

STUDY OF TEACHING STYLES OF SECONDARY TEACHERS IN RELATION TO THEIR GENDER

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Abstract

The present study was undertaken to find out the differences between the two groups of men and women secondary teachers on different dimensions of teaching styles. A sample of 403 secondary teachers was taken from 21 schools of District Shimla, Himachal Pradesh on the basis of random method. The data were collected with the help of Teaching Style Inventory for Secondary School Teachers developed and standardized by Singh and Singh (2007). The results of the study indicate that out of the five most preferred teaching styles only on the Formal Authority Teaching style the two groups of men and women teachers differ significantly. Rest on all the four Teaching Styles i.e. Expert, Personal Model, Facilitator and Delegator, the men and women teachers are alike. Hence, they equally contribute to enhance the learning of the young students in the class room with their stylistic teaching.

Key Words: *Expert, Formal Authority, Personal Model, Facilitator and Delegator.*

Introduction

Taner & Lindgren (1971) are of the opinion that the teacher is the most powerful person in the classroom. His power is such that even when he does nothing, he does something to the class. He even has an effect on the minds of young students with his unique teaching style which has enormous influence on cognitive and non-cognitive behavior of the students.

Teaching styles are the tools to enhance students' abilities to achieve learning objectives and let students learn easily and effectively. Teaching style is a unique way of teaching. Every teacher teaches the students in a characteristic way. Teaching style is a way a teacher prefers to approach the teaching task. Varieties of styles blend together in the classroom, create the learning environment inside the class and make the students active and alert. Attempts have been made to define the term teaching styles by the different authors. Schultz (1982) pointed out that the construct of teaching style has been very crucial in relation to students' performance. He further highlighted the fact that the teachers exhibiting different teaching styles attempt to create class room socio-psychological climate in consonant with their styles. Eble (1983) holds that it is a characteristic way a teacher goes about his work. Butler (1984) conceived teaching style as a set of attitudes and actions. Gregorc (1987) opined that different teachers bring their uniqueness to the way they teach, we call this teaching style. Grasha (1994) holds that teaching styles affect how teachers present information, interact with students, manage classroom tasks, supervise course work, and socialize students to the field and also mentor students. Indeed, teaching styles affect learning styles of students as well as what transpires in the classroom. Singh (2000) Concluded that Teaching Styles are the unique characteristics of a teacher that have an indelible influence on the minds of the young students and create good learning atmosphere inside the classroom as the students watch very carefully their teacher and his/her stylistic teaching. Genc & Ogan-Bekiroglu, 2004 pointed out that teaching style refer to educators' behaviors when they teach inside the classroom. Malhotra (2008) also declared that the teaching styles of a teacher definitely affect the classroom transaction inside the class by arousing the curiosity of the learner with his unique characteristics of stylistic teaching.

Review of related literature reveals that teaching styles have been studied in relation to number of background factors such as educational philosophy, qualification, formal training, ethnicity, teaching experience, level taught, level of courses, disciplines, teaching competency, teaching effectiveness, self-efficacy and age and rank. However, a few studies have been conducted on teaching styles with reference to personality factors. The present study is an attempt to investigate the teaching styles of men and women secondary teachers which provides new and meaningful information pertaining to stylistic teaching in the classroom to enhance the learning and motivate the young students. Therefore, this study has great significance to enter in this neglected area.

Objectives

- 1 To find out the difference between the two groups of men and women secondary teachers on Expert teaching style.
- 2 To compare the Formal Authority teaching style of men and women secondary teachers.
- 3 To compare the men and women secondary teachers on Personal Model teaching style.
- 4 To find out the difference in using the Facilitator teaching style by men and women secondary teachers.
- 5 To find out the difference between the two groups of men and women secondary teachers on Delegator teaching style.

Hypotheses

1. There will be no significant difference between the two groups of men and women secondary teachers on Expert teaching style.
2. There will be no significant difference on Formal Authority teaching style between the two groups of men and women secondary teachers.
3. There will be no significant difference between the two groups of men and women secondary teachers on Personal Model teaching style.
4. There will be no significant difference on the Facilitator teaching style between the two groups of men and women secondary teachers.
5. There will be no significant difference between the two groups of men and women secondary teachers on Delegator teaching style.

Method and Procedure

The study was conducted through the descriptive survey method of research.

Sample

A sample of 403 (137 men and 266 women) secondary teachers was randomly taken from 21 schools of District Shimla in Himachal Pradesh.

Variables

Gender is the independent variable, the effect of which is studied on criterion variables i.e. five teaching styles viz. Expert, Formal Authority, Personal Model, Facilitator and Delegator.

Tool Used

Teaching Style Inventory developed and standardized by Singh and Singh (2007) for Secondary Teachers.

Data Collection

The data were collected by administering above mentioned tool on individual teacher. On completion of the data scoring was done with the help of standardized scoring key developed by the authors of the tool.

Statistical Technique

The obtained data were analyzed by implementation of 't'- test.

