



## A Comparative Study of Teaching Style of Government and Private Senior Secondary School Teachers

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### ABSTRACT

The present paper tried to compare the teaching styles of government and private school teachers. The finding of the study revealed that there exists a significant difference in means scores between private and government senior secondary school teachers on two teaching styles viz. Formal Authority, and Facilitator whereas insignificant differences were found in Expert, Personal Model, and Delegator Style of teaching. It reflected that the private school teachers scored better in the Formal Authority Style of teaching whereas government school teachers scored better in the Facilitator style of teaching. It also indicated that private school teachers encourage and reinforce dependent/participant/competitive set of learning styles. On the other hand, Government school teachers prefer a style in which teachers act as a facilitator. Educational administrators and policymakers should understand the importance of teaching styles and provide training programs for teachers to suggest the best teaching style so that optimum educational outcomes can be achieved. More such studies need to be initiated to arrive at a conclusive decision.

**Keywords:** Teaching Style, Comparative Study, Secondary School Teachers, Government Schools, Private Schools.

### Introduction

The teaching style of a teacher differs as it is the individual choice of a teacher. It is a very important variable that affects the educational outcomes of an institution. Teaching style affects the teacher's effectiveness and in turn, it affects the achievement of the students. There are several educational institutions where the atmosphere is such that teachers are not satisfied. An unhealthy work environment, low salary, work pressure, workload, etc. make teachers discontent and it may certainly affect teaching style and teacher effectiveness. Teaching style needs to be studied in the current scenario where the privatization of school education is a cause of concern. The present study is an effort in this direction and studies and compares the teaching styles of private and government school teachers.

### Review of Related Literature

**Joshi (2022)** studied Teaching Style as Perceived by Senior Secondary School Teachers in Different Types of Schools and reported that Facilitator and Formal Authority type of styles there was a significant difference between government and private school teachers. Whereas in the styles of Expert, Personal Model, and Delegation no significant differences were found between the government and private school teachers. The study further showed that gender-wise, there exists no significant difference in the teaching style of male and female teachers.

**Abbas and Hussain (2018)** compared the teaching style of public and private school teachers and reported that there exists a significant difference between the two groups of teachers in formal authority and personal model styles of teaching. The teachers of public schools scored more in these two styles as compared to their counterparts in private schools. But the study reported no significant difference in teaching styles of expert type, facilitator type, and delegator type of styles.

**Nway and Nwe (2018)** studied teaching styles and personality types of teachers and the findings indicated that the most predominant teaching style was the 'Expert' style and 'Judging' type, participants tended to possess certain knowledge and skills that students need and like order and organization.

**Yadav and Agarwal (2017)** in a research article reported that the thought of style could be characterized as a man's favored method for utilizing one's capacity and its one of the contributing variables to the idea of contrasts between people as far as courses in considering, getting the hang of, instructing and in addition doing obligations or undertakings. The teaching style is ceaselessly connected and associated with the possibility of refinement and is used to portray an individual quality, shape activity or direct oversight after some time.

**Kothari and Pingle (2015)** conducted an empirical study on personality traits and teaching styles of management teachers and reported the findings that significant differences between the different demographic variables and personality traits as well as teaching styles. The study further indicated that out of five personality traits conscientiousness and openness to experience characterize expert teaching style users, whereas users of facilitator teaching style

were portrayed by emotional stability and extraversion and delegators by agreeableness and extraversion traits. None of the personality traits differentiated between the users of formal authority and the personal model teaching styles.

**Larenas (2010)** This is an exploratory non-experimental research study whose main objective is to compare the teaching styles of a group of thirty teachers of English working in either public or private secondary education in Chile. To collect the required data, two instruments were administered to the participants: a teaching style inventory and a personality type index proposed by Grasha. Results indicate that public sector participants show a facilitator teaching style and an extrovert personality type, whereas private sector participants reveal a more authoritative teaching style and an introverted type of personality.

**Razak et al. (2007)** investigated Perceived and Preferred Teaching Styles (Methods) of English for Specific Purposes (ESP) Students. The teaching styles mentioned were based upon Grasha's Model (1996) consisting of the Expert style, Formal Authority style, Personal Model style, Facilitator style, and Delegator style. The study reported that the three most dominant teaching styles of the lecturers perceived by the students were Expert, followed by Personal Model, and then Delegator. It was also found that the students' most preferred teaching style was the Facilitator style while the Formal Authority style was the least preferred. In terms of gender, there was no significant difference in perceptions as well as preferences between the male and female students in any of the mean scores of all teaching styles. The students' perceptions and preferences differed significantly in all teaching styles of Grasha's Model (1996) except for the Expert teaching style. The results demonstrated significantly higher scores in terms of preferences for Formal Authority, Personal Model, Facilitator, and Delegator styles. There was no significant difference between the students' perceptions as well as preferences for the Expert teaching style.

