

TEACHING STYLES AMONG SCHOOL TEACHERS IN CUDDALORE DISTRICT

R. Ayyappan

Ph.D. Research Scholar, Department of Curriculum Planning and Evaluation, Tamilnadu Teacher's Education University, Chennai – 600 09

Dr. V. Balakrishnan

Registrar i/c Professor and Head, Department of Curriculum Planning and Evaluation, Tamilnadu Teacher's Education University, Chennai – 600 097.

ABSTRACT

In the education setting, most of the researchers are wondering if teaching style were distinct and could be measured. Most of the literature identifies learning styles and its inadvertent or direct effect to the teaching-learning process, but not much focus have been given to teaching styles and how teachers perform their functions in the classroom. A study was conducted to investigate teaching styles of school teachers. The study included the categorical variables gender, age, type of family, locality of the school and Nature of the school. Teaching Style scale was prepared and developed by the investigator. Suitable objectives were framed and set the hypotheses to test the objectives. Normative survey method was adopted and total 523 school teachers were selected randomly from the primary, secondary and higher secondary school in Cuddalore District. The collected data was statically analyzed by using 't'-test, 'F'-test and correlation analysis. The findings of this study indicate that the female school teachers are having significantly higher level of teaching styles than their male teachers whereas the joint family school teachers are having significantly higher level of teaching styles than their nuclear family school teachers counterparts.

KEY WORDS: Teaching Styles, School Teachers

INTRODUCTION

Teacher education development focus in the developing the habitual intention to be truth-seeking, open minded, symmetric, emotionally balanced, confident in reasoning and prudent in making judgment. Many adults are constrained in the study efforts by various work, family or social obligations that limit their abilities to be successful in traditional educational settings. Teacher education students are more motivated and self-reliant than traditional (Workman and Stenard, 1996). Teacher education will require a set of skill that is controlling their emotions, making good plan, making judgments, decision making, competencies and problem solving abilities. Teaching is one of the familiar and complex endeavours and top-notch and requisite job in our society. Teachers have to tackle any kind situations and problems in their teaching field. Teaching is the reputed profession, because they should develop and updated knowledge of their future generation has to teach. Nowadays teachers should have the ability to ready to do teach any subjects, according to their knowledge vice versa. Teacher is the concept mirror for the students, that's why they learned

everything in easy manner and consequently. In our day-to-day life teachers will use for the technology for teaching and learning.

REVIEW OF RELATED LITERATURE

Syrmpas et al. (2019) revealed that the pre-service teachers to believe that the reproduction teaching styles promote effective learning, class control, students' safety and discipline. Research analysis also revealed the participants to believe that the production teaching styles effectively promote students' learning, critical thinking, responsibility, motivation, autonomy and discipline.

Wilkinson et al. (2019) found that there was female candidate's preferred reproductive style at a significantly higher rate than male candidates did and male candidates preferred productive styles at a significantly higher rate than female candidates did.

TITLE OF THE PROBLEM

The problem entitled as “**TEACHING STYLES AMONG SCHOOL TEACHERS IN CUDDALORE DISTRICT**”.

OPERATIONAL DIFITION

TEACHING STYLES

A teaching style is “a mode of expression in which the teacher achieves the balance between developing a guiding vision that informs our teaching and responding flexibility to different content”.

SCHOOL TEACHER

School Teacher refers, those Teachers are teaching in Primary level, Secondary level and Higher secondary level.

OBJECTIVE OF THE STUDY

- To find out if there is any significant difference between male and female school teachers in their level of Teaching Styles.
- To find out if there is any significant difference in teaching styles among the school teachers age below 30 years, 30 – 40 years and above 40 years.
- To find out if there is any significant difference between nuclear and joint families Teachers in their level of Teaching Styles.
- To find out if there is any significant difference between rural and urban school teachers in their level of Teaching Styles.
- To find out if there is any significant difference among Boy's, Girl's and Co – education school teachers in their level of Teaching Styles.

HYPOTHESES OF THE STUDY

- There is no significant difference between male and female school teachers in their level of Teaching Styles.

Teaching Styles Among School Teachers in Cuddalore District

- There is no significant difference in teaching styles among the school teachers age below 30 years, 30 – 40 years and above 40 years.
- There is no significant difference between nuclear and joint families' teachers in their level of Teaching Styles.
- There is no significant difference between rural and urban school teachers in their level of Teaching Styles.
- There is no significant difference among Boy's, Girl's and Co – education school teachers in their level of Teaching Styles.

RESEARCH METHOD OF THE STUDY

Normative survey method was adopted in the present study. The geographical area covered is Cuddalore district in Tamil Nadu. After selecting the title of the study, the sample, tools, variables and statistical technique were finalized for this study. The population of the present study includes school teachers teaching in primary level, secondary level and higher secondary level. Stratified random sampling technique was used for the selection of 523 school teachers in Cuddalore district. Teaching styles scale was developed by the researcher. The collected data was statically analysed by using 't' test , 'F'-test and Correlation analysis.

