

## Research Article

**Teaching Style of In - Services Teachers****A.S. Revathi**

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**ABSTRACT**

This research paper is a descriptive study conducted on 300 In-service teachers to find out their teaching Style and the differences in terms of some selected personal variables such as Gender, Location of School and Marital Status. The sample was selected randomly from different schools located in rural and urban areas of Chennai District and Vellore District of Tamil Nadu State. The 't-test' results revealed the existence of no significant difference in the Teaching Style with respect to the personal variables.

**Keywords:** Teaching style, in-service teachers, instructional methods, pedagogy, teacher effectiveness

**INTRODUCTION**

The Education Commission (1964 -66) begins its report with the sentence "The destiny of India is now being shaped in her classroom". So the primary task of the teacher is concerned with 'man making' namely making of the Indians of tomorrow.

The leaders of the freedom struggle well before India's Independence recognized the significance of education as an instrument of national development. Mahatma Gandhi visualized education as a basic tool for the development of consciousness and reconstruction of society. He laid emphasis on the all-round development of the child by drawing out the best in child and man - body, mind and soul. This approach includes development of a national outlook, use of environment as a source of knowledge, understanding, integration of three H's- Head, Heart and Hand.

This century is expected to be the century for 'liberation of human mind' and is expecting great advances in science and Technology resulting in a new approach to life and quality of life. The term 'Learning has to focus on techniques conducive to' learning to learn'.

The challenge before the society is to continue to redefine the role of teachers parents and planners of the educational system.

The greatest problem facing the world today is the deterioration of human values and practices. The child of today does not know the difference between right and wrong or good and bad. The youth of today do not know how to live together and how to cater to the needs of others in society. With the advent of nuclear families. the relationships between and among elders and the young generation, parents and children, teachers and students etc. have been diminished which led to the development of negative relationship unhealthy and unsystematic relations and practices. The problem of adjustment is considered as the most important barrier to human development and strengthening of human relationships. Hence in order to create a human society and to inject the good values and virtues in children, the teachers and parents should strive hard.

### **Objectives of the present investigation**

To examine the difference in the Teaching Style of In service teachers owing to the differences in Gender, Location of School and Marital Status.

### **Need and Significance of the Present Study**

Education is very important for each which contributes to natural and harmonious development of man's innate power and brings about complete development of individually. We have yet not achieved United Nations Millennium Development Goal of achieving Universal Primary Education in India as to be achieved by 2015.

A good teacher is a conscious, vibrant member of society. He is quite aware of his solemn, sincere duties towards his country. If he keeps himself well informed of, and enriched with adequate knowledge, he can serve his country meticulously well. As such he can justly be held as genuine harbinger of national progress.

The development of a country depends to a great extent on the quality of the teacher education program. A nation is built by citizens who are moulded by the teacher. A success of educational system revolves around the abilities of the teacher. Today teaching profession is advanced innovation in the field of educational technology and psychological principles are substantive in this field. So the present study is important in the field of Education. The school teachers expected to follow objectives based instruction approach with deep knowledge of content having high self-efficacy and teaching aptitude. Hence the study entitled "**Teaching**

### **Style of In-Services Teachers".**

This study is significant because the findings of the study will help the teaching style which will in turn contribute to their teaching skills.

### **Hypotheses**

There is no significant difference in the Teaching Style of In-Service teachers owing to the differences in Gender , Location of school and Marital status.

### **Sample Characteristics and Selection**

The sample for the present study consists of 300 school teachers.

### **Tools Used For the Study**

- Teaching Style tool prepared by the investigator.
- Personal data sheet prepared by the researcher to collect information on personal variables.

### **Statistical Treatment of the Data**

The major functional variable for analysis and interpretation of data includes the variables Gender, Location of School, Marital Status. The following statistical techniques were used for analysis and interpretation of data .Critical ratio were calculated to test the difference in Teaching Style of in-service teachers owing to the differences in Gender, Location of School, Marital Status.

