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## Development and Standardization of a Teaching Style Inventory among Secondary School Teachers of Kerala

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### Abstract

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#### Keywords:

Delegator, Expert Teacher, Facilitator, Formal Authority, Personal Style, Teacher Assessment, Teacher Behaviour, Types of Teaching.

This study reports the development of a teaching style inventory to reliably and validly demarcate and scale teaching style preferences of secondary school teachers. It grounds on Grasha's (1996, 2002) classification of teaching styles into Expert, Formal authority, Personal, Facilitator and Delegator styles consequent to a thorough review of literature and qualitative pilot studies among various categories of teachers and stakeholders. Try-out and Item-analysis were done according to the conventional method of estimating discrimination index. Scores on the five teaching style preferences demonstrate high Test-retest reliability ( $r$ 's ranging from .95 to .98) after an interval of two weeks; and Criterion Related Validity ( $r$ 's ranging from .72 to .82) against "Teaching Style Inventory" of Grasha (1996). Profile of teaching style of an average teacher is estimated on a norm sample of 300 secondary school teachers in Kerala. A less than ogive provides the percentile scores of preference for each teaching style using the raw score from the inventory. As the perspectives of teachers of higher education, secondary school level student-teachers and in-service primary teachers were incorporated during the development, the inventory will be useful for identifying teaching style profiles and extent of preferences for the five teaching styles among these categories of teachers apart from secondary school teachers of Kerala.

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Despite the increasing relevance of teaching styles for student outcomes and quality of teaching, what styles teachers keep is not yet settled. Teaching styles have not received due attention in educational research in India, including for reasons related to unavailability of reliable and valid measures of teaching styles in regional languages like Malayalam. Understanding and measuring the teaching styles gain growing significance for both practicing teachers and teacher educators as well as researchers of education. One, the shift from behaviourist paradigm of education to constructivist system of education in schools is well entrenched in theory. However, many a teachers who have been educated and trained in the traditional pattern are facing real-world difficulties in modifying their teaching behaviours accordingly. Hence it is important for policy makers and curriculum planners to know what the preferred styles of teachers are and how suitable the teaching style profile of teaching force is for the proper implementation of the envisaged curriculum. Secondly, if a teacher knows what teaching style profile s/he has accurately, it will act as a feedback for the teacher to adopt those styles which better reflects the curricular framework in force. Thirdly, if teacher educators become aware of the teaching style preferences of student-teachers being educated by them, they will be in a better position to provide individualised experience effecting healthy style-profile shifts in future teachers. Lastly, teaching styles are effected by an array of personality factors, cognitive factors, experiences during own schooling, learning styles, institutional factors and curricular factors. Understanding how and to what extent such factors effect style of teaching and hence student outcomes needs to be further exposed. This requires instruments that can accurately gauge style preferences of teachers.



## Objective

To develop and standardise a teaching style inventory that can reliably and validly demarcate and scale teaching style preferences of secondary school teachers in Kerala.

## Method

Teaching Style Inventory is prepared for measuring teaching style preference of secondary school teachers. The draft inventory was prepared through an orderly method that involved 1) Reviewing of Definitions, Categories and Measurement of Teaching Styles 2) Arriving at a comprehensive and integrative operational definition of teaching styles 3) Identifying the format of teaching style instrument, 4) Identifying teaching style categories that best reflect the perspectives of school teachers in Kerala through a qualitative analysis of responses to open ended questionnaire on 100 teacher trainees, leading to 5) Identification of pool of dimensions of teaching and 6) Identification of pool of responses on these dimensions of teaching and 7) pilot administration of the draft inventory on 32 B.Ed. teacher trainees but with teaching experience and professional qualifications for primary level on 42 college teachers to improve upon response categories and to polish up the language.

## Review of Definitions, Categories and Measurement of Teaching Styles

A careful analysis of different teaching style models was done and the characteristics of each of the teaching style types were observed. The varied definitions of teaching styles in literature during the period 1976-2004 are given in table 1.

Table 1

### Major Definitions of Teaching Style

| Author              | Year | Definition Of Teaching Styles  |
|---------------------|------|--|
| Dacey               | 1976 | ...comprised not of separate distinctive behaviours, but rather a union of behaviours.   |
| Fischer & Fischer   | 1979 | ...behaviours that teachers exhibit as they interact with learners.  |
| Fischer & Fischer   | 1979 | ... pervasive way of approaching the learners ... consistent with several methods of teaching.   |
| Gregorc             | 1979 | ... teacher's personal behaviors.  |
| Conti               | 1979 | ... congruency between adult education practitioners' actual observable classroom behavior and their expressed belief  |
| Eble                | 1980 | ...personal qualities and behaviors ... in conducting classes.   |
| Conti & Welborn     | 1986 | ... an identifiable set of classroom behaviors ... by the instructor. ... operational behavior of the teacher's educational philosophy.  |
| Galbraith & Sanders | 1987 | ... identifiable set of classroom behaviors associated with and carried out ...  |
| Brookfield          | 1990 | ...a mode of expression in which the teacher achieves the balance between developing a guiding vision that informs our teaching and responding flexibility to different content.           |
| Heimlich            | 1990 | Teaching style includes the implementation of philosophy; it contains evidence of beliefs about, values related to, and attitudes towards all the elements of teaching -learning exchange. |
| Gayle               | 1994 | ... depends on teachers own needs, professional goals and personal convictions.  |
| Grasha              | 1994 | ... pattern of needs, beliefs and behaviours displayed by teachers in their classroom.   |
| Kaplan&Kies         | 1995 | ... teacher's personal behaviours and the media used during interaction with learners.   |



|                    |      |   |
|--------------------|------|---|
| Smith              | 1997 | ...actions, interactions, and communications associated with positive and/or effective outcomes.  |
| Heredia            | 1999 | ... behaviours that teachers exhibit as they interact with learners.  |
| Grasha             | 2002 | ... how faculty present themselves to students, convey information, interact with learners, manage tasks, supervise work in progress and socialize learners to the field. |
| Heimlich & Norland | 2002 | ... characteristic ways each individual collects, organizes, and transforms information into useful knowledge   |
| Fan & Ye           | 2003 | ...teacher's preferred way of solving problems, carrying out tasks, and making decisions in the process of teaching.  |
| Galbraith          | 2004 | ... attitudes, traits, and qualities of what a teacher displays...  |

