

## **A Study on Teaching Styles among Secondary School Teachers in Kannur District**

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### **Abstract**

No two teachers will teach in the same way, just as two students learn something in the same way. A teacher's teaching style is based on their educational philosophy, their classroom's demography, what subject area or areas they teach, the school's mission statement etc. Teaching styles refers to the teaching strategies & methods employed. There are different types of teaching styles such as Expert, Formal Authority, Personal Model, Facilitator, Delegator etc. We know that teaching styles have a major role in the learning process. The achievements of students were depended upon the teaching styles also. So we should use correct and appropriate teaching style combinations in our classrooms. In the present study the researcher identified different Teaching styles and their rates among the secondary school teachers in Kannur District. From this study the researcher found out the current status of teaching styles among secondary school teachers. A teacher should adopt most suitable teaching styles according to the learner. By conducting different training programmes we can equip our teachers with most appropriate teaching styles and their combinations to enhance the performances of our students.

**KEYWORDS:** Teaching styles, Expert, Formal Authority, Personal Model, Facilitator, Delegator

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### **Introduction**

Teaching style refers to an instructor's characteristic method of delivering information. Instructors develop a teaching style based on their beliefs about what constitutes good teaching, personal preferences, their abilities, and the norms of the particular discipline. Garsha (1996) defines teaching style as a particular pattern of needs, beliefs, and behaviors that teachers display in the classroom. Some people believe in teacher-centered approach & others believe in learner-centered approach. Definitely teaching styles influences the performances of students. There are different learning styles such as Expert, Formal authority, Personal model, Facilitator & Delegator. Here one question arises, is which teaching style is best? We can't say directly which style is the most effective and which one is the least effective teaching style. But there are many different efficient teaching styles and least effective teaching styles too. In the present study the researcher identified different teaching styles and their rates in different secondary school teachers in Kannur District. By this study we can find out the current pattern and can give training to improve most suitable teaching styles to the teachers and thus we can improve the performances of our students.

## **Teaching Styles**

### **Expert**

In this teaching style the teacher possesses knowledge & expertise that students need. This is a teacher centered approach. Here the teacher considers students are nothing more than empty vessels designed to receive the knowledge being by the teaching. The teacher described in this model is basically they know-everything in the classroom. They are there to guide & direct their students. Here the teacher strives to maintain status as an expert by displaying detailed knowledge and challenging students to enhance their competence. The teacher is concerned with transmitting information and ensures that students are well prepared. But overuse of display of knowledge can be intimidating to inexperienced students.

### **Formal Authority**

This model is teacher centered and frequently entails lengthy lecture sessions or one-way presentation. These kinds of teachers are the sole person of authority & leadership. They have more knowledge than the students & hold a higher status over their students. Here the students are expected to take notes or absorb information. Classroom management is usually based on traditional methods involving teacher- designed rules & expectations. This style is acceptable for certain higher education disciplines & auditorium settings with large group of students. The pure lecture style is most suitable for subjects like history, which necessitate memorization of key facts, dates, names etc. But it is a questionable model for teaching children because there is little or no interaction with the teacher. This method is only better for mature students.

### **Personal Model**

Personal Model believes in “teaching by example” establishes a prototype for how to think and behave. This model oversees and directs by showing how to do things & encouraging students to observe and then emulate the instructor’s approach. This is hands on nature approach in which it offers active participation rather than theory. Here an emphasis on direct observation and following a role model. In this method the teacher leads by example. They show the student how to find information and how to understand it. The idea is that the students will learn by watching & copying what the teacher does exactly as the teacher does it. The students learn from the teacher itself.

### **Facilitator**

Facilitator is otherwise known as activity style. Facilitators promote self-learning and help students to develop critical thinking skills and retain knowledge that leads to self-actualization. This style trains students to ask questions and help to develop skills to find answer & solutions through exploration, it is ideal for teaching science & similar subjects. This model challenges teacher to interact with students and prompt them toward discovery rather than learning facts & testing knowledge through memorization. So it is a bit harder to measure success in tangible terms. A teacher using this model will work under an open classroom model. The idea will be to place a stronger emphasis on the teacher student relationship by joining the student in the learning process. The students’ progress

will be loosely guided, and the teacher will work on encouraging the students to be more independent, more exploratory, & involve more hands –on learning. Using this model, teachers can include less formal teaching strategies like encouraging students to be entrepreneurs.

### **Delegator**

A delegator has the most hands off (not requiring direct control) approach. This idea is to encourage autonomy in the students learning process. The teacher explains what is expected, gives them the resources needed, and spends the rest of the time acting as resource of sorts. They will answer questions & check on progress when needed. The students are actively involved in their own learning process with no real guidance from the teacher. This model is concerned with developing students capacity to function autonomously. Students work independently on projects or as part of autonomous teams. The teacher is available at the request of student as a resource.

