

Study of Teaching Style of Teachers of Secondary Level Schools

Mrs. Kritika Mathur

Researcher
Mandsaur University,
Mandsaur

Dr. Santosh Rukari

Associate Professor
Mandsaur University,
Mandsaur

Summary

In the presented research topic, the impact of teaching style on teachers of secondary level schools has been studied. In this, 10 teachers each (5 female teachers and 5 male teachers) from 5 government secondary schools of Mandsaur district have been selected through this sampling method, a total of 100 teachers. And survey method has been used for the study. Mean, standard deviation and T test have been used to analyze the collected data. As a tool, the researcher used the Teaching Style Scale (TSC) standard scale created by Dr. Sapna Sharma and Divya Saran to measure the teaching style. The presented research study has been limited to Mandsaur district only. The findings of this study were as follows - A significant difference was found in the mean scores of teaching styles of female teachers and male teachers of government schools at the secondary level. A significant difference was found in the mean scores of teaching styles of female teachers and male teachers of private schools at the secondary level. A significant difference was found in the mean scores of teaching styles of teachers of government and private schools at the secondary level.

Key words - Government and private school, teacher, teaching style

Introduction

Man is a social animal, because he learns to live life according to social norms. His whole life is spent in society. Being an integral part of the society, he has to follow the rules, values and ideals of the society. The main difference between a human and an animal is that man tries to adjust himself according to his culture and the environment around him, which animals cannot do. There are different types of people living in the society, whose development is possible only through education. The real meaning of education is to develop man all round. Education is a process through which a person develops morally, intellectually, culturally, socially and spiritually. Education makes his life meaningful and brings about changes and development in his behaviour which is essential for the welfare of the individual, society, country and the world.

Schools and teachers play an important role in the all-round development of the country. The all-round development of students basically depends on teachers through schools. The teachers serving in these schools are ensuring their significant contribution in the all-round development campaign.

The basis of education is the teacher, who protects and propagates the culture and traditions of the society. Through education, the government maintains a balance between the state and society. The teacher has a prominent and important place in the education system of any country. It has had a unique place since ancient times due to the important contribution and service done by education in the life of society and nation. The qualitative and quantitative progress of education depends on the teacher only, from this point of view it is very important for the teacher to be aware of the various aspects of education.

Teaching style

Teaching is a complex and extraordinary process. The measures that a teacher uses to make the presentation of the subject matter effective, interesting and purposeful are called teaching style. It is a tool that plays an important role in making teaching and learning interesting and effective.

Teaching style is that which makes teaching effective by using teaching methods and skills. Due to which students learn with interest and it has a positive impact on them. Teaching style is a confident system which reflects the behavior of the teacher. There is an art of style in teaching, he uses this art in teaching like a teacher can lecture very well, some teacher can make teaching effective by doing experiments or demonstrations and some can make teaching effective by giving work to students in groups or by using other styles. There is a way to successfully execute any work by using teaching style, as a result of which the work can be conducted smoothly. It is considered a very easy way to give an organized form to the work. The quality of work can be developed by this. If a teacher is skilled and committed in his teaching style or work and if he is able to play his right role in the class, school and community, then he can initiate a chain reaction of positive impact. The teaching style of a teacher has a direct impact on the quality of education.

According to Raynes, “Teaching style refers to all those actions and behaviour of a person which are considered appropriate for a teacher. Especially those actions which act as direction and guidance in the learning of others.”

In the words of Muex and Smith, “Teaching style includes teaching work and other activities which contribute to the all-round development of the student.

The teacher gets direct and indirect support in these activities. This support itself reflects the teaching style of the teacher.”

According to Mrs. R.K. Sharma, “Teaching style includes teaching work and other activities which contribute to the all-round development of the student.”

Review of Related Literature

Kumar and Khadir (2021) conducted a study on A Study on Teaching Style of Self-Finance Engineering College Teachers in Kerala. The main objectives of the study were (1) to evaluate the level of characteristics of teaching style, (2) to find out the most commonly used characteristics for teaching style, (3) to find out the characteristics among teachers and suitable suggestions to improve the quality of education. For the study, a sample of teachers of a self-finance engineering university in Ernakulam city of Kerala state was selected in 2011-12. To know the teaching style, 4 main points were observed (1) communication, (2) group effort

(3) classroom behavior and (4) teaching style was evaluated on the basis of global effectiveness. Observation and questionnaire were used in the study. Survey method was used. In statistics, findings were obtained by using chi-square and standard deviation method. Improvement in the level of teaching style was observed in the study. The use of characteristics among teachers and improvement in the quality of education was observed and it was seen that students were influenced by the teaching of teachers.

Srivastava, Abhiranjan (2018) conducted a study on Teacher Teaching Style of Upper Primary School Teachers. The objective of the study was to know the teaching style of teachers of different age groups of primary school teachers. For the study, 110 male teachers and 128 female teachers working in upper primary schools in the rural area of Tehri Garhwal district were taken as a sample. For the study, data were obtained using the Teacher

Teaching Style Scale created by Kumar and Mutha using survey method. The findings of the study revealed that with increasing age, the teaching style of male teachers also increased to some extent with increasing age. The age variable does not produce any significant effect on the teaching style. No significant difference was found in the teaching style of female teachers and male teachers of upper primary school on the basis of age.

Problem of Statement

Study of the impact on the teaching style of teachers of secondary level schools

Objectives of the Study

1. To do a comparative study of the teaching style of female teachers and male teachers of secondary level government schools.
2. To do a comparative study of the teaching style of female teachers and male teachers of secondary level private schools.
3. To do a comparative study of the teaching style of teachers of government and private schools at secondary level.

