

A Study of Teaching Style and Teaching Strategies of Social Studies Teachers at Secondary Level

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Abstract

Education does not take place in vacuum rather it is located in a social space. The society to which education is imparted has a history, structures, institutions, people, classes and values. Education involves a learning process. A high school is the basic unit of big hierarchy of educational administration. Today as never before, India needs educational institutions not only to guard its past but also to advance its future. "The destiny of India is now being shaped in the class-rooms," this is the assessment of situation by the first ever comprehensive commission (1964-66) on Indian education.

Meaning and concept of Teaching Styles

Teaching style can be broadly defined as a set of context driven decisions about teaching which includes the process and activities of bringing about desired changes in the learners.

Teaching style refers to a set of teaching tactics. It is important to recognize that there is no one style of effective teaching that applies to all teachers in all teaching situations.

Teaching style is the style of interaction between the teachers operational style and of the student since every class or group of students of many cognitive style and there is a limit to the extent that the teachers behavior or teacher characteristics is bound to yield different kinds of outcomes for different students characteristics, course content and other aspect of local and cultural situations.

Teaching style is the style of interaction between the teacher's operational style and of the student since every class or group of students of many cognitive style there is a limit to the extent that the teacher can deal with each child on his own terms, especially that catering to a narrow idiosyncratic style of learning can serve to freeze the latter's ability to profit from a variety of educational experiences.

Ryan (1960) identified three basic styles of teacher's classroom behaviors-

1. Friendly, understanding as opposed to aloof, egocentric and restrictive.
2. Responsible, businesslike and systematic as opposed to evading, unplanned and slipshod.
3. Stimulating and imaginative, as opposed to dull and routine.

According to Brown (1998, p.9) teaching style can be categorized into two types;

1. Teacher centered approach

2. Students centered approach

According to Grasha-Ricechmann(1996), there are eight different ways in which teaching styles can be defined which are as follow

1. General patterns of classroom behavior
2. Characteristics associated with a popular instructor
3. Teaching method and styles
4. Behavior common to all college faculties
5. Personality Traits and teaching

Need and significance of the study

The future of India depends on the quality of its education which in turn depends upon the intellectual competence and profession performance of teachers. The fast moving educational scenario demands highly effective and result oriented performance. It is the process through which the teacher prepares the younger generation to internalize knowledge, skills and attitudes, suitable for taking up the responsibilities of promoting social ideas and achieving social goals. Diversity exists in every classroom, and expecting all students to learn in the same way would be mistake. Therefore it is very important to find out the different teaching style being used by teachers in the class to make their teaching effective .It will be worthwhile to know the different teaching style adopted by teacher's during the teaching learning process. Ti would be interesting to find out the teaching styles of the teachers as teacher centric or students centric. The investigator will also like to study the different reaching strategies used by teachers to makele their teaching effective and achieve the objectives of teaching. It will also be the endeavor of the investigator to rate the usefulness and effectiveness of the teaching strategies used by the teachers .The teachers is still the authority figure, but the student's plays an active role in what is learned. The idea is that the teacher will advise and guide the students down a learning path. Assessment involves informal and formal methods- test, group projects, porrfolios and class participation. The teachers continue to assess a student's learning even throughout the lesson. The students are learning the information the teachers is giving and the teacher is learning how best to approach his students.

Objective of the Study

1. To study the teaching styles of social studies teachers at secondary level.

Review of study

Corina Iurea et.al.(2011) study whether there is a significant relationship between the student's dominant learning style and his or her results as well as whether the satisfaction obtained from the usability of the professor's teaching method and strategies for nlectures,seminars or other practical activities determines improved performance in students. It is very difficult for ato adapt his or her teaching styl to the students learning

style, but if he or she succeeds, the academic performance will rise, gradually becoming stable over time.

Nguyen, N. & Godwyl, F. (2010) aimed at identifying the factor that have effect university students decision on choosing their own learning strategies. The sample consisted of (75) female and male students of different nationalities studying at ohio university, Oxford list(1990) for teaching strategies was used in the study .The study result shopped that students use social and beyond strategies in a high level; while effective and memory strategies were used less. The results also showed that there are significant differences in choosing and using teaching strategies due to gender .age and cultural background.

Tool Used

For the study of teaching styles the investigator used the “teaching style survey” as a tool for the collection of data prepared by Garcia-Reichmann. A new questionnaire was specifically prepared for “Teaching strategies based by the social studies teachers.”

Garsha proposed certain learning style groups that consist of varying combinations of teaching strategies, these learning style clusters are:

Dependent/avoidant/participant/competitive (group) a participant /collaborative (Group-2)

Collaborative/participant/independent (Group-3)

Independent/collaborative/participant (Group-4) learning styles.

