B.A = Bachelor of Arts, B.Sc = Bachelor of Science, B.Ed = Bachelor of Education, Other = Other Degree.

According to the results, teachers who passed BEHS, B.A, B.Sc and others had the highest means in personal model teaching style. However, teachers with B.Ed degree had the highest means in facilitator teaching style.

It can be concluded that teachers who passed BEHS, B.A, B.Sc and other degree holders preferred personal model teaching style. Teacher with B.Ed degree preferred facilitator teaching style.

Findings for the Teaching Styles of Untrained Teachers

Table 10: Means for the Teaching Styles of Untrained Teachers by Age

Age (Year)	Number	Means				
		Expert	Formal Authority	Personal Model	Facilitator	Delegator
18-24	64	31.64	31.02	31.58	30.63	29.75
25-29	82	31.20	31.15	31.29	30.38	29.41
30-34	4	30.50	31.00	33.25	29.00	29.75

Table (9) showed the means for the teaching styles of untrained teachers by age. The results showed that the means of the age group 18-24 were the highest in expert teaching style and the age groups of 25-29 and 30-34 were the highest in personal model teaching style. It can be concluded that teachers of age group 18-24 preferred expert teaching style and teachers of age group 25-29 and 30-34 preferred personal model teaching style.

Table 11: Means for the Teaching Styles of Untrained Teachers by Highest Degree Earned

Highest Degree Earned	Number	Means				
		Expert	Formal Authority	Personal Model	Facilitator	Delegator
B.A	109	31.37	31.23	31.59	30.58	29.73
B.Sc	39	31.62	30.87	31.28	30.33	29.26
M.A	1	25.00	28.00	30.00	29.00	32.00
Other	1	28.00	27.00	27.00	22.00	21.00

Note: B.A = Bachelor of Arts, B.Sc = Bachelor of Science, M.A = Master of Arts,
Other = Other Degree

According to the results, teachers with B.A degree had the highest means in personal model teaching style. The mean of expert style was the

highest for B.Sc and other degree holders. The M.A degree holder had the highest mean in delegator teaching style.

Discussion

The discussion of the research finding deals with a descriptive analysis of teaching styles. All teachers possess each of the five teaching styles in varying degrees. Untrained teachers used formal authority more than trained teachers. This is because untrained teachers want to have more control over students and want to prevent chaos in the classroom. Teachers with this style are likely to control the lesson contents. This type of teaching style sets a kind of classroom hierarchy because teachers believe that they possess knowledge and students need to learn from them.

Trained teachers had the styles of expert, personal model, facilitator and delegator styles. This can be interpreted that trained teachers have more collaborative, participatory and independent style. According to Grasha (1996), this style of teachers must exercise some control over the processes used in order to facilitate learning. But they should be less interested in controlling the specific details of the students. Some of what students will learn about the material in this mode of teaching that cannot be programmed in advance. There should be more interest in developing and practicing other skills such as ability to work with others and a broader range of content related skills such as critical and creative thinking.

Untrained teachers are prominent in the combination of the personal model, expert, and formal authority teaching styles. In these styles, students need to possess more knowledge than they would in a lecture class because they will frequently have to show what they know. It helps students possess participatory, dependent, and collaborative learning styles and it is also flexible enough to develop. Bandura (1986) stated that these styles work nicely in learning environments where coaching and following the examples of role models are prominent. Teachers must have some interest in influencing how learners work to develop relationships. Research shows that effective models are typically people who are liked and well-respected (Grasha, 1996).

In analyzing the means for the teaching styles of teachers according to age, it was found that all the age groups of teachers preferred personal model

teaching style. According to Grasha (1996), this style of teachers teach by using examples, activities, and demonstration. Teachers motivate students by providing examples and activities. In this way, students develop critical thinking skills. In personal model teaching style, students emulate the example that teachers provided. The teachers show students how and what to do in order to master course content. Finally, students begin to think like teachers.

Teachers who had teaching experience of 16-20 years preferred expert teaching style. In this teaching style, teachers use external rewards and incentives. Before being allowed to take the next module, students must demonstrate proficiency with the previous module. In the expert teaching style, teachers teach by rewards. Teachers want students to leave the first course well prepared for further work.