Hypothesis of the Study

1. There is no significant difference in the teaching style of female teachers and male teachers of secondary level government schools.
2. There is no significant difference in the teaching style of female teachers and male teachers of private schools at secondary level.
3. There is no significant difference in the teaching style of teachers of government and private schools at secondary level.

Sample

In the present research study, the sample has been selected through the purposive technique under the random method. By this sampling method, 10 teachers each (5 female teachers and 5 male teachers) from 5 government and private secondary schools of Mandsaur district, totaling 100 teachers have been selected.

Research Method

Survey method has been used for the present research study.

Statistical Technique

Mean, Standard Deviation and T-test have been used to analysed the collected data.

Tool

In the present research, the researcher used the Teaching Style Scale (TSS) standard scale created by Dr. Sapna Sharma and Divya Saran to measure the teaching style.

Delimitation

The present research study has been limited to Mandsaur district. Also, this research study is limited to the study of the teaching style of secondary level teachers. Results and Interpretation -

The results obtained from the data on the basis of the hypothesis are shown in the following table -

Objective 01- To do a comparative study of the teaching styles of female teachers and male teachers of secondary level government schools.

Table - 01

Summary of the mean scores of teaching styles of female teachers and male teachers of secondary level government schools

Teaching Style	Sample	Mean	S.D.	df	t-test	Level of Significance
Female teachers	50	19.83	7.33	98	3.16*	0.01
Male teachers	50	14.47	9.47			

The above table shows that the mean scores of female teachers of secondary level government schools related to the teaching style of male teachers is 19.83 and the standard deviation is 7.33 and the mean scores of male teachers related to the teaching style of male teachers is 14.47 and the standard deviation is 9.47. And on calculating the t-values for the significant difference in their mean scores, the t- value is 0.01. 3.16 were obtained which is more than the table value of 2.576 at

0.01 level on degrees of freedom 98. Hence, it is significant at 0.01 level of significance. Hence, the null hypothesis “**There is no significant difference in the teaching style of female teachers and male teachers of secondary level government schools**” is rejected. The mean of teaching style of female teachers of secondary level government schools is 19.83 which is more than the value of teaching style of male teachers i.e. 14.47.

So, as a conclusion, it can be said that the mean score of teaching style of female teachers of secondary level government schools was found to be more than the mean score of teaching style of male teachers. That is, a significant difference was found in the mean score of teaching style of female teachers and male teachers of secondary level government schools.

Objective 02- To do a comparative study of the teaching styles of female teachers and male teachers in private schools at the secondary level.

Table - 02

Summary of the mean scores of teaching styles of female teachers and male teachers of private secondary schools

Teaching Style	Sample	Mean	S.D.	df	t-test	Level of Significance
Female teachers	50	29.56	10.42	98	4.58*	0.01
Male teachers	50	18.66	13.20			

The above table shows that the mean scores of female teachers of private secondary schools related to the teaching style of teachers have a mean of 29.56 and a standard deviation of 10.42 and the mean scores of male teachers related to the teaching style of teachers have a mean of 18.66 and a standard deviation of 13.20. And on calculating the t-values for the significant difference in their mean scores, the t-value is 0.01. 4.58 were obtained which is more than the table value of 2.576 at 0.01 level on degrees of freedom 98. Hence, it is significant at 0.01 level of significance. Hence, the null hypothesis “**There is no significant difference in the teaching style of female teachers and male teachers of private secondary schools**” is rejected. The mean of teaching style of female teachers of private secondary schools is 29.56 which is more than the value of teaching style of male teachers i.e. 18.66.

So, as a conclusion, it can be said that the mean score of teaching style of female teachers of private secondary schools was found to be more than the mean score of teaching style of male teachers. That is, a significant difference was found in the mean score of teaching style of female teachers and male teachers of private secondary schools.

Objective 03- To do a comparative study of the teaching styles of teachers of government and private schools at the secondary level.

Table - 03

Summary of the mean scores of the teaching styles of teachers of government and private schools at the secondary level

Teaching Style	Sample	Mean	S.D.	df	t-test	Level of Significance
Teachers of government schools	100	44.32	16.32	198	5.62*	0.01
Teachers of private schools	100	56.47	14.14			

The above table shows that the mean scores of the teaching styles of teachers of government schools at the secondary level have a mean of 44.32 and a standard deviation of 16.32, and the mean scores of the teaching styles of teachers of private schools have a mean of 56.47 and a standard deviation of 14.14. On calculating the t-values for the significant difference in their mean scores, the t-value is 0.01. 5.62 was obtained which is more than the table value of 2.576 at 0.01 level on degrees of freedom 198. Hence, it is significant at 0.01 level of significance. Hence, the null hypothesis **“There is no significant difference in the teaching style of teachers of government and private schools at secondary level”** is rejected. The mean of teaching style of teachers of private schools at secondary level is 56.47 which are more than the value of teaching style of teachers of government schools i.e. 44.32.

So, as a conclusion, it can be said that the value of the mean score of the teaching style of teachers of private schools at secondary level was found to be more than the value of the mean score of the teaching style of teachers of government schools. That is, a significant difference was found in the mean score of the teaching style of teachers of government and private schools at secondary level.

Research findings

1. The mean score of teaching style of female teachers of secondary level government schools was found to be higher than the mean score of teaching style of male teachers. That is, the mean score of teaching style of female teachers of secondary level government schools was higher than the mean score of teaching style of male teachers.
2. The mean score of teaching style of female teachers of private schools of secondary level was found to be higher than the mean score of teaching style of male teachers. That is, a significant difference was found between the mean score of teaching style of female teachers and male teachers of private schools of secondary level.
3. The mean score of teaching style of teachers of private schools of secondary level was found to be higher than the mean score of teaching style of teachers of government schools. That is, a significant difference was found between the mean score of teaching style of teachers of government and private schools of secondary level.

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