In order to assign student to the groups, first students mean scores for each group of learning styles were computed. Then, the mean scores were marked as low .moderate, or high ,according to the ranges suggested by Grasha (1996) The set ranges are in Table 1

Table 1. The Ranges for High, Moderate or Low Scores for Each Learning Style

Learning Style Type	Low	Moderate	High
Independent	1.0-2.7	2.8-3.8	3.9-5.0
Avoidant	1.0-1.8	1.9-3.1	3.2-5.0
collaborative	1.0-2.7	2.8-3.4	3.5-5.0
Dependent	1.0-2.9	3.0-1.0	4.1-5.0
competitve	1.0-1.7	1.8-2.8	2.9-5.0
Participant	1.0-3.0	3.1-4.1	4.2-5.0

The group with high mean scores was clustered based on Grasha’s categories. For example, group 3 and group 4 seem similar: but they are different, because, in group3, the collaborative learning style is more dominant than the others. The reliability (Crorihach’s alpha) of this scale was found to be 0.74. Some sample items from the scale are as follows:

- I prefer to work by myself on assignment in my courses (independent).
- I would prefer that teachers that teachers ignore me in class (avoidant).
- I enjoy hearing what other students think about issues raised in class (collaborative).
- I like it whenever teachers clearly state what is required and expected (dependent).
- To do well it is necessary to compete with other students for the teacher's attention (competitive).
- I try to participate as much as I can in all aspects of a course (participant).

Teaching Style Inventory

This inventory was developed by Grasha(1996) . It included 40 items in 7-point liken type scale from strongly agree to strongly disagree. According to this inventory there are five teaching style as expert; formal authorities personal model, facilitator, and delegator:

Sample items from this inventory are as follows:

Fact, concepts, and principal are the most important things that students should acquire (expert).

I provide very clear guidelines for how I want tasks completed in this course (formal authority).

Student might describe me as a “coach who works closely with someone to correct problem in how they think and behave (personal model)

I guide students work on course projects by asking questions. Exploring option and suggesting alternative ways to do things (facilitator).

Activities in this class encourage student to develop their own ideas about content issues (delegator).

Grasha (1996) suggests that the clusters of learning styles are associated with the clusters of teaching styles.

Sample

The researcher selected 100 teachers from Government schools and 99 teachers from private schools.

Data collection

Investigator visited different schools for data collection after selecting the tools, the investigator visited different schools of kathua district. Permission for administration of tools was taken from the heads of the institution concerned. They were also told about the purpose of study. The Time for administration of the tools was fixed students was morally motivated and introduced them with the purpose of the study. They were also informed that their responses should be used for research purpose and the research would

be kept confidential and therefore was administered to all teachers in the study during a class hour.

Data Analysis and Interpretation

According to Francis Rommel (1985),”The analysis and interpretation of data involve the objective material in the possession of the researcher and his subjective reactions and desires to derive from the data the inherent meanings in their relation to the problem. Too avoid making conclusions or interpretation from insufficient or invalid data, the final analysis must be anticipated in detail when plans are being made for collective information. The problem should be analyzed in detail to see what data are necessary in its solution and to be assured that the method used should provide for definite answer. The researcher must determine whether or not the factor chosen for study satisfy all the condition of the problem and if the sources to be used provide the requisite data”

The details of the analysis are presented with relevant explanation.

Analysis of the Different Teaching Styles Used by Social Studies Teachers At The Secondary Level.

Table Categorization of teachers social studies according to different teaching Style (N=199)

Teaching Style of Teachers	No. of Responses	Percentage
Expert	35	17.58
Formal authority	37	18.59
Personal Model	46	23.11
Facilitator	42	21.10
Delegator	39	19.59
Total	199	99.97

From Table 1 following interpretation can be made

- It was found that 35 teachers were categorized as exhibiting “expert teaching style. It means 17.58% of social studies teacher’s at secondary level exhibit a style that corresponds to expert style .Expert style according to Grasha-Riechmann means that the teacher possess knowledge and expertise that students need strives to maintain status as an expert among students by displaying detailed knowledge and by challenging students to enhance their competence, concerned with transmitting information and insuring that students are well prepared. 37 teachers were found to exhibits “Formal authority” teachers style while teaching social studies. It means that 18.59% of social studies teachers were found to exhibit a style that corresponds to formal authority in teaching social studies at secondary level. Formal authority teaching style according to Grasha_Riechmann means that the teachers possess status among students because of knowledge and role as a faculty member, concerned with providing positive and negative

feedback, establishing learning goals expectation and rules of conduct for students, concerned with the correct, acceptable, and standard ways to do things and with providing students with the structure they need to learn.