### **Objectives of the Study**

To compare the teaching styles of senior secondary school teachers of different types of schools.

### **Hypotheses of the Study**

There exists no significant difference in the teaching styles of Government and Private Senior secondary school teachers.

### **Delimitation of the Study**

1. The research was delimited to ten Senior Secondary Schools in Delhi.
2. The study was delimited to five Private and five Government Senior Secondary Schools.
3. The study was delimited to 100 teachers.

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## **Methodology of the Study**

The descriptive Survey Method was used in the present study.

### **Sample of the Study**

The sample of the research consisted of five senior secondary government schools and five senior secondary private schools selected purposively. From each school, ten teachers were selected randomly. The sample consisted of a total of 100 teachers.

### **Research Tools Used**

The Teaching Style Questionnaire developed and standardized Grasha (1996) was used to compare the teaching style of teachers. The scale consists of 40 items measuring five styles viz. I. Expert, II. Formal Authority, III. Personal Model, IV. Facilitator, V. Delegator. The Cronbach alpha reliability of the teaching style inventory was 0.837.

### **Scoring Procedure**

The teaching style scale is a self-administering scale with forty items. It is a five-point likert scale i.e. 'strongly disagree' (1), 'moderately disagree' (2), 'undecided' (3), 'moderately agree' (4), and 'strongly agree' (5). The scores were given from 1 to 5. Each style has eight items, therefore, each style has a maximum score of 40 and a minimum score of eight.

### **Collection of Data**

The data for the research was collected by administering the scale to the selected teachers as per the instructions provided in the manual of the questionnaire.

### **Statistical Techniques Used**

Descriptive statistics such as Mean and Standard Deviations, along with inferential statistics (two-tailed 't' test) were used.

## Results and Discussions of the Study

The findings of the study are reported and discussed below with the help of the table provided.

### Table

**The difference in mean teaching style scores between private and government senior secondary school teachers.**

Sr. No.	Teaching Style	Teachers Group	No	Mean	S.D.	t-ratio	Result
1.	<b>Expert</b>	Private Schools	50	33.40	4.10	1.22	Not significant
		Govt. Schools	50	32.40	3.80		
2.	<b>Formal Authority</b>	Private Schools	50	31.60	4.00	3.00	<b>Significant</b>
		Govt. Schools	50	29.10	4.30		
3.	<b>Personal Model</b>	Private Schools	50	30.60	4.20	1.20	Not significant
		Govt. Schools	50	29.10	4.20		
4.	<b>Facilitator</b>	Private Schools	50	30.70	3.30	3.24	<b>Significant</b>
		Govt. Schools	50	32.20	4.30		
5.	<b>Delegator</b>	Private Schools	50	27.50	3.80	1.30	Not significant
		Govt. Schools	50	28.50	4.40		

The two-tail t-test was used to test the hypothesis. The table shows that there exists a significant difference in means scores between private and government senior secondary school teachers on two teaching styles viz. Formal Authority, and Facilitator whereas insignificant differences were found in Expert, Personal Model, and Delegator Style of teaching. It reflected that the private school teachers scored better in the Formal Authority Style of teaching whereas government school teachers scored better in the Facilitator style of teaching. It also indicated that private school teachers encourage and reinforce dependent/participant/competitive set of learning styles. On the other hand, Government school teachers prefer a style in which teachers act as a facilitator. The result of the study is supported by the previous studies of Larenas et al. (2010), Abbas and Hussain (2018) and Joshi (2022).

## Educational Implications

The finding of the study revealed that there exists a significant difference in means scores between private and government senior secondary school teachers on two teaching styles viz. Formal Authority, and Facilitator whereas insignificant differences were found in Expert, Personal Model, and Delegator Style of teaching. It reflected that the private school teachers scored better in the Formal Authority Style of teaching whereas government school teachers scored better in the Facilitator style of teaching. It also indicated that private school teachers encourage and reinforce dependent/participant/competitive set of learning styles. On the other hand, Government school teachers prefer a style in which teachers act as a facilitator. Educational administrators and policymakers should understand the importance of teaching styles and provide training programs for teachers to suggest the best teaching style so that optimum educational outcomes can be achieved.

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