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**Dr. Sankar Charan Mohanty**  
Lecturer, Department of  
Education, Upendra Nath  
Degree College, Nalagaja,  
Mayurbhanj, Odisha, India

## Teaching styles of secondary school teachers: A comparison between government and private school teachers

**Dr. Sankar Charan Mohanty**

### Abstract

The investigator examined the teaching styles of government and private secondary school teachers of Odisha. The study was conducted on a sample of 128 teachers from Balasore district. Teaching Styles Questionnaire (TSQ) developed and standardized by the investigator was used for the collection of data. Findings indicated that; the government secondary school teachers of Balasore in particular have distinct styles of teaching. The researcher compared the teaching styles of government and private, rural and urban secondary school teachers. It was found that there exist significant differences in government and private & urban and rural secondary school teachers. Implications for the teachers, administrators, policy-makers, were also reported by suggesting organization of different programs like seminar, webinar, workshop, orientation program etc. at school, college and university level and the provisions like good salary, healthy working conditions, ideal class size, and promotion of the teachers effect on their notable teaching styles.

**Keywords:** Teaching styles, secondary school teachers, private and government school

### Introduction

Throughout the ages and pages of history it is marked that teaching is a part and parcel of education. The teacher is the intellectual father of the students who occupies a significant place in teaching. In everyday life, a teacher is encountered with a large number of students in the class and outside of it; therefore, the teacher should be a person with unique personality who can influence students at every time.

Teachers differ from one another in their learning styles, thinking styles, teaching styles, and personality styles. Knowledge of these styles is most essential for a teacher educator. Heimlich and Norland (2002) [5] stated, each teacher is unique and can use his or her style to be as effective an educator as possible. The importance of teaching styles of a teacher is closely associated with learner's academic achievement. Knowles (1980) [7], reveals "teaching style is a very influential factor in students' learning experiences" and is a critical component in determining the extent of students learning since teachers provide the "vital human connection between the content and the environment and the learners" (Heimlich & Norland, 1994) [4].

Secondary education which is known as one of the important hierarchies of our education system. It prepares students for higher learning and jobs, therefore; the role of the teachers at this stage is paramount. Thus, looking into the importance attached with this stage and the teaching styles of teachers, the present venture is an exercise in this direction. A review of literature related to present study has been organized and summarized as below:

### Research effort in this areas

Ganero-Gallegos et.al. (2022) [3] analyzed the meditation of academic engagement and the satisfaction of basic needs between teaching styles and academic confidence amongst teachers during initial training. A sample of 920 university students in initial training participated. The scales of interpersonal teaching styles, the satisfaction of basic psychological needs, academic engagement, and academic confidence were used.

**Corresponding Author:**  
**Dr. Sankar Charan Mohanty**  
Lecturer, Department of  
Education, Upendra Nath  
Degree College, Nalagaja,  
Mayurbhanj, Odisha, India

The results highlighted the important mediating role played by the satisfaction of basic psychological needs between the autonomous support teaching style and the academic confidence of the trainee teachers. Quyang and Scharber (2017) [8] studied the importance of teaching style over the academic years to ease student cohesion and learning. Findings revealed that during the initial years of academia, there was a greater need for participation and interaction perceived by teachers, evolving into a more passive role of a facilitator. Hughes (2009) [6] conducted a study to examine the relationships between teaching styles perceived by the students and teaching styles adopted by the instructors. A sample of 117 students were participated and divided into two groups (control group and experimental group). Control group was taught by a conventional lecture-based approach Where as for experimental group opportunity like maximum student’s participation in the lesson, freedom to ask questions, sufficient time to learn the concept and real life experiences was provided. The researcher found that a significant difference in student’s perceptions of teaching styles between the two groups. Further, revealed that, students showed positive attitude towards interactive teaching styles than a conventional lecture style. Evans, Harkins and Young (2008) [2] investigated the teaching styles of public-school teachers and explored the relationship between teaching styles and cognitive styles. They found that public school teachers in Canada differed in their teaching styles and there is a correlation between teaching styles and cognitive styles. Chang (2002) [1] explored that a constructivist teaching style affect students’ perceptions toward physics teaching and learning. The investigator investigated the views of students who were instructed with a constructivist approach and a traditional approach. Students placed more emphasis on having the opportunity to actively participate in group discussions and to examine concepts they learned when they were taught through the constructivist approach rather than the traditional approach. The study suggested that the constructivist teaching style fosters greater flexibility in teaching, and brings about students’ use of deep learning strategies (thinking and discussion) and knowledge construction.

**Objectives of the Study**

1. To study the significance of difference between government and private secondary school teachers on their teaching styles.
2. To study the significance of difference between urban and rural secondary school teachers on their teaching styles.

**Hypotheses of the Study**

1. There exists no significant difference between government and private secondary school teachers on their teaching styles.
2. There exists no significant difference between urban and rural secondary school teachers on their teaching styles.

**Methodology**

**Design:** The present research work is descriptive survey in nature. The sample consisted of 128 secondary school

teachers from private and Government and urban and rural schools of Balasore district of Odisha. The total 08 private schools and 08 Government schools were included in this study. The samples were collected through simple random sampling technique.