### **A comprehensive and integrative operational definition of teaching styles**

The above definitions helped in putting together a more comprehensive and integrative definition of teaching styles. Accordingly, teaching style is a union of personal behaviours (Dacey, 1976, Gregorc, 1979), including actions, interactions, and communications (Smith, 1997) exhibited in pervasive and consistent way the teacher approaches the learners across methods of teaching (Fischer & Fischer, 1979; Heredia, 1999). Style is revealed in conducting classes (Eble, 1980; Galbraith & Sanders, 1987) and manifests teachers' educational philosophy (Conti & Welborn, 1986). Thus, styles exhibits the balance between the guiding vision - including beliefs about, values related to, and attitudes towards all the elements of teaching learning (Heimlich, 1990) that informs teaching - and responding flexibly to practical dimension of teaching. It denotes style in which one integrates different content (Brookfield, 1990), needs, professional goals (Gayle 1994; Grasha, 1994); the ways in which one collects, organizes, and transforms information (Heimlich & Norland, 2002); the type and the way of using media during interaction (Kaplan & Kies, 1995), conveying information, interacting with learners, managing tasks, supervising work in progress and socializing learners to the field (Grasha, 2002). Teaching styles also manifests in solving problems, and making decisions in the process of teaching (Fan & Ye, 2003), that directs to successful experience for teachers and for their students (Galbraith, 2004).

### **The teaching style categories and their measurement**

After arriving at a broad definition of teaching style which helped the authors to identify the different dimensions of teaching that may reflect one's style of teaching, the categories of teaching styles available in literature were compiled too (Table 2).

Table 2

#### ***Summary of Categories of Teaching Styles***

| Scholar     | Year | Types of Teaching styles   |
|-------------|------|--|
| Corey       | 1940 | Direct, Indirect   |
| Wispe       | 1951 | Directive, Permissive  |
| Anderson    | 1959 | Authoritarian, Democratic, Laissez-faire   |
| Flanders    | 1960 | Direct, Indirect   |
| Soar        | 1968 | Direct, Mixed, Indirect  |
| Tuckman     | 1970 | Direct, Indirect   |
| Flanders    | 1970 | Direct, Indirect, Discipline centered  |
| Axelrod     | 1970 | Intellect centered, Instructor centered, Drill centered, Person centered, Content centered |
| Berger      | 1974 | Teacher centered, Student centered, Student-Teacher Cooperation Centered                   |
| Bennet      | 1976 | Formal, Informal   |
| Dunn & Dunn | 1977 | Individualizing, Somewhat individualizing, Transitional,                                   |



|                        |      |   |
|------------------------|------|---|
|                        |      | Somewhat traditional, Traditional   |
| Lenz                   | 1982 | Proactive, Reactive   |
| Dressel & Marcus       | 1982 | Teacher-centered, Student-Centered, Discipline-centered   |
| Weinberg               | 1983 | Direct, Peer, Problem Solving, Group Approach   |
| Henson & Borthwick     | 1984 | Task-oriented, Cooperative planner, Child-centered, Subject-centered, Learning –centered, Emotionally exciting  |
| Jarvis                 | 1985 | Socratic, Didactic, Facilitative, Student reactive  |
| Robinson               | 1986 | Lecturing/Charismatic, Teacher centered, Child centered   |
| Grigorenko & Sternberg | 1993 | Legislative, Executive, Judicial, Global, Local, Liberal, Conservative  |
| Oi & Stimpson          | 1994 | Guided learning, Exposition, Inquiry  |
| Heimlich & Norland     | 1994 | Expert, Provider, Facilitator, Enabler  |
| Quirk                  | 1994 | Assertive, Suggestive, Collaborative, Facilitative  |
| Grasha                 | 1996 | Expert, Formal Authority, Personal, Facilitator, Delegator  |
| Mosston & Ashworth,    | 2002 | Command, Practice, Reciprocal, Self-check, Inclusion, Guided discovery, Convergent discovery, Divergent discovery, Learner designed, Learner initiated. |

Instruments to measure styles as can be expected were developed well later than the early classification of teaching styles. The first instruments developed to identify teaching behaviour were observer rated devices that produced a profile of teacher's behaviours on a continuum of direct to indirect (Dunn & Griggs, 2003). The Flanders Interaction Analysis Category System (FIACS) (Flanders, 1960) and the Observation Schedule and Record (OSCAR 4V) (Medley & Hill, 1973) were pioneering assessments that paved the way for preparing teacher practice with academic achievement. A few researchers developed instruments for which student opinion was used to create a typology of teaching style: Student Perception of Teaching Styles (SPOTS) (Tuckman, 1970), and Questionnaire of Teacher Interaction (QTI) (Wubbels & Levy, 1991). The majority of devices used to quantify teacher behaviour were teacher assessment devices: Teaching Style Q-Sort (TSQS) (Heikkinen, 1978); Principles of Adult Learning Scale (PALS) (Conti, 1978); Teaching Style Inventory (TSI) (Dunn & Dunn, 1993); Teaching Style Inventory (TSI) (Grasha, 1994); and the Instrumental Self-Assessment Survey (ISAS) (Frazier, 1992). The most recent instrument developed, the Instrumental Self-Assessment Survey-Revised (ISAS-R) (Mawhinney, 2002), fell into this latter category (Dunn & Griggs, 2003).

The ISAS-R contains 39 questions that elicit self-diagnostic responses on a five point Likert-type scale. Validity for the ISAS-R was established through factor analysis procedures and reliability was obtained using Cronbach's alpha (Mawhinney, 2002). The instrument evaluates a teacher's self-assessment practices in seven areas: grouping patterns, methods and materials, student involvement, goal setting, learning style diagnosis and instruction, teaching environment and classroom design, and facilitator/coach. A score of between one (traditional) and five (individualized) indicates the level of individualization being employed by that educator. A philosophy score were also computed in two areas namely traditional beliefs and learning style beliefs (Dunn & Griggs, 2003).

