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A STUDY OF NEED TO CHANGE IN TEACHING STYLE (PEDAGOGY)



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Abstract :

This Research paper is all about assessing the need to change the teaching styles (pedagogy). All teachers have their own philosophy governing how they teach. These philosophies serve as a foundation for their individual teaching style. Some teachers use more traditional styles of teaching, while others have adopted a more progressive style. Not much research has been conducted to determine the impact of teaching styles on Academic achievement, but the little research that is available suggests progressive Teaching styles may be more effective than traditional ones. This researcher used quantitative data in an attempt to support the idea that teachers need to develop more progressive styles of teaching in order to become more effective in the classroom and produce students with higher levels of academic achievement.

Keywords: Teaching Style (Pedagogy) , teaching philosophy , educational portfolios.

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INTRODUCTION:

Teachers have their own philosophy guiding how they teach. Aspiring teachers in Undergraduate classes are encouraged to develop a teaching philosophy, and most colleges and universities even require a personal teaching philosophy statement to be included in all educational portfolios. This teaching philosophy serves as a foundation for one's individual teaching style. Teaching styles represent a pattern of needs, beliefs, and behaviors displayed by teachers in their classrooms. They are multidimensional and can influence one's methods of instruction, types of assessments, classroom management, and teacher-student interaction. An individual teaching style also contributes to the overall atmosphere of a classroom by creating a particular mood or emotional climate. Since schools are comprised of many teachers, each with their own philosophies and individual teaching styles, there exists a plethora of personalities blended together. Schools are a wonderful and vast mixture of individuals with unique educational styles and perspectives on how to teach. Some teachers adopt a more traditional style of teaching relying heavily on lecture, note-taking, and formal assessments. These teachers tend to be highly-structured and serious when it comes to educating their students on the subject matter.

REVIEW OF LITERATURE**Research Problem**

There is not an abundance of research evaluating the need of a change in teaching styles. Therefore, educators do not know if one style is more effective than another.

Purpose

The purpose of this study was to examine the need of a change teaching styles.

Hypotheses

Null Hypothesis: There is no need of a change in teaching styles.

Alternative Hypothesis: There is a need of a change in teaching styles.

Keywords**Definition of Terms**

Teaching Style (Pedagogy)- The pattern of needs, beliefs, and behaviors displayed by teachers in their classrooms. One's teaching style influences the method of instruction, type of assessment, classroom management, teacher-student interactions, and emotional climate of the classroom.

Traditional Teaching Style- The traditional teacher is serious and primarily concerned with educating students on the subject matter. The majority of the classroom instruction consists of lecture, note-taking and reading. The majority of grades are based on tests, quizzes, and papers. In regards to discipline, the class is highly structured, and there are established rules and clear consequences.

Progressive Teaching Style- Progressive teachers aim to educate and entertain students to keep their attention and interest. The majority of classroom instruction consists of active learning procedures such as class discussion, collaborative learning, and group projects. The majority of grades are based on projects, presentations, and participation. In regards to discipline, the class is less structured and may be a bit louder as student interaction is encouraged. Progressive teachers are perceived as supportive and nurturing.

Limitations of the Study

This study was limited by a variety of factors.

- 1.It was conducted with some colleges running undergraduate courses in Indore. So the research is confined to Indore only.
- 2.Random Sampling (Only 5 colleges and 20 teachers were taken as sample size)
- 3.The reactions may not be as sincere as expected.

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METHODOLOGY**Study Design**

This study used quantitative research to explain a need of a change in teaching styles. This was accomplished by administering a survey to the participants.

Participants

Teachers of colleges of Indore city.

Instruments

- ❖ The study was conducted by administering a survey.
- ❖ A Questionnaire was designed in accordance with the purpose.

Data Analyses Procedures

The data was organized, reviewed, and coded. Manual tabulation was conducted by the researcher.

