

# TEACHING STYLE OF THE HIGHER SECONDARY TEACHERS

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**Abstract:** Teaching style has been a popular concept for many years. Teaching style refers to the distinct qualities displayed by a teacher that are persistent from situation to situation regardless of the content. This study was conducted to study the teaching style of the higher secondary teachers in Thiruvannamalai District. Random sampling technique has been used in the selection of the sample of 300 higher secondary teachers working in the higher secondary schools situated in Tiruvannamalai District of Tamilnadu, India. The Teaching Style Assessment Scale (TSAS) constructed and validated by Fumiko Yoshida et.al., (2014) has been used and the findings of the investigation reveals that the majority of the higher secondary teacher shows teacher centered mode in respect of their teaching style. Moreover, the medium of instruction of the higher secondary teachers show a significant difference in teaching style whereas their sex, school locality and residential area do not show significant difference in teaching style.

**Keywords:** Teaching style, Higher secondary teachers.

## INTRODUCTION

The notion of style can be perceived as a person's preferred way of using one's ability and its one of the contributing factor of the nature of differences between individuals in terms of ways in thinking, learning, teaching as well as carrying out duties or tasks. The concept of style is always being associated and linked with the nature of individuality and is used to describe an individual quality, form, activity or behavior sustained over time. The idea of style could exist in all areas and domains in the field of education.

Teaching is a complex process which requires proper teaching methodologies, in order to inculcate knowledge in the minds of the students and to transfer knowledge to next generation. Secondary education is a turning state therefore; effective teaching methodology is to be adopted according to the needs of the students so that proper guidance can be given. Teaching is both an art and a science. Able teachers always find ways and means to improve their teaching techniques. With the change in time the teachers are asked to employ newer methods for teaching their pupils more effectively so that they must be able to cope with the demand of the age. The latest techniques of teaching are a need of hour.

The central purpose of teaching is to help students develop and extend concepts in subjects they can use, to understand the world they live in, to solve problems and to communicate what they now know. The challenge of effective "teaching" is to help students achieve genuine and sophisticated understanding, which helps them function effectively and independently in an increasingly complex world. There are several teaching methods which are used to teach. However, majority of the teachers use lecture method to teach the subjects. Teachers argue that when curriculum is broad and working environment will not be conducive.

## LITERATURE REVIEW:

Aydin et al. (2010) did a study on pre-service teachers and identified some factors that affect teaching methods namely their mentors, the topic taught, pedagogical knowledge, students' demands, personal characteristic, time, subject matter knowledge, material available, classroom management, own experience and courses taken.

Bahar and Tangac (2009) found that teaching approaches is related to concepts associations in students' minds. Through an awareness of their preferred teaching styles, teacher will be able to reflect and gain better insight into themselves and their teaching styles could be modified, revised or complemented to improve their interaction with students.

Evans et al., (2008) predicted that researchers in this field had work independently and develop their own set of indicators for identifying the different types of teaching styles and had led to the various dimensions in measuring teaching styles.

## METHODOLOGY

Normative survey method has been used to study the objectives of the present study which are as follows:

1. To study the teaching style of the higher secondary teachers.
2. To study if there is any significant difference in teaching style between the male and female higher secondary teachers.

3. To study if there is any significant difference in teaching style between the higher secondary teachers working in the school located in the urban area and in the rural area.
4. To study if there is any significant difference in teaching style between the higher secondary teachers residing in the urban area and in the rural area.
5. To study if there is any significant difference in teaching style between the higher secondary teachers where medium of instruction was in the English medium and in the Tamil medium.

Random sampling technique has been used in the selection of the sample of as many as 300 higher secondary teachers working in Tiruvannamalai district of Tamilnadu, India.

The Teaching Style Assessment Scale (TSAS) constructed and validated by Fumiko Yoshida, et.al., (2014) has been used in this study. This is a six point scale, which consists of 30 statements. TSAS is a 30-item summated rating scale. The 6-point scale bears the response with the arbitrary weights which is follows: 0–Never, 1–Almost Never, 2–Seldom, 3–Often, 4–Almost Always, and 5–Always.

The first step in scoring TSAS is to score the negative items. Items number 4, 6, 10, 13, 20, and 21 are negative items. For these negative items, the following values are assigned: Always=0, Almost Always=1, Often=2, Seldom=3, Almost Never=4, and Never=5.

After the negative items are scored, the total score is obtained by summing the values of the responses to all 30 items. Scores above the mean of 81 indicate a tendency toward the learner-centered mode while scores below 81 imply support of the teacher-centered mode.

The investigator found the reliability of the scale by split half technique as 0.93 and teaching style intrinsic validity was found to be 0.87. Thus the teaching style assessment scale has validity and reliability.

#### STATISTICAL TECHNIQUES EMPLOYED:

The mean and standard deviation for the entire sample and its sub-samples were computed for teaching style scores. The test of significance ('t' test) was used in order to find out the significance of the difference between the means of the teaching style score. SPSS 11.5 was used to compute the teaching style scores and the results were furnished in the Table1.

**TABLE 1**  
**THE MEAN, SD AND 't' VALUE OF THE SUB SAMPLES OF THE TEACHING STYLE SCORES**

S.NO	Samples	Sub-Samples	N	MEAN	SD	't' Value	Significant at 0.05 Level
1	Entire sample		300	55.90	13.41	-	
2	Sex	Male teachers	181	56.67	12.95	1.21	Not Significant
		Female teachers	119	54.72	14.06		
3	School locality	Rural area	169	56.03	13.16	0.19	Not Significant
		Urban area	131	55.72	13.78		
4	Residence	Rural area	122	57.27	13.11	1.48	Not Significant
		Urban area	178	54.95	13.57		
5	Medium of instruction	Tamil medium	230	57.03	13.48	2.78	Significant
		English medium	70	52.17	12.57		

#### FINDINGS OF THE STUDY

The following are the important findings obtained from this investigation:

1. Majority of the higher secondary teachers show teacher centered mode in respect of their teaching style.
2. There is no significant difference in teaching style between the male and female higher secondary teachers.
3. There is no significant difference in teaching style between the higher secondary teachers working in the schools located in the urban areas and in the rural areas.
4. There is no significant difference in teaching style between the higher secondary teachers residing in the urban areas and in the rural areas.
5. There is a significant difference in teaching style between the higher secondary teachers whose medium of instruction was in the English medium and in the Tamil medium.

#### CONCLUSION

This study has revealed that majority of the higher secondary teachers show teacher centered mode in respect of their teaching style. Through an awareness of their preferred teaching styles, teacher will be able reflect and gain better insight into themselves.

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