The Teaching Style Inventory of Grasha (1996) consists of 40 items, covering the components of five teaching styles: expert; formal authority; personal; facilitator and delegator. Eight items for each style and follows a 7 point scale type. The Teaching Style Inventory, developed by Rita Dunn and Kenneth J. Dunn (1977), is a 66 item instrument covering the major components. Conti's (1989) Principles of Adult Learning Scale (PALS), consist of 44 items



Likert scale which determines the teacher's preferences for a learner-centred or teacher-centred style.

### **Identifying the format of teaching style instrument**

After analysing the formats of existing teaching style measures, it was decided that majority of devices used to quantify teacher behaviour were teacher assessment devices, with Likert-type scale. Hence a combination of Likert type scaling but with relative ranking of the statements within select areas of teaching by teachers themselves that will enhance the difference in preference for a particular style over others is adopted in this new instrument. Rating by ranking of the statements that reflect the particular styles while performing a given teaching task do better reflect the construct of inventory.

### **Identifying teaching style categories that best reflect the perspectives of school teachers in Kerala**

Teaching style is not a new concept; and, especially in the early days of the development of this construct most of the classifications were bipolar in nature. In order to choose which model of teaching style classification to be followed in the construction of teaching style inventory, actual classroom activities of today were matched against the available classification of styles. For this, an open ended questionnaire which was administered on 100 teacher trainees where each teacher trainee was asked to recollect their most favourite teacher during the period of school days. The questions were related with mode of classroom communication, relationship between teacher and student, mode of evaluation, mode of solving classroom problems, attitude towards teaching and lastly, trainees' evaluation about the favourite teacher as a whole. The analysis of the responses indicated that varied styles of teaching and learning practiced today in secondary schools of Kerala are best reflected in the categories proposed by Grasha (1996, 2002). The inventory was planned in such a way that it could assess each of the five teaching styles viz., Expert, Formal Authority, Personal, Facilitator and Delegator, and each of the teaching style received a score separately. Teaching style inventory would provide with a teaching style profile with a pattern of scores on each of the five styles.

### **Expert, formal authority, personal, facilitator, and delegator styles (Grasha, 1996, 2002)**

Grasha (1996,2002) identified five main teaching styles linked to different outcomes in childhood, viz., Expert, Formal Authority, Personal Model, Facilitator, and Delegator. Grasha (1994) asserted that teachers and students have clearly defined goals and, defined teaching style as reflected in how faculty present themselves to students, convey information, interact with learners, manage tasks, supervise work in process, and socialize learners to the field. A careful study of the characteristics of each of the teaching styles was done and they were listed out.

The expert style teachers possess the information, knowledge and skills that students need, and maintain status as an expert by displaying detailed knowledge. They provide students with frequent references to information and facts. If knowledge is over-used in the classroom, it may lead to students becoming anxious by the teacher's fruitful base of knowledge. The formal authority teacher focuses on a clear and methodical way of conducting class paired with firm expectations and gains status among learners because of knowledge, position as a senior person in the field, and whatever formal organizations roles might be held. They directs students by referencing the correct, acceptable and standard ways to do something. If over-used this style can lead to rigid, standardized and less flexible way of managing students and student concerns (Grasha, 1996; 2002).

A personal style teacher teaches by personal example and encourages students to observe and emulate the teacher's approach. Emphasis is placed on leading through personal example and observing and following the teacher as a role model. Such teachers show learners how to do things, by encouraging them to observe, and then emulate the teacher's approach.





Teachers who utilize this approach tend to feel that their approach is the most effective as a means for instruction (Grasha, 1996; 2002).

The facilitator style is characterized by a focus on the personal nature of the student-teacher interaction. These teachers incorporate a flexible approach to lesson delivery and be more prone to a 'student-centered' approach, paired with a willingness to explore alternate ways of completing tasks. They oversee, guide, and direct learners by asking questions, exploring options, suggesting alternatives, and helping them to develop criteria to make informed choices about courses of action. If not executed in a positive and affirming manner, this style may lead to students feeling uncomfortable in the classroom in response to the open and expressive atmosphere (Grasha, 1996; 2002).

The delegator style does much to emphasize the student as an independent learner, but the style can be time consuming and may result in misreading of students' readiness to take on independent work. The Delegator style uses a student-centered approach to teaching by encouraging students to take responsibility and initiative while developing their capacity to function in an autonomous fashion. Grasha cautions that the delegator may contribute to student anxiety as the student may be given too much autonomy before they are ready to take it on. Therefore, it would seem from Grasha's findings that various teaching styles can either aid or hinder the learning process (Grasha, 1996; 2002). Grasha's (2002) research has indicated that most faculty exhibit a dominant style or a blending of styles that become dominant in teaching.

### **Item Writing**

Item writing for teaching style inventory was done in two phases; 1) Identification and preparation of a pool of dimensions of teaching and 2) Identification and preparation of a pool of responses on the dimensions of teaching.

The items were on difference existed in pre-instructional, instructional and post instructional phases of teaching. Items referred to teacher's concept about the best quality of student, the responsibility of students, emphasis on classroom communication, emphasis on mode of teaching, purpose of learning, use of textbook, time adjustment, mode of questioning, providing projects, central focus of lesson plan, emphasis on classroom management, importance of examination questions, preferences in evaluation, providing marks, mode of reinforcement, mode of solving classroom problems, perception of prime duty of a teacher, aim of education, mode of manifestation of teaching skill and the evaluation of students' about instructor's teaching.

Possible responses of teachers on the twenty listed dimensions of teaching were arrived at by analysing teacher responses from three sources. 1) Responses from student teachers on the open ended questionnaire which was administered on 100 teacher trainees mentioned beforehand, 2) the responses elicited from a pilot sample of volunteer teachers (who were briefed about the purpose of the pilot study and who had basic understanding of principles of psycho-educational measurement) to whom the twenty dimensions were presented as a questionnaire asking what they would do on that dimension. 3) Speculating on the possible responses from the experienced teachers whom the authors could identify as obviously belonging to a particular teaching style. The best response representing each style from the three lists of possible responses mentioned above was chosen by judging on the characteristics of each teaching style as enunciated by Grasha (1996, 2002).