- It was found that 46 teachers were categorized as exhibiting “personal model as a social studies at secondary level. It means that 23.11% of social studies teachers teaching social studies at secondary exhibit a style that correspond to personal model Personal model according to Grasha-Riechmann believes in teaching by personal example and establishes a prototype for how to think and behave, oversees and then to emulate the instructor’s approach.
- 42 teachers were found to exhibit “facilitator” teaching style while teaching social studies It means that 21.10% of social studies teachers were found to exhibit a style that corresponds to “facilitator style according to Grasha _Riechmann means that the teacher emphasizes the personal nature of teacher of teacher student interaction, guides and directs students by asking question, exploring option, suggesting alternative and encouraging them to develop criteria to make informed choices. Overall goal is to develop in students the capacity for independent action, initiative and responsibility. He works with students on projects in a consultative fashion and tries to provide as much support and encouragement as possible.
- It was found that 39 teachers were categorized as exhibiting “delegator” teaching style in teaching social studies. It means that 19.59% of social studies teachers’ social studies at secondary level exhibit a style that corresponds to a ‘Delegator’. Delegator teaching style according to Grash-riechmann means that the teachers concerned with developing students capacity to function in an autonomous fashion. Students work independently on projects or a part of autonomous teams. The teacher is available at the request of students as a resource person.

The investigator also analyzed the teaching strategies used by social studies teachers teaching at the secondary level. The teaching strategies used by teachers having different teaching style were also analyzed group wise.

Table 3 Teaching strategies used by teachers exhibiting “expert style’

S. No.	Strategies used	No. Of Response	Percentage
1.	Lecture Method	33	94.28
2.	Discussion as a Strategy	33	94.28
3.	Questioning as a Strategy	31	88.57
4.	Evaluation as a Strategy	31	88.57
5.	Feedback as a Strategy	30	85.71
6.	Problem solving as a Strategy	30	85.17
7.	Inquiry as a Strategy	30	85.17
8.	Drill and practice as a	28	80

	Strategy		
9.	Computer assisted instruction as a Strategy	26	74.28
10.	Brain storming as a strategy	25	71.42
11.	Peer learning as a strategy	25	71.42
12.	Programmed learning as strategy	24	68.57
13.	Team teaching learning as strategy	24	68.57
14.	Tutorial learning as strategy	23	65.71
15.	workshop learning as strategy	23	65.71
16.	Lab work learning as strategy	23	65.71
17.	Role playing learning as strategy	23	65.71
18.	Demonstration learning as strategy	22	62.85
19.	Individual projects learning as strategy	21	60
20.	Group projects learning as strategy	21	60

In the table 3 is given the extent of usage of different teaching strategies at secondary level by social studies teachers who have been identified to possess expert style of teaching. The extent of usage of strategies has been given in descending order of usage. The following results can be derived.

A. The most used six strategies by the teachers social studies with expert teaching style at the secondary level are:

1. Lecture Method (94.28%)
2. Discussion as a strategy (94.28%)
3. Questioning as a strategy (88.57%)
4. Evaluation as a strategy (85.57%)
5. Feedback as a strategy (88.57%)
- 6 Problem solving as a strategy (85.71)

(B) The least used six strategies by the social studies teachers with expert teaching style at the secondary level are:

1. Group project as a strategy (60%)
2. Individual project as a strategy (62.85%)
3. Demonstration as a strategy (62.85%)
4. Role playing as a strategy (65.71%)
5. Lab work as a strategy (65.71%)
6. Workshop as a strategy (65.71%)

Thus it can be interpreted that teachers having “expert” style of teaching mostly use lecture, discussion, questioning and evaluation. Feedback and problem solving strategies as the major strategies while teaching. The least used teaching strategies by social studies teachers having expert teaching style were group projects, individual projects, demonstration, role playing, lab work and workshop strategies.

Conclusion to conclude it can be said that 118 (59.28%) teachers out of 199 teacher center style of teaching like that of an expert formal authority and personnel model. Out of 81 (40.695) teachers exhibit the teaching styles of a facilitator and a “delegator” which are primarily student –centric teaching styles. Therefore it can be interpreted that teachers teaching social studies at the secondary level mostly used teacher center approached in teaching which means the overall teaching styles of teachers is teacher centric rather than student centric. It can be said that social studies being a theoretical subject dealing with historical facts, more teachers followed teacher’s centric approach. Important implication of the study can be to introduce practical aspects in teaching of social studies like fieldtrips visit to historical places etc to help the teachers teaching social studies to evolve

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