According to training experience, teachers with DTEC training course preferred facilitator teaching style. In this teaching style, making learning a social enterprise facilitates the acquisition and retention of information. In class, the teacher would place pupils into small groups of three and have them share what they found. Moreover, students are generally motivated to work with others. Everyone would then have to complete the study guide using information obtained from other group members. It can vary how content goals are taught. As consultants, teachers may provide specific advice and directions in response to student questions or concerns about classroom tasks, activities and projects.

In comparing the means for the untrained teachers according to highest degree earned, the teachers of M.A degree holders preferred delegator teaching style. This type of teaching is best when students have appropriate levels of knowledge and possess independent, collaborative, and participants learning styles. Their capabilities must include a willingness to take initiative and to accept more responsibility for their own learning. Students in this course engage in self-initiated, self-directed learning experiences.

In comparing trained and untrained teachers, the means of formal authority style for untrained teachers were higher than that of trained teachers. Untrained teachers used formal authority more than trained teachers. Teachers of this style are likely to control the flow of lesson contents. Teachers are supposed to provide positive and negative feedback and they are in charge of

establishing learning goals. Teachers create a structured learning environment. Teachers emphasized clear goals and objectives for students. Moreover, teachers use feedback for students' performance. In formal authority teaching style, the teacher's responsibility is to define what students must learn. The teachers have specific goals and objectives to accomplish the learning goal. Teachers also give feedback when students' performance is unsatisfactory.

In summary, there was a significant difference between trained teachers and untrained teachers on personal model and facilitator teaching style. It can be interpreted that trained teachers are more preferred personal model and facilitator teaching style than untrained teachers. The teachers who have personal model teaching style can motivate student by providing examples and activities. The teachers who have facilitator teaching style know how to balance the directive and nondirective aspects of the role teachers. So students have opportunities to speak freely about a question or problem and to identify what they perceive as the major components of the issue before interjecting ideas. In this way, students can take responsibility for their learning. By doing so, students begin to think and develop critical thinking skills.

Suggestions

In many countries, primary teachers must have a bachelor's degree in education and a certificate to teach. In Myanmar, all basic education school teachers have the academic qualification which is higher than matriculation and they have attended one or more of the training courses in education such as a short capacity building training, a diploma, a bachelor degree or a master degree. But in 2014, to fulfill the requirement of teachers in basic education primary schools and to keep student-teacher ratio below 30:1, many bachelor degree holders have been appointed as probationary primary school teachers (Myanmar EFA review, 2015). So, all the probationary teachers have no training. Moreover, the primary teachers in this study have the minimum qualification in their teaching style. So, it is needed to update teacher education and the quality and effectiveness of teacher training courses.

And also the selection of teaching styles as teachers should be embedded in a conceptual context that includes principles of teaching and

learning. Teacher beliefs, teaching style and teacher training are basic to the success of education. Enhancing teaching style involves exploring underlying attitudes, values, and assumptions about teaching and learning. There are many teaching behaviours that serve as guiding principles toward making teaching styles strong. The teachers should teach to honour children's unique learning style strengths. They should design structured lessons for high student interest and content value. They need to monitor student performance and growth.

The issue of modifying or enhancing one's teaching style is often approached with an eye towards adopting particular methods. Thus, wanting to adopt a particular method is equivalent to wanting to adopt a certain blend of the five teaching styles. If the teachers wanted to modify their style of teaching, the teachers have to consider the following factors. They are; are the teachers ready to change and how committed are the teacher to following through on their job? Are their proposed changes compatible with their philosophy of teaching? Can the teacher objectively assess where their students and the teacher stand on each of the four factors in the model? The four factors are that teachers should possess certain levels of sensitivity to the learning styles of students, the capability of their students to handle course demands, their own needs to directly control classroom tasks, and their willingness to build and maintain relationships with students.

Suggestions were presented for enhancing the teaching styles of trained and untrained primary assistant teachers. For the primary teachers' teaching styles of personal model, expert and formal authority, the important point is that the barriers to active learning and student involvement are not intrinsic to particular teaching processes. In this situation, the teacher should not give up or redirect control over classroom tasks and tends to use instructional processes that cater to a dependent learning style. In this way, there is a certain amount of comfort for both students and teachers.