On each of the twenty dimensions of teaching, five possible responses were finally listed, one response denoting one among the five teaching styles. Likewise, every aspect of teaching is listed with five responses denoting five teaching styles. Every teacher respondent could make five responses each, one response per each of five teaching styles, by marking a number 1 to 5 indicating the most preferred to the least preferred responses on the given dimension of teaching. In other words, each of the 20 classroom situations listed had five



options (items) covering five teaching styles viz., Expert, Formal Authority, Personal, Facilitator and Delegator. Thus the inventory consisted of total 100 statements, 20 statements representing each style (Expert, Formal Authority, Personal, Facilitator and Delegator). Draft Teaching Style Inventory was prepared in Malayalam language with a total of 100 response statements, five each on 20 dimensions of teaching, were selected for draft inventory.

### **Pilot Administration of the Inventory**

A pilot run of the inventory was done on 32 B.Ed. teacher trainees having teaching experience and professional qualifications, who were undergoing further professional development in a teacher education programme of India Gandhi National Open University. The draft tool was also tried out with 42 college teachers belonging to different colleges in Kerala, who were requested to make suggestions for improvement after briefing about the purpose of the tool, to improve upon the response pattern and language of the tool. During the pilot run of the inventory, student teachers were allowed to ask doubts while responding to the dimension of teaching and the response options. The average time taken by the respondents was found out and the time duration had been fixed to be 40 minutes. Thus the inventory was ready for try out.

### **Scoring Procedure**

There are five response-statements for each teaching situation. The scoring of extent of preference for each teaching style was done by reversing the preference number (1 to 5) given against the respective response-statements and summing the scores on the twenty teaching-learning situations. That is, on each style-specific response to every teaching situation, if order of preference is 1, the score is 4; if order of preference is 2, score is 3; if order of preference is 3, score also is 2; if order of preference is 4, score is 1; and if order of preference is 5, score is 0. There is no total score for the inventory as a whole. Each teaching style gets a separate score. For every item the sequence of responses are in the order Expert, Formal Authority, Personal, Facilitator, and Delegator styles respectively.

### **Try out and Item analysis of the inventory**

The draft inventory was tried on a representative sample of 268 student teachers from three Teachers training Colleges who had completed their practice teaching. Item analysis was conducted on the basis of the try out using the conventional procedure by considering each of the 100 responses on 20 dimensions as a Likert statement. Results are in Table 3. Fifteen items on which all five response statements obtained critical ratio 2.58 or above were taken into final inventory. Thus Score for preference of each teaching style in the final scale ranged from 0 to 60.

Table 3

*Critical Ratio obtained of items on each Teaching Style*

| Item No. | Five Teaching Styles |                  |          |             |           |
|----------|----------------------|------------------|----------|-------------|-----------|
|          | Expert               | Formal Authority | Personal | facilitator | Delegator |
| 1*       | 4.25                 | 3.74             | -0.33*   | 5.34        | 5.34      |
| 2*       | 6.00                 | 1.94*            | 1.02*    | 6.90        | 6.90      |
| 3        | 7.96                 | 3.13             | 3.44     | 6.42        | 6.42      |
| 4        | 7.64                 | 3.15             | 7.37     | 4.76        | 4.76      |
| 5        | 7.30                 | 6.27             | 5.30     | 7.42        | 7.42      |
| 6*       | 4.28                 | 4.79             | 8.35     | 0.25*       | 0.25*     |
| 7        | 2.83                 | 4.99             | 2.27     | 3.59        | 3.59      |
| 8*       | 6.71                 | 1.19*            | 10.75    | 1.18*       | 1.18*     |
| 9*       | 7.12                 | 6.19             | 6.14     | 0.56*       | 0.56*     |
| 10       | 6.05                 | 6.02             | 8.94     | 5.54        | 5.54      |



|    |       |      |      |      |      |
|----|-------|------|------|------|------|
| 11 | 3.00  | 5.35 | 4.19 | 3.42 | 3.42 |
| 12 | 7.47  | 6.72 | 8.47 | 4.51 | 4.51 |
| 13 | 6.38  | 9.08 | 4.66 | 2.87 | 2.87 |
| 14 | 6.97  | 7.22 | 8.31 | 2.70 | 2.70 |
| 15 | 7.96  | 5.63 | 5.17 | 8.74 | 8.74 |
| 16 | 3.05  | 6.17 | 2.93 | 3.70 | 3.70 |
| 17 | 8.61  | 5.75 | 5.29 | 3.66 | 3.66 |
| 18 | 10.87 | 3.48 | 5.16 | 6.44 | 6.44 |
| 19 | 8.76  | 3.93 | 2.66 | 6.50 | 6.50 |
| 20 | 8.76  | 5.01 | 5.78 | 6.12 | 6.12 |

\* denotes rejected items.

Final form of Malayalam and English version of Teaching Style Inventory are appended after the list of references.

### Reliability and Validity

Reliability was estimated by test-retest method on 52 teachers selected as the validation sample from Malappuram district within an interval of two weeks. Criterion Related Validity of Teaching Style Inventory (TSI) was estimated against "Teaching Style Inventory" developed by Anthony. F. Grasha (1996). Results are Table 4.

Table 4

### *Test-Retest Reliability Coefficients and Criterion Validity of Teaching Styles Scores from Teaching Style Inventory (TSI)*

| Teaching Style   | Reliability Coefficient | Validity Index (r) |
|------------------|-------------------------|--------------------|
| Expert           | 0.98                    | 0.72               |
| Formal Authority | 0.97                    | 0.72               |
| Personal         | 0.98                    | 0.82               |
| Facilitator      | 0.96                    | 0.82               |
| Delegator        | 0.95                    | 0.75               |

\*N=52

### Standardization Sample

Sample of 300 secondary school teachers in Kerala from 37 high schools of Malappuram, Kozhikode, Palakkad, Wayanad and Kasaragod districts was used as norm group. Total 412 data sheets were distributed to secondary school teachers and 300 sheets were returned. Due representation was given for categories of secondary school teachers based on their Gender Educational Qualification Type of Management, subject of teaching and teaching experience.