Results

In order to find out significance of mean differences in teaching styles of men and women secondary teachers, the 't' values were computed. Table 1 presents the obtained results below:

TABLE: 1
Means, Standard Deviations and 't' – Values for the two groups of Men and Women Secondary Teachers in respect of five Teaching Styles.

Sr.No.	Teaching style	Group	N	Mean	SD	't'-value
1	Expert	Men	137	59.2044	4.97662	.658NS
		Women	266	58.8496	5.40509	
2	Formal Authority	Men	137	51.9197	5.54667	2.092*
		Women	266	50.6805	5.80040	
3	Personal Model	Men	137	55.8540	6.30539	1.031NS
		Women	266	56.5489	6.59899	
4	Facilitator	Men	137	56.5693	5.56221	1.697NS
		Women	266	55.5338	6.24294	
5	Delegator	Men	137	56.9416	5.78254	.746NS
		Women	266	56.4699	6.42879	

*Significant at 0.05 level, NS = Not Significant at 0.05 level

It is evident from Table 1 that 't' –values comparing mean scores of the two groups of men and women secondary teachers on Formal Authority teaching style came out to be significant at 0.05 level of significance for df 401. It means that men and women teachers differ significantly from each other with regard to Formal Authority teaching style. This finding gets support from the study of Eagly and Johnson (1990) who found that women in authority

positions are more likely to downplay their expertise and authority and are more likely to be democratic.

The difference in the mean score of this teaching style of men and women secondary teachers was true; a 95 percent confidence could be placed in the obtained findings. Further the mean difference on this teaching style is in favor of men group, as the mean of this teaching style was found to be greater than the mean of the opposite group. From this it may be inferred that men secondary teachers in the school tend to use Formal Authority teaching style more than their counterpart women secondary teachers. Hence, the research hypothesis at serial No. 2, stated, “There will be no significant difference on Formal Authority teaching style between the two groups of men and women secondary teachers” was rejected.

Further, Table 1 shows that ‘t’ – values comparing mean scores of the groups of men and women secondary teachers on Expert, Personal Model, Facilitator and Delegator teaching styles did not reach to the level of significance. It means that men and women secondary teachers do not differ significantly from each other with regard to the teaching styles. Both men and women secondary teachers in the school tend to use Expert, Personal Model, Facilitator and Delegator teaching styles equally. Hence, the research hypotheses at serial No. 1 and serial Nos. 3 to 5 stated as above are accepted.

Graphical Representation of Means for Men and Women Secondary Teachers in Respect of Five Teaching Styles.

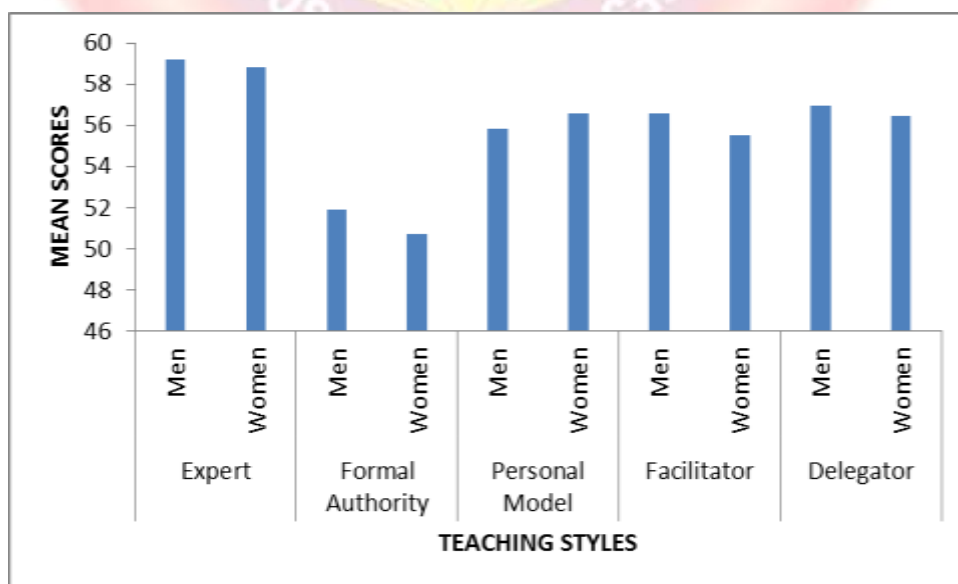


FIGURE: 1

Discussion of Results

The findings of the study reveal that men secondary teachers tend to use Formal Authority teaching style more than women secondary teachers. It means that in the schools men teachers possess more status among students and feel concerned with providing positive and negative feedback. They help in establishing learning goals and rules of conduct for students. The findings also reveal that both the groups of men and women secondary teachers are similar on the rest of the four teaching styles viz. Expert, Personal Model, Facilitator and Delegator. It explains that both the groups of secondary teachers possess knowledge and expertise that students need, believes in teaching by personal examples and oversees, guides and directs by showing how to do things. Further both the groups of men and women teachers believe that the overall goal of teaching is to develop in students the capacity for independent action, initiative and responsibility and the teachers are available at the request of students as a resource person.

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