All the teachers should know their teaching style and their students' learning styles. The most important thing is teachers should always adjust their teaching style with the goals of curriculum and with the students' learning style. Teachers who preferred expert, formal authority and personal model teaching style should teach by role modeling and coaching. The critical

components of role modeling are motivation, attention, retention and testing. Motivation is strengthened when there is a clear and immediate need for applying the content or using a skill, the benefits are clearly stated and words of encouragement are offered.

Teachers should increase their attention to overview of what they will do and the reasons why particular steps will be employed is given. This does not need to be detailed. But, it establishes a particular set for what the student needs to watch. Thus an overview of what the student will see and a few statements will focus the learner attention on relevant issues and skills. Retention increased when the teacher insures that skills and tasks to be modeled are well organized. Teachers should help students in retention when they label important parts of what they do, call attention to relevant discriminations and summarize their previous steps before beginning something new. Whenever possible, good role models organize their action. The least difficult aspects are shown first before the more difficult parts. Observations of a model should be followed whenever possible by allowing students to perform what was observed.

This study has some limitations. The questionnaires used in this study were not enough to specifically identify teaching styles. If there are more items in questionnaires, this study can specifically identify teaching styles of teachers. It also needs to observe the teachers to identify their teaching style. Furthermore, the assessment system used in Basic Education was exam-oriented. This can hinder the use student-centered teaching style such as facilitator and delegator teaching styles. Exam questions for each grade of Basic Education test students on memorized facts. This encourages rote learning. So, teachers of Basic Education should be taught more teacher-centered teaching styles. The exam questions need to promote critical thinking. Students' learning achievement should be assessed throughout the teaching period. The assessment system should be appropriate with the child-centered approach and it needs to encourage teachers to teach more students oriented teaching styles.

Moreover, it is vital that teacher education needs to be upgraded to produce qualified teachers. As teacher education is a deep and gracious process, it needs to be continuously developed. In-service teacher training and

continuous professional development programme should be given the opportunity to be created and to arouse the participants' interests, incentive programmes should be arranged.

It is hoped that the findings presented in this study will contribute to the improvement of teaching styles. And it will provide a foundation for future research. This study tried to investigate the teaching styles of trained and untrained primary assistant teachers. The conclusion was drawn based on findings from the questionnaires survey. It still shows the necessity to explore ways and means of improving teaching styles.

The research is conducted only in Yedashe Township. It is necessary to investigate the teaching style of teachers from other townships to represent the whole country. More research is needed to find a common theme by interviewing teachers or by using observations to analyze the teaching styles. And also, it is necessary to investigate the teaching styles of all teachers at the basic education level. Therefore, carrying out a research for all teachers from basic education is highly recommended to validate the results of the present research.

Conclusion

All basic education school teachers must have acquired academic qualifications higher than matriculation, and they need to complete attending one or more teacher education and training. In this study, it was found that untrained teachers preferred in formal authority teaching style and the mean scores of their teaching styles were lower than trained teachers. This showed that training is necessary for all teachers.

Education is the process of adjustment of environment and it aims at enabling the individuals to be in harmony with and well adapted to his surroundings. True education takes place when the nature, power and inclinations of the child are allowed to develop freely with a minimum of guidance (Ross, 1941). Students can be benefit from the skills such as critical thinking, oral and written communication, and working in teams from education that can be applied for their adjustment of the environment.

Quality of basic education depends on teachers' qualifications, competency, professional development and teaching styles. In trying to

improve access to education and the quality of education, capacity building of teachers at different levels is essential. The establishment of the quality assurance system is critical to improve the education service delivery and outputs. The provision of quality inputs adequately and on an equity basis is also an important factor to produce quality outputs that could further contribute to the development of the country.

Moreover, teacher's attitude of willingness to work should be considered. As a nation whose only resource is its people, education in every country is taken very seriously. For this reason, education certificate, diploma in education or B.Ed degree holders should be appointed as teachers of each level of basic education. And the assessment system for each grade level should be improved. Exam questions for each grade of basic education should promote critical thinking. In this way, teaching styles of the teacher would be improved. In conclusion, this study has a positive contribution not only to teachers to be effective in their teaching but also to the improvement of education.

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