### Normalization

The extent of preference for the five Teaching Styles namely Expert, Formal Authority, Personal, Facilitator and Delegator styles were estimated in terms of Mean scores along with standard deviation and indices of skewness and kurtosis (Table 5). The percentile scores of preference for each teaching style in the standardization sample can also be obtained from the cumulative percentage curve plotted in Figure 1.

Table 5

### *The Distribution of Preference for Teaching Styles of Secondary School Teachers*

| Teaching Style   | Minimum | Maximum | Mean  | SD   | Skewness <sup>a</sup> | Kurtosis <sup>b</sup> |
|------------------|---------|---------|-------|------|-----------------------|-----------------------|
| Expert           | 6       | 48      | 25.95 | 8.79 | 0.17                  | -0.33                 |
| Formal Authority | 6       | 51      | 28.01 | 8.20 | -0.11                 | 0.00                  |
| Personal         | 12      | 48      | 31.22 | 7.55 | -0.16                 | -0.52                 |
| Facilitator      | 14      | 53      | 35.55 | 7.04 | -0.02                 | -0.33                 |



|           |   |    |       |      |       |       |
|-----------|---|----|-------|------|-------|-------|
| Delegator | 4 | 48 | 29.31 | 8.86 | -0.06 | -0.73 |
|-----------|---|----|-------|------|-------|-------|

\*N=300

<sup>a</sup>Standard error of Skewness=0.14; <sup>b</sup>Standard error of Kurtosis=0.28

Table 5 shows that for every teaching style the minimum score obtained in the standardization sample is clearly above zero and well below the maximum possible score of 60. This indicates that the Teaching Style Inventory could clearly scale the whole range of preferences for the respective styles of teaching of every teacher in the standardization sample. The indices of skewness of the distribution of the five teaching styles (from 0.02 to 0.17) indicate that the distributions of scores obtained from the inventory on the five teaching styles are symmetrical, as none of these indices has a ratio <1.96 against the obtained standard error of skewness (0.14).

The indices of kurtosis of the distribution of the five teaching styles (from zero to 0.73) indicate that the distributions of scores obtained from the inventory on the five teaching styles are nearly mesokurtic (except for scores on delegator style), as the indices for the other four styles has a ratio <1.96 against the obtained standard error of kurtosis (0.28). For delegator style, the scores of preferences is visibly platykurtic.

The most preferred Teaching Style of secondary school teachers is Facilitating Style (M=35.55, SD=7.04), followed by Personal Style (M=31.22, SD=7.55). The least preferred style is Expert Style (M=25.95, SD=8.79). Among the five styles Delegator (M= 29.31, SD=8.86) and Formal Authority (M=28.01, SD=8.20) styles are moderately preferred by secondary school teachers of Kerala.

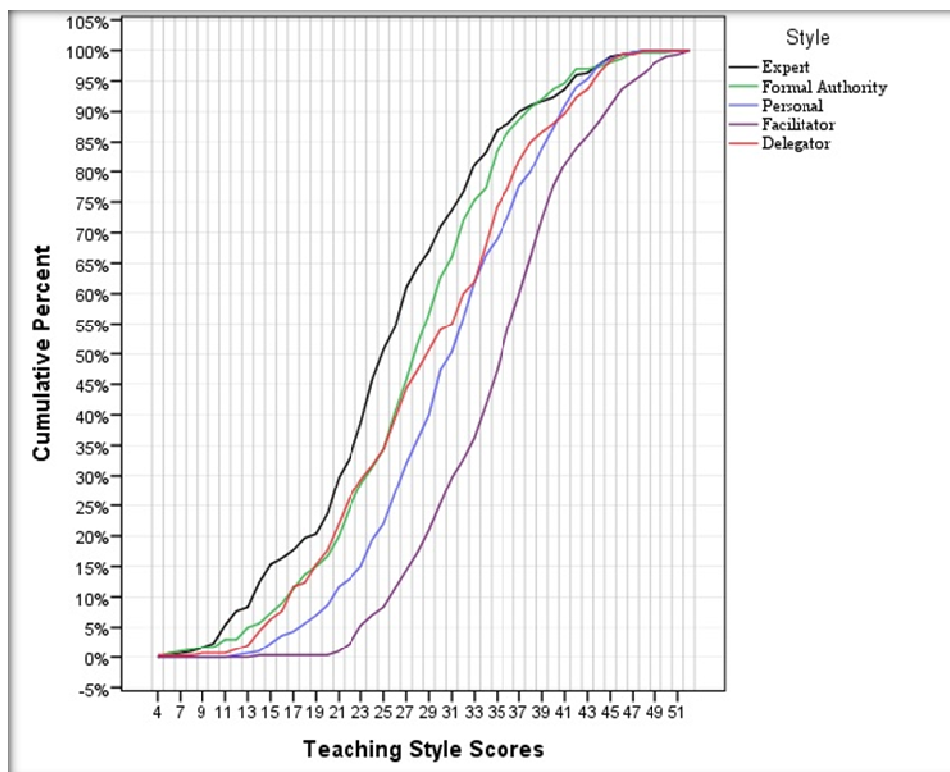


Figure 1. Cumulative percentage curves of scores on preferences for expert, formal authority, personal, facilitator and delegator styles of teaching among secondary school teachers of Kerala

Preference score obtained using the teaching style inventory by any teacher for the five styles can be interpreted in terms of percentile scores using the cumulative percentage curve in Figure 1. The percentile norm corresponding to an individual who obtained any given raw



score on a particular style is the percentage of persons in the standardization group who receives the lower scores than him or her. It indicates the person's standing in the standardization sample. For example, let us consider that a teacher scored 29 on all the five teaching styles. A raw score of 29 is approximately equivalent to a percentile score of 20 for Facilitating style, percentile score of 40 for Personal style, percentile score of 50 for Delegator style, percentile score of 56 for Formal Authority style and percentile score of 67 for Expert style. For illustration, this means that relative to other teachers in the reference group, this teacher has less preference facilitating style and personal style, moderate preference for delegator style, a little above average preference for Formal authority style and moderately high preference for Expert style.