**Tools**

Teaching Styles Questionnaire (TSQ) developed and standardized by the investigator to collect data pertaining to the problem of the study. It consists of 42 items and the scoring of the questionnaire was done on a 5-point Likert scale i.e., Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) and Strongly Disagree (SD). It was done by awarding 5 scores to Strongly Agree (SA), 4 to Agree (A), 3 to Undecided (U), 2 to Disagree (D), and, 1 to Strongly Disagree (SD). There was no negative item in it. The reliability co-efficient of the total test was 0.89 which was considered highly reliable and for the validity of the test, the face validity, content validity and intrinsic validity was determined and which indicates highly valid. The intrinsic validity of the test was 0.94.

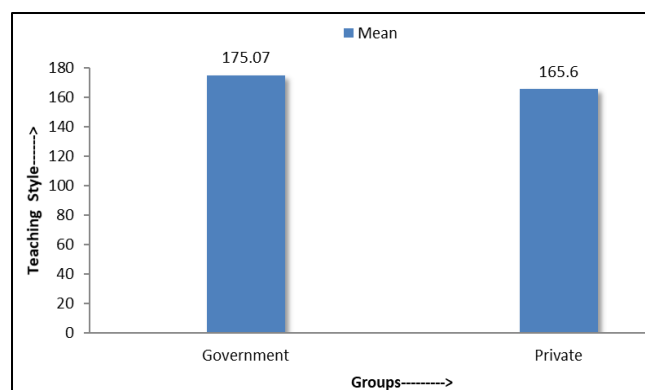
**Analysis and interpretation**

**Table 1:** Significance of difference between the mean scores of government and private secondary school teachers on teaching styles

Groups	N	M	S.D.	t-ratio	Level of significance
Government	64	175.07	12.80	4.04	.01
Private	64	165.60	13.76		

It is revealed from the table that the mean scores of government and private secondary school teachers are 175.07 and 165.60 and their standard deviations are 12.80 and 13.76 respectively. The t-ratio between government and private secondary school teacher is 4.04 which is significant at .01 level of significance. This means that there is significant difference between government and private secondary school teachers on their teaching styles. Thus, the null hypothesis (Hy-1) that ‘there exists no significant difference between government and private secondary school teachers on their teaching styles’ is rejected.

The mean scores of the Govt. and private secondary school teachers on teaching style as depicted in the Table-1 is represented in the Bar Fig.1.



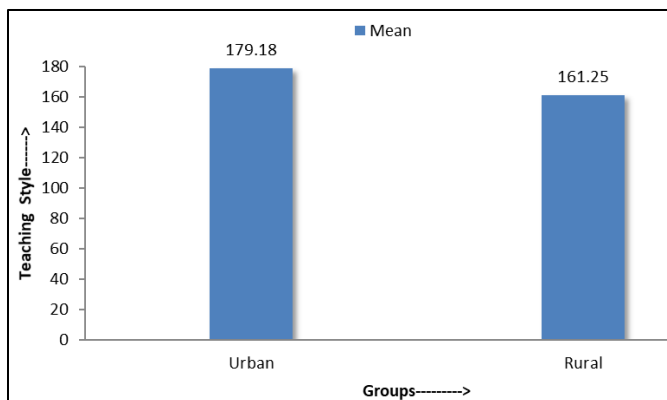
**Fig 1:** Comparative bar graph showing mean scores of Government and Private secondary school teachers on teaching styles

**Table 2:** Significance of difference between the mean scores of urban and rural secondary school teachers on their teaching styles

Groups	N	M	S.D.	t-ratio	Level of significance
Urban	72	179.18	12.27	5.32	.01
Rural	56	161.25	14.61		

It is shown from the Table-2 that the mean scores of urban and rural secondary school teachers on teaching styles are 179.18 and 161.25 and their standard deviations are 12.27 and 14.61 respectively. The t- ratio between urban and rural secondary school teacher is 5.32 which is significant at .01 level of significance. It indicates that there is significant difference between urban and rural secondary school teachers on their teaching styles. Hence, the null hypothesis (Hy-2) that ‘there exists no significant difference between urban and rural secondary school teachers on their teaching styles’ is rejected.

The mean scores of urban and rural secondary school teachers on their teaching styles as depicted in the Table-2 is represented by the bar Fig.-2.



**Fig 2:** Comparative bar graph showing mean scores of urban and rural secondary school teachers on teaching styles

**Conclusion**

The present study has its implications for teachers, parents, administrators and all stakeholders of education. From the findings of the present study it can be concluded that the government secondary school teachers of Balasore in particular have distinct styles of teaching in comparison to their counterparts. Therefore, such types of teaching styles should be promoted at various levels of education. Findings also indicate that urban government secondary school teachers have also remarkable teaching styles than the rural secondary school teachers. Therefore, to develop the teaching styles of rural secondary school teachers in particular and school teachers in general, the organization of different programs like: seminars, symposiums, webinar, workshops, and technological orientation programs on teaching at school, college and university level is need of the hour. Further, healthy working conditions, good salary, job satisfaction, ideal class size and promotion of the teachers effect on their teaching styles. Therefore, due attention must be given to this aspect also.

The present study has also implications from teachers and students point of view. For teacher the knowledge of their own teaching styles not only develops the way of content delivery but it has also meaningful impact on students’ life and success. Therefore, a teacher should teach the way students prefer rather than what teacher thinks so. To sum up, we can say that ‘teaching is not everybody’s cup of tea

and a scholar may not be a good teacher’. In order to gain mastery over the art of teaching one should be passionate enough and committed enough for his/her professional growth.

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