Preliminary Results

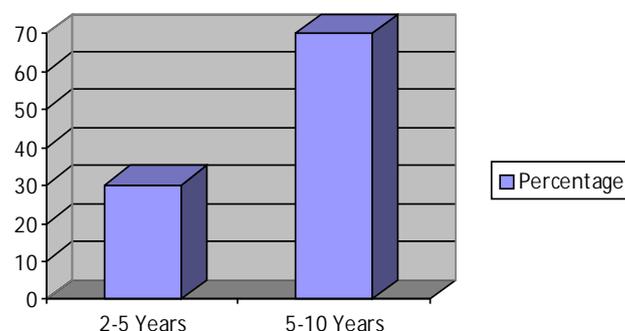
The researcher expected to prove that the alternative hypothesis is correct. The alternative hypothesis states: There is a need of a change in teaching styles.

Data Analysis

The purpose of this study was to examine if a relationship existed between teaching styles and a student's academic performance. The sample was comprised of 5 colleges of Indore city. A survey was distributed to the 20 English teachers that assessed their teaching styles.

70% of the teachers had taught for 5-10 years and 30% have taught for 2-5 years.

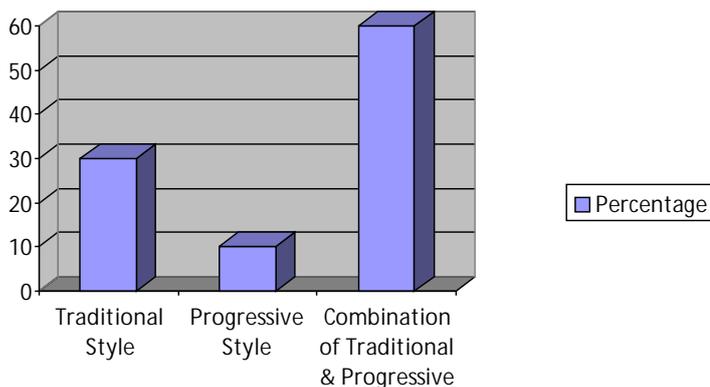
Teacher's Experience	2-5 Years	5-10 Years
Percentage	30	70



- ❖ 30% of the teachers rated themselves as having a traditional teaching style.
- ❖ 10% of the teachers reported having a progressive teaching style.
- ❖ 60% of the teachers reported having a combination of a traditional and progressive teaching style.

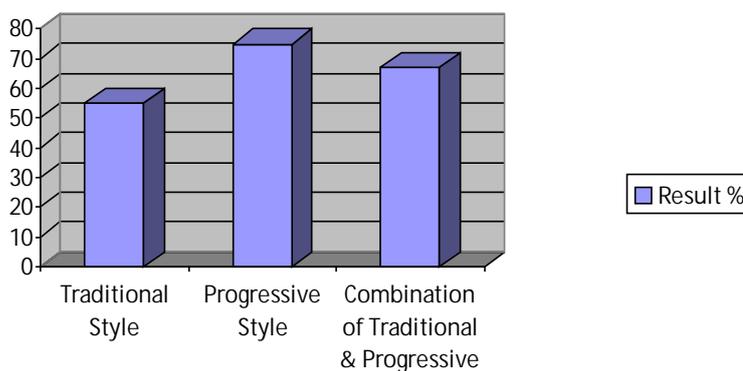
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Teaching Style	Traditional Style	Progressive Style	Combination of Traditional & Progressive
Percentage	30	10	60



- Teachers who followed traditional style of teaching have average of 55% result in semester Jan’ 2014.
- Teachers who followed progressive style of teaching have average of 75% result semester Jan’ 2014.
- Teachers who followed combination of both styles of teaching have average of 67% result semester Jan’ 2014.

Teaching Style	Traditional Style	Progressive Style	Combination of Traditional & Progressive Styles
Result %	55	75	67



FINDINGS

1. Teachers who follow traditional style are on the lower side of progress.
2. Teachers who follow combination of both are more successful than those who follow traditional style.
3. Teachers who follow progressive style are the most successful.

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CONCLUSION

Most of the existing literature on adopting a progressive teaching style focuses on how teaching style enhances student interest in the subject matter and generates a more stimulating classroom atmosphere.

Based upon the findings of this research, the alternative hypothesis can be accepted. Therefore, there is a need of a change in teaching style. The null hypothesis stating that there is no need of a change in teaching style can be rejected. There are several implications that can be based upon some of the findings.

This research suggests that the teachers who follow the progressive style of teaching are more successful than those using traditional and combination of both.

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