TESTING THE HYPOTHESES

Hypotheses - 1

There is no significant difference between male and female school teachers in their Teaching Styles.

TABLE - 1

SIGNIFICANCE OF DIFFERENCE BETWEEN MALE AND FEMALE SCHOOL TEACHERS IN THEIR MEAN SCORE OF TEACHING STYLES

Variable	Gender				t value	p value
	Male (241)		Female (282)			
	Mean	SD	Mean	SD		
Expert	17.48	8.08	19.19	9.62	2.21	<0.01**
Formal Authority	17.02	8.19	18.72	8.10	2.37	<0.01**
Demonstration	23.45	10.63	19.25	10.70	4.48	<0.01**
Facilitator	18.58	8.82	16.39	8.45	2.88	<0.01**
Delegator	23.98	12.63	27.46	14.09	2.97	<0.01**
Total	100.63	22.35	106.56	21.96	3.04	<0.01**

Since p value is less than 0.01, null hypothesis is rejected at 1% level with regard to variables of expert, formal authority, demonstration, facilitator and delegator in the overall teaching styles. Hence, there is a significance difference between male and female school teachers with regard to variables of expert, formal authority, demonstration, facilitator and delegator in the overall teaching styles. The result reveals that the female school teachers are having significantly higher level of teaching styles than their male counterparts.

Hypotheses – 2

There is no significant difference in teaching styles among the school teachers age below 30 years, 30 – 40 years and above 40 years.

TABLE - 2**ANOVA FOR THE TEACHING STYLES OF SCHOOL TEACHERS WITH RESPECT TO AGE**

Dimensions	Sources of variation	Sum of Squares	df	Mean Square value	Calculated 'F' value	Significant At 0.01 level
Expert	Between	740.300	2	370.20	4.583	0.01
	Within	41994.879	520	80.75		
Formal Authority	Between	450.601	2	225.30	3.398	0.03
	Within	34472.699	520	66.29		
Demonstration	Between	630.607	2	315.31	3.587	0.02
	Within	59379.512	520	87.90		
Facilitator	Between	403.806	2	201.90	2.719	0.06
	Within	38611.820	520	74.25		
Delegator	Between	725.903	2	362.90	3.273	0.03
	Within	94029.584	520	110.88		
Over all Teaching Styles	Between	2306.633	2	1153.3	3.988	0.01
	Within	254371.157	520	289.17		

Since p value is less than 0.01, null hypothesis is rejected at 1% level with regard to teaching styles. Hence, there is a significance difference among the teachers age in below 30 years, 30 – 40 years and above 40 years with regard to teaching styles. In the present study above 40 years age teachers tend to perform significantly better than the below 30 years and 30 – 40 years school teachers in teaching styles.

Hypotheses – 3

There is no significant difference between nuclear and joint family school teachers in their Teaching Styles.

TABLE – 3

SIGNIFICANT DIFFERENCE BETWEEN NUCLEAR AND JOINT FAMILY SCHOOL TEACHERS IN THEIR MEAN SCORE OF TEACHING STYLES

Variable	Type of family				t value	p value
	Nuclear Family (337)		Joint Family (186)			
	Mean	SD	Mean	SD		
Expert	21.93	8.90	18.85	9.13	3.72	<0.01**
Formal Authority	17.18	8.25	21.04	7.95	5.23	<0.01**
Demonstration	19.61	10.98	22.34	10.12	2.86	<0.01**
Facilitator	23.67	8.75	17.28	8.46	7.77	<0.01**
Delegator	28.09	13.28	24.56	13.67	2.85	<0.01**
Total	100.78	22.18	107.45	22.09	3.26	<0.01**

Since p value is less than 0.01, null hypothesis is rejected at 1% level with regard to variables of expert, formal authority, demonstration, facilitator, delegator and in the overall teaching styles. Hence, there is a significance difference between nuclear and joint family school teachers with regard to variables of expert, formal authority, demonstration, facilitator, delegator and in the overall teaching styles. The result reveals that the joint family school teachers are having significantly higher level of teaching styles than their nuclear family school teachers counterparts.

Hypotheses – 4

There is no significant difference between rural and urban school teachers in their Teaching Styles.

TABLE – 4

SIGNIFICANT DIFFERENCE BETWEEN RURAL AND URBAN SCHOOL TEACHERS IN THEIR MEAN SCORE OF TEACHING STYLES

Variable	Locality of the school				t value	p value
	Rural (279)		Urban (244)			
	Mean	SD	Mean	SD		
Expert	21.56	8.974	18.67	9.004	3.66	<0.01**
Formal Authority	15.78	7.623	17.73	8.680	2.71	<0.01**
Demonstration	21.45	11.196	18.99	10.025	2.65	<0.01**
Facilitator	19.03	8.732	16.6	8.542	3.21	<0.01**
Delegator	29.46	13.493	26.15	13.244	2.82	<0.01**
Total	101.5	21.905	107.45	22.297	3.06	<0.01**

Since p value is less than 0.01, null hypothesis is rejected at 1% level with regard to variables of expert, formal authority, demonstration, facilitator and delegator in the overall teaching styles.

