

# Exploring Teacher Educators' Teaching Styles in Universities of Education and Education Degree Colleges

Moh Khet Khet Oo <sup>1</sup>, Su Mon Aung <sup>2</sup> and Khin Mar Khine <sup>3</sup>

## Abstract

The main aim of this research is to study teacher educators' teaching styles in Universities of Education and Education Degree Colleges in Myanmar. This study was conducted in two universities of education and twenty-four education degree colleges. Participants were 920 teacher educators in the academic year 2021-2022. A descriptive (survey) design was used. As a research instrument, Grasha-Reichmann Teaching Style Inventory was used. Concerning research findings, among the mean values of five teaching styles, the highest mean value was expert teaching style (31.52), followed by personal model (31.09), facilitator (30.90), delegator (30.73) and formal authority (28.74). Therefore, teacher educators should emphasize learner-centered teaching styles because learner-centered style of teaching focuses on active role of learners in the classroom and acknowledges significant contribution of learners to pedagogy and teaching career. Teacher educators who are aware of their teaching style, re-evaluate it, try new things and get feedback from students can take teaching to a new level. It is hoped that this study will make a number of contributions to the improvement of teacher education in Myanmar.

**Key words:** Teaching Styles, Expert Teaching Style, Formal Authority Teaching Style, Personal Model Teaching Style, Facilitator Teaching Style, Delegator Teaching Style.

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1. Lecturer, Dr, Department of Curriculum and Methodology, Yangon University of Education

2. Lecturer, Dr, Department of Curriculum and Methodology, Yangon University of Education

3. Professor/ Head, Dr, Department of Curriculum and Methodology, Yangon University of Education