### Conclusion

The findings suggest that Secondary school teachers of Kerala follow a student-centered approach in their class room behaviour and does not extensively favour teacher centered approaches. The teaching style inventory can be reliably and validly used for two purposes. Firstly, it will help teachers and other stakeholders to know teaching style profile of a given teacher such that one may know which style s/he prefers the most, which style is given moderate preference and which style is less preferred. Secondly, the inventory will provide a scale of relative performance of an individual against a reference group of teachers for the five teaching styles. Owing to the consideration of space, differential analyses of the preferences for teaching styles by gender, teaching experience, educational qualification, subject of teaching and type of school are not attempted in this paper. Though the inventory is standardised on a sample of secondary school teachers from Kerala, the authors have incorporated the perspectives of teachers of higher education level and also of secondary school level student teachers and in-service primary school teachers during the conceptualization of the likely responses that reflects the five teaching styles. Hence, the inventory will be useful for identifying teaching style profiles and extent of preferences for the five teaching styles among student teachers, primary school teachers and higher education teachers as well but with norms established in appropriate reference groups. The English translation of the tool will find useful for teachers and researchers outside Kerala too. Further, an analysis of the pattern of responses to the inventory will reveal do the style preferences of the respondents vary by teaching task at hand, say, in lesson design, classroom transaction, evaluation practices and the like.

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## TEACHING STYLE INVENTORY-Malayalam Version [2015]

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അധ്യാപകവൃത്തിയുമായി ബന്ധപ്പെട്ട ചില സാഹചര്യങ്ങളോട് പ്രവർത്തിക്കുമ്പോൾ നിങ്ങളെങ്ങനെ പ്രതികരിക്കുന്നു എന്നതിനെ സംബന്ധിച്ച ഒരു കൂട്ടം പ്രസ്താവനകളാണ് താഴെ കൊടുത്തിരിക്കുന്നത്. ഓരോ സാഹചര്യത്തിനും/ പ്രവർത്തിക്കും സാധ്യമായ അഞ്ച് പ്രതികരണങ്ങൾ നൽകിയിട്ടുണ്ട്. ഇതിൽ നിങ്ങൾക്ക് ഏറ്റവും അനുയോജ്യമെന്ന് തോന്നുന്ന പ്രതികരണത്തിന് ഒന്ന് (1) എന്നും രണ്ടാമതായി ഏറ്റവും അനുയോജ്യമായ പ്രതികരണത്തിന് രണ്ട് (2) എന്നും, തുടർന്ന് മൂന്ന് (3) നാല് (4) എന്നും ഏറ്റവും അനുയോജ്യമല്ലാത്ത പ്രതികരണത്തിന് അഞ്ച് (5) എന്നും അതത് പ്രതികരണത്തിന് നേരെയുള്ള ബോധിപ്പിച്ചെടുക്കാം.

ഉദാ:

| എന്നെ സംബന്ധിച്ച് വിദ്യാർത്ഥിയുടെ ഏറ്റവും നല്ല ഗുണം |   |
|---|---|
| a. വിഷയവശാഹം നേടണം                                  | 4 |
| b. നിലവിലുള്ള നിയമങ്ങളും മാനദണ്ഡങ്ങളും അനുസരിക്കണം  | 1 |
| c. എന്റെ സമീപനങ്ങളും രീതികളും അനുകരിക്കണം           | 3 |
| d. എന്റെ സഹായത്താൽ സ്വയം പഠിക്കണം                   | 5 |
| e. ഉത്തരവാദിത്തബോധമുള്ളവരാകണം.                      | 2 |

എനിക്ക് ഏറ്റവും അനുയോജ്യമെന്ന് തോന്നിയ പ്രതികരണങ്ങളാണ് ഞാൻ റാങ്ക് ചെയ്തത്. താങ്കളെ സംബന്ധിച്ച് ഏറ്റവും അനുയോജ്യമായ പ്രതികരണങ്ങൾ റാങ്ക് ചെയ്യാൻ ശ്രമിക്കുമല്ലോ.

## 1. ക്ലാസ് റൂമിലെ ആശയവിനിമയത്തിൽ എന്റെ ഉന്നതം

|    |  |  |
|----|--|--|
| a. | വിഷയം വിശദമായി പ്രതിപാദിക്കുന്നതിന്              |  |
| b. | അവശ്യമായ ആശയങ്ങൾ പ്രകടിപ്പിക്കുന്നതിന്           |  |
| c. | ഉദാഹരണങ്ങൾ നൽകിയുള്ള വിശദീകരണത്തിന്              |  |
| d. | വിദ്യാർത്ഥികളിലെ വ്യക്തിനിഷ്ഠത ഉൾക്കൊള്ളുന്നതിന് |  |
| e. | അധ്യാപകന്റെ ഇടപെടൽ പരമാവധി കുറയ്ക്കുന്നതിന്      |  |

## 2. അധ്യാപനരീതിയിൽ എന്റെ ഉന്നതം

|    |                           |  |
|----|---------------------------|--|
| a. | വിഷയ കേന്ദ്രീകൃതം.        |  |
| b. | പാഠ്യപദ്ധതി കേന്ദ്രീകൃതം. |  |
| c. | ജീവിത കേന്ദ്രീകൃതം.       |  |
| d. | വിദ്യാർത്ഥി കേന്ദ്രീകൃതം. |  |
| e. | പ്രവർത്തി കേന്ദ്രീകൃതം.   |  |

## 3. പഠനം ലക്ഷ്യമാക്കേണ്ടത്

|    |                             |  |
|----|-----------------------------|--|
| a. | വിഷയാനുബന്ധ വൈശിഷ്ട്യം.     |  |
| b. | ചിട്ടപ്പെടുത്തിയ അറിവ്      |  |
| c. | ആത്മസാക്ഷാത്ക്കാരം.         |  |
| d. | ബഹുമാനുഷ വികാസം.            |  |
| e. | സ്വയംതൃപ്തി അനുഭവസമ്പത്തു്. |  |