Hence, there is a significance difference between rural and urban school teachers with regard to variables of expert, formal authority, demonstration, facilitator and delegator in the overall teaching styles. The result reveals that the urban school teachers are having significantly higher level of teaching styles than their rural school teachers counterparts.

Hypotheses – 5

There is no significant difference among Boy's, Girl's and Co – education school teachers in their Teaching Styles.

TABLE - 5

ANOVA FOR THE TEACHING STYLES OF SCHOOL TEACHERS WITH RESPECT TO NATURE OF THE SCHOOL

Dimensions	Sources	Sum of Squares	Df	Mean Square	F	Sig.
Expert	Between	239.81	2	119.90	1.48	0.22
	Within	41881.86	520	80.54		
Formal Authority	Between	17.94	2	8.97	0.13	0.87
	Within	34558.65	520	66.45		
Demonstration	Between	69.34	2	34.67	0.30	0.73
	Within	59440.77	520	114.30		
Facilitator	Between	4.37	2	2.18	0.02	0.97
	Within	39011.24	520	75.02		
Delegator	Between	73.67	2	36.83	0.20	0.81
	Within	94061.63	520	180.88		
Over all Teaching Styles	Between	298.28	2	149.14	0.30	0.73
	Within	255379.50	520	491.11		

There is no significant difference among the school teachers belong to different nature of the schools with regard to variables of expert, formal authority, demonstration, facilitator, delegator and in the overall teaching styles. Since p value is greater than the 0.05. Hence, the null hypothesis is accepted with regard to variables of expert, formal authority, demonstration, facilitator, delegator and in the overall teaching styles.

MAJOR FINDING OF THE STUDY

- There is a significance difference between male and female school teachers with regard to teaching styles. Specifically, the result reveals that the female school teachers are having significantly higher level of teaching styles than their male counterparts.
- There is a significance difference among the teachers age in below 30 years, 30 – 40 years and above 40 years with regard to teaching styles. Specifically, the present study above 40 years age

Teaching Styles Among School Teachers in Cuddalore District

teachers tend to perform significantly better than the below 30 years and 30 – 40 years school teachers in teaching styles.

- There is a significance difference between nuclear and joint family school teachers with regard to teaching styles. Specifically, the result reveals that the joint family school teachers are having significantly higher level of teaching styles than their nuclear family school teachers counterparts.
- There is a significance difference between rural and urban school teachers with regard to teaching styles. Specifically, the result reveals that the urban school teachers are having significantly higher level of teaching styles than their rural school teachers counterparts.
- There is no significant difference among the school teachers belong to different nature of the schools with regard to teaching styles.

CONCLUSION

The learning process has changed and teachers are being challenged to change as well as be left behind. This change must involve new and creative approaches to everyday classroom instruction. The study of teaching styles preferred by the teachers can help in assisting the teachers to improve the quality of teaching to a better one. This is because, teaching styles, which corresponds to the students' needs would enhance their level of achievement. In this regard, the differences of teachers' interest in teaching styles indicate the female school teachers are having significantly higher level of teaching styles than their male teachers whereas the joint family school teachers are having significantly higher level of teaching styles than their nuclear family school teacher's counterparts. Therefore, effective teaching styles will not only increase the level of students' achievement, but also to gain their interest to keep learning and motivated in exploring knowledge with much enthusiasm.

REFERENCE

1. Wilkinson & William, F. (2019). PETE Teacher Candidates' Preferred Teaching Styles, *Iranian Journal of Language Teaching Research*, 76(5), 1247-1265.
2. Syrmipas, P. & Ioannis, C. (2019). Greek Pre-service Physical Education Teachers' Mental Models of Production and Reproduction Teaching Styles, *European Physical Education Review*, 25(2), 544-564.
3. Workman, T. (1996). Enhancing Teaching Effectiveness and Student Learning Outcomes. *The Journal of Effective Teaching*, 15(1), 20-33.
4. Darman Manda, G. (2016). The effect of school supervisors competence and school principals competence on work motivation and performance of Junior High School teachers in Maros Regency, Indonesia. *International Journal Of Environmental & Science Education*, 11(15), 7309-7317.
5. Baroody & Alison, E. (2017) Exploring the Contribution of Classroom Formats on Teaching Effectiveness and Achievement in Upper Elementary Classrooms. *School Effectiveness and School Improvement*, 28(2), 314-335.