### **Interpretation of data**

The process of interpretation is essentially one of the starting what the results convey. The choice of the statistical techniques of the data analysis was largely determined by the research hypothesis to be tested. The data was analyzed by using SPSS package.

### **Hypothesis wise analysis**

There is no significant difference in the Teaching Style of In-Service teachers owing to the differences in Gender, Location of school, Marital status.

**Table showing the critical ratio of the differences in Teaching Style and Gender,  
Location of school, Marital status.**

Variable	Category	N	Mean	S.D.	Critical Ratio	Df	Significance Level
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<b>Gender</b>	Male	150	104.30	10.677	0.630	298	0.299
	Female	150	105.02	10.622			
<b>Location of School</b>	Urban	150	103.86	11.019	0.495	298	0.079
	Rural	150	106.02	10.194			
<b>Marital Status</b>	Marred	168	104.78	11.178	0.103	298	0.769
	Unmarried	132	105.14	9.981			

### Gender

From the above table the significant value 0.299 is greater than 0.05 which is not significant at 5% level. So, the null hypothesis is accepted. Hence, there is no significant difference in Teaching Style of In-service teachers Owing to Gender.

### Location of school

From the above table the significant value 0.079 is greater than 0.05 which is not significant at 5% level. So, the null hypothesis is accepted. Hence, there is no significant difference in Teaching Style of In-service teachers Owing to Location of school.

### Marital Status

From the above table the significant value 0.769 is greater than 0.05 which is not significant at 5% level. So, the null hypothesis is accepted. Hence, there is no significant difference in teaching Style of In-service teachers Owing to Marital Status.

### Discussion of the results

#### Teaching Style and Gender

The computed table ratio led to acceptance of null hypothesis and so there is no significant difference in teaching Style of In-service teachers owing to difference in Gender. This result is in good agreement with the finding of Pying, How Shwu; Rashid, Abdullah Mat (2014).

#### Teaching Style and Location of school

The computed table ratio led to acceptance of null hypothesis and so there is no significant difference in Teaching Style of In-service teachers Owing to difference in Location of school. This result is in good agreement with the finding of Prescott, Julie (2014).

#### Teaching Style and Marital Status

The computed table ratio led to acceptance of null hypothesis and so there is no significant difference in Teaching Style of In-service teachers owing to difference in Marital Status. This result is in good agreement with the finding of Umesh Rao, (2010) and also contradicting with the findings of Damrongpanit, Suntonrapot; Reungtragul, Auyporn (2013).

#### **Major findings of the study.**

- There is no significant difference in Teaching Style of In-service teachers Owing to Gender.
- There was no significant difference in Teaching Style of In-service teachers Owing to Location of school.
- There was no significant difference in teaching Style of In-service teachers Owing to Marital Status.

#### **Educational implications**

In the present study it is found that teachers working in Rural areas have a low Teaching style. Cluster and block level forum need to be created so that teachers meet at least once a month to discuss their problems, share their experiences and advance their development. This forum should also be utilized for acquainting Rural teachers with recent developments in their pedagogic practices.

Workshops should be conducted to introduce new techniques and innovative thoughts to approach students and others, which would enhance the efficacy of teachers.

#### **Ways to Enhance Teaching Style**

1. In modern era of 21st Century Students outcomes have been supported by various systems such as skill required in the New context, global competence, Global awareness, self-direction, global co-operation information, literacy, Critical thinking and problem reflecting thinking.
2. In ancient days Gurukula method of Teaching was followed, where in which Autocratic mode of teaching was followed Whereas in 21st century, multicultural class room been adopted. It is not only about the performance it is about the children, and all about their learning. So a teacher must cater to the clutter free class room of learning style. Clutter free refers to grab attention of the students by focusing on the strength of the students.
3. By using various aids like Digital smart class, Usage of Digital class rooms, Smart class, teachers can pull out the optimum output from the students.

4. Improve the classroom conversation, teachers can use the responsive classroom conversation methodology.

### Conclusion

The purpose of the present investigation was to study on "Teaching style of In- Service teachers", and this study is sure to find some usefulness in the field of education and findings of the study can serve as a database for further research.

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