## 4. സമയ ക്രമീകരണം

|    |  |  |
|----|--|--|
| a. | തെറ്റിയായും പാഠഭാഗങ്ങൾ വിശദീകരിക്കേണ്ടതാണ്.                            |  |
| b. | കൃത്യമായി പാലിക്കേണ്ടതാണ്.   |  |
| c. | മറികടന്നും വിദ്യാർത്ഥിബന്ധം സൂക്ഷിക്കേണ്ടതാണ്.                         |  |
| d. | പാലിക്കാൻ വേണ്ട തന്ത്രങ്ങൾ വിദ്യാർത്ഥികൾക്ക് കാണിച്ച് കൊടുക്കേണ്ടതാണ്. |  |
| e. | വിദ്യാർത്ഥികൾ സ്വയം നടത്തേണ്ടതാണ്.                                     |  |

## 5. പഠനാസൂത്രണരേഖ (Lesson Plan) പ്രധാനമായും നൽകേണ്ടത്

|    |   |  |
|----|---|--|
| a. | ഏറ്റവും പുതിയ വിവരങ്ങൾ                    |  |
| b. | നിശ്ചിത പാഠോദ്ദേശങ്ങൾ                     |  |
| c. | വ്യക്തിജീവിതത്തിലെ അനുഭവങ്ങളെ അവലംബിക്കൽ. |  |
| d. | വിദ്യാർത്ഥി കേന്ദ്രീകൃതമാക്കൽ.            |  |
| e. | സ്വതന്ത്രചിന്തയെ പരിപോഷിപ്പിക്കൽ.         |  |

## 6. എന്റെ അഭിപ്രായത്തിൽ ക്ലാസ്സും മാനേജ്മെന്റ് ഉന്നതം നൽകേണ്ടത് വിദ്യാർത്ഥികളുടെ/വിദ്യാർത്ഥികൾക്ക്

|    |  |  |
|----|--|--|
| a. | ചിന്തയെ ഉദ്ദീപിപ്പിക്കുന്ന അന്തരീക്ഷം      |  |
| b. | നിയന്തമായ ലക്ഷ്യപ്രാപ്തി.                  |  |
| c. | അനുഭവങ്ങളെ വിശകലനം ചെയ്യുന്ന അന്തരീക്ഷം.   |  |
| d. | പ്രചോദനം നൽകാനുതകുന്ന അന്തരീക്ഷം.          |  |
| e. | സ്വയം രൂപകല്പന ചെയ്യാനനുതകുന്ന അന്തരീക്ഷം. |  |





7. പരീക്ഷയിലെ ചോദ്യങ്ങൾ ആസ്പദമാക്കേണ്ടത്
- |    |   |  |
|----|---|--|
| a. | ആശയങ്ങളും, തത്വങ്ങളും, വസ്തുതകളും.      |  |
| b. | വ്യക്തമായ പഠനലക്ഷ്യങ്ങളെ.               |  |
| c. | ജീവിതോന്മുഖതയെ.                         |  |
| d. | വിശകലനശേഷികളുടെ പോഷണം.                  |  |
| e. | സ്വയം ആർജ്ജിച്ച കഴിവിനെ ബോധ്യപ്പെടുത്തൽ |  |
8. ഞാൻ മൂല്യനിർണ്ണയം നടത്തുമ്പോൾ മുൻഗണന നൽകുന്നത്
- |    |   |  |
|----|---|--|
| a. | വസ്തുതകൾക്കും, ആശയങ്ങൾക്കും.                                  |  |
| b. | പഠനോദ്ദേശങ്ങളും ഉത്തരത്തിലെ കൃത്യതയ്ക്കും.                    |  |
| c. | വ്യക്ത്യാധിഷ്ഠിതവും എന്നാൽ യുക്തിനിഷ്ഠവുമായ പ്രതികരണങ്ങൾക്ക്. |  |
| d. | പരിശ്രമങ്ങൾക്കും, അനുഭവങ്ങൾക്കും മതിയായ പരിഗണന.               |  |
| e. | വിദ്യാർത്ഥി സ്വയം രൂപകല്പന ചെയ്യുന്ന ആശയങ്ങൾക്ക്.             |  |
9. ഞാൻ മാർക്ക് നൽകുന്നത്.
- |    |  |  |
|----|--|--|
| a. | വിഷയാധിഷ്ഠിതമായ ആശയങ്ങൾക്ക്.               |  |
| b. | പഠനോദ്ദേശത്തിലെ കൃത്യമായ ഉത്തരങ്ങൾക്ക്.    |  |
| c. | ജീവിതഗന്ധിയായ ഉത്തരങ്ങൾക്ക്.               |  |
| d. | വൈവിധ്യമാർന്ന ആശയങ്ങൾക്ക്.                 |  |
| e. | സ്വതന്ത്രമായി ആർജ്ജിച്ചെടുക്കുന്ന അറിവിന്. |  |
10. ഞാൻ പ്രബലനം (Reinforcement) നൽകുന്നത്
- |    |                           |  |
|----|---------------------------|--|
| a. | കുട്ടിയുടെ അറിവിന്.       |  |
| b. | ചിട്ടയായ പഠനത്തിന്.       |  |
| c. | വ്യക്തിഗതമായ ഗുണങ്ങൾക്ക്. |  |
| d. | സംഘപ്രവർത്തനങ്ങൾക്ക്.     |  |
| e. | സ്വയം പഠനത്തിന്.          |  |
11. ഞാൻ ക്ലാസ് റൂമിലെ പ്രശ്നങ്ങൾ പരിഹരിക്കുമ്പോൾ
- |    |   |  |
|----|---|--|
| a. | പ്രശ്നപരിഹാരത്തിൽ കൂടുതൽ നൈപുണ്യമുള്ളവരെ ആശ്രയിക്കും                      |  |
| b. | നിയമാനുസൃതവും നിലവിലുള്ളതുമായ രീതികൾ അവലംബിക്കുന്ന തീരുമാനങ്ങൾ            |  |
| c. | സന്തോഷവരണനായ രക്ഷിതാവിനെപ്പോലെ പ്രശ്നത്തിന്റെ വിവിധ വശങ്ങൾ ആലോചിക്കുന്നു. |  |
| d. | ഗ്രൂപ്പിനെ സംബന്ധിച്ച് പ്രായോഗികമായ തീരുമാനങ്ങൾ.                          |  |
| e. | ക്ലിയാത്മകവും, പുതുമയാർന്നതുമായ തീരുമാനങ്ങൾ.                              |  |
12. എന്റെ അഭിപ്രായത്തിൽ ഒരുധ്യാപകന്റെ പ്രഥമ ജോലി
- |    |  |  |
|----|--|--|
| a. | വിജ്ഞാന ദാതാവ്.                                    |  |
| b. | കൃത്യവും, വ്യക്തമായും, സ്പഷ്ടമായും പുലർത്തുന്നയാൾ. |  |
| c. | മാതൃകാപരമായ വ്യക്തിത്വമുള്ളയാൾ.                    |  |
| d. | കുട്ടികൾക്ക് പ്രോത്സാഹനവും, പിന്തുണയും നൽകുന്നയാൾ  |  |
| e. | കുട്ടികളുടെ സ്വയം പഠനശേഷിയെ പരിപോഷിപ്പിക്കുന്നയാൾ  |  |
13. എന്റെ അഭിപ്രായത്തിൽ വിദ്യാഭ്യാസത്തിന്റെ ലക്ഷ്യം
- |    |                                      |  |
|----|--------------------------------------|--|
| a. | ജ്ഞാന സമ്പാദനം.                      |  |
| b. | ക്രമാനുഗതവികാസം                      |  |
| c. | മാതൃകാ വ്യക്തിത്വത്തെ രൂപപ്പെടുത്തൽ. |  |
| d. | ബഹുമാദൃഷ് വികാസം.                    |  |
| e. | സ്വയം പര്യാപ്തത കൈവരിക്കൽ.           |  |
14. അധ്യാപകന്റെ നൈപുണ്യ (skill) കൂടുതൽ പ്രകടമാക്കേണ്ടത്
- |    |   |  |
|----|---|--|
| a. | വിഷയ പ്രതിപാദനത്തിൽ.  |  |
| b. | സമയബന്ധിതമായ ലക്ഷ്യങ്ങൾ നേടുന്നതിൽ.                             |  |
| c. | വിദ്യാർത്ഥികൾക്ക് മനസ്സിലാക്കുന്ന വിധത്തിൽ പ്രതിപാദിക്കുന്നതിൽ  |  |
| d. | വ്യത്യസ്ത പഠനശൈലികളെ തിരിച്ചറിഞ്ഞ് പ്രോത്സാഹിപ്പിക്കുന്നതിൽ.    |  |
| e. | വിദ്യാർത്ഥിയുടെ പര്യാപ്തതക്കാവശ്യമായ മാർഗ്ഗനിർദ്ശനം നൽകുന്നതിൽ. |  |
15. എന്റെ വിദ്യാഭ്യാസത്തിൽ എന്റെ ക്ലാസിനെക്കുറിച്ചുള്ള വിദ്യാർത്ഥികളുടെ വിലയിരുത്തൽ
- |    |   |  |
|----|---|--|
| a. | വിഷയത്തിൽ അഗാധ അറിവുള്ളയാൾ.                       |  |
| b. | ചിട്ടയും, സമയനിഷ്ഠയും, ലക്ഷ്യബോധവുമുള്ളയാൾ.       |  |
| c. | വ്യക്തിബന്ധത്തിന് പ്രാധാന്യം നൽകുന്നയാൾ.          |  |
| d. | പഠനോദ്ദേശങ്ങൾക്ക് നേതൃത്വം നൽകുന്നയാൾ.            |  |
| e. | വിദ്യാർത്ഥികളിൽ ഉത്തരവാദിത്തബോധം ഉണ്ടാക്കുന്നയാൾ. |  |