### **Objectives of the study**

- To find out the most dominant and least dominant teaching styles among secondary school teachers in Kannur District.
- To find out the most dominant and least dominant teaching styles among secondary school teachers of Government, Aided & Un-aided sectors in Kannur District.

### **Methodology**

The investigator adopted survey method to find out the different teaching styles among secondary school teachers in Kannur District. The researcher is collected data randomly from different secondary schools in Kannur District.

### **Sample of the Study**

The investigator collected data from 100 secondary school teachers of 5 randomly selected 6 schools.

### **Tool**

The investigator used Grasha-Riechmann Teaching Style Survey tool. The tool is a 5 point rating scale with 40 items or statements. The tool comprises both positive and negative statements.

### **Procedure of the study**

The researcher randomly selected Government, Aided & Unaided schools in Kannur District. Then the researcher visited different schools and collected data by using the Teaching style survey. Before collecting data the researcher had given an introduction, purpose and instructions to fill the tool etc.to the secondary school teachers.

### Statistical Techniques

The investigator used Arithmetic Mean for the analysis of the data pertaining to the study.

### Results

	Teaching Style	Arithmetic Mean
<b>Total group</b>	<b>Expert</b>	<b>3.5</b>
	<b>Formal Authority</b>	<b>3.4</b>
	<b>Personal Model</b>	<b>3.9</b>
	<b>Facilitator</b>	<b>4.3</b>
	<b>Delegator</b>	<b>3.9</b>

In total group of 100 samples the values of teaching styles, Expert, Formal authority, Personal model, Facilitator and Delegator are 3.5, 3.4, 3.9, 4.3 & 3.9.

Groups	Teaching Style	Arithmetic Mean
<b>Government School</b>	<b>Expert</b>	<b>3.8</b>
	<b>Formal Authority</b>	<b>3.7</b>
	<b>Personal Model</b>	<b>4.1</b>
	<b>Facilitator</b>	<b>4.3</b>
	<b>Delegator</b>	<b>4</b>
<b>Aided School</b>	<b>Expert</b>	<b>3.4</b>
	<b>Formal Authority</b>	<b>3.3</b>
	<b>Personal Model</b>	<b>3.6</b>
	<b>Facilitator</b>	<b>4</b>
	<b>Delegator</b>	<b>3.7</b>
<b>Un-aided School</b>	<b>Expert</b>	<b>3.4</b>
	<b>Formal Authority</b>	<b>3.2</b>

	<b>Personal Model</b>	<b>4.1</b>
	<b>Facilitator</b>	<b>4.5</b>
	<b>Delegator</b>	<b>4.1</b>

In Government school sector group the values of teaching styles, Expert, Formal authority, Personal model, Facilitator and Delegator are 3.8, 3.7, 4.1, 4.3 & 4. In Aided school sector group the values of teaching styles, Expert, Formal authority, Personal model, Facilitator and Delegator are 3.4, 3.3, 3.6, 4, & 3.7. In Unaided school sector group the values of teaching styles, Expert, Formal authority, Personal model, Facilitator and Delegator are 3.4, 3.2, 4.1, 4.5 & 4.1.

### Findings of the study

- In the total group and other sub groups, such as Government, Aided and Un-aided sectors the most dominating teaching style among secondary school teachers in Kannur district is Facilitator Teaching style.
- In the total group and other sub groups, such as Government, Aided and Un-aided sectors the second dominating teaching styles among secondary school teachers in Kannur district were Delegator & Personal Model Teaching styles.
- In the total group and other sub groups, such as Government, Aided and Un-aided sectors the third dominating teaching styles among secondary school teachers in Kannur district is Expert Teaching style.
- In the total group and other sub groups, such as Government, Aided and Un-aided sectors the least dominating teaching styles among secondary school teachers in Kannur district is Formal Authority Teaching style.

### Conclusion

Each teaching style has its own merits and demerits or roles in teaching learning process. In the present study the dominating teaching style is facilitator teaching style. Today's activity oriented class rooms requires teachers with facilitator teaching style because it promote self-learning, critical thinking and thus we can exploit maximum potentials of students. The second dominant teaching styles are the personal model and delegator. These two teaching styles also have a major role in constructivist class rooms. In the personal model the students learn from the teacher itself. In delegator model the teacher does not provide direct guidance but by the activities given the students think critically, creatively and finally they find out the solutions, or produce the final product. So these three teaching styles have real significance in constructivist class rooms. So we should conduct activities and programmes to promote these teaching styles. Then comes the expert and formal authority teaching style which does not have a major role in the constructivist class rooms. But we can utilize these teaching styles according to the nature

of concept and category of students. We can also use the hybrid or blended teaching style in which we follow an integrated approach to teaching that blends the teacher's personality and interests with student's needs and appropriate methods. Teaching styles have a major role in the academic performances of students. So we should improve the strength or intensity of teaching styles by various activities for effective teaching learning process.

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