## TEACHING STYLE INVENTORY- EnglishVersion [2015]

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Given below are some statements about how to respond to situations / activities related to teaching. Five possible responses are given for each situation/activity. You are requested to mark 1 for most appropriate response, 2 for the next suitable response, 3 and 4 for your next choices and 5 for the most unsuitable response in the column for marking response.

An illustrative item is given below:

Eg. **My emphasis on the mode of teaching**

|    |                    |   |
|----|--------------------|---|
| a. | Subject-centered   | 4 |
| b. | Syllabus -centered | 1 |
| c. | Life-centered      | 3 |
| d. | Student-centered   | 5 |
| e. | Activity- centered | 2 |

1. **My emphasis on classroom communication is to:**

|    |  |  |
|----|--|--|
| a. | Describe the subject-matter in detail                            |  |
| b. | Express the essential ideas                                      |  |
| c. | Explain the lesson using illustrations                           |  |
| d. | Consider individual qualities of students to the extent possible |  |
| e. | Reduce the interference of the teacher up to the extent possible |  |

2. **My emphasis on the methods of teaching is:**

|    |                      |  |
|----|----------------------|--|
| a. | Subject - oriented   |  |
| b. | Curriculum -oriented |  |
| c. | Life- oriented       |  |
| d. | Student- oriented    |  |
| e. | Activity- oriented   |  |

3. **The learning should aim at:**

|    |                           |  |
|----|---------------------------|--|
| a. | Mastery of the subject    |  |
| b. | Systematic knowledge      |  |
| c. | Self-actualization        |  |
| d. | Multi-faceted development |  |
| e. | Self-acquired experience  |  |

4. **Your View on Time management**

|    |   |  |
|----|---|--|
| a. | Explain the content even if the time is over              |  |
| b. | It should be time-bound                                   |  |
| c. | Keep student relationship beyond time limit               |  |
| d. | Demonstrate to students the strategies of time management |  |
| e. | Students should do it themselves                          |  |

5. **Lesson plan must give importance to:**

|    |                                |  |
|----|--------------------------------|--|
| a. | Most advanced information      |  |
| b. | Specific learning objectives   |  |
| c. | Adopt personal life experience |  |
| d. | Student-centeredness           |  |
| e. | Foster independent thinking    |  |

6. **In my opinion, the classroom management should give emphasis on the students / student's**

|    |  |  |
|----|--|--|
| a. | Thought provoking setting                      |  |
| b. | Attainment of definite aims                    |  |
| c. | An environment for analyzing their experiences |  |
| d. | Motivating situation                           |  |



- |    |                              |  |
|----|------------------------------|--|
| e. | A stage framed by themselves |  |
|----|------------------------------|--|
7. The examination questions should be based on:
- |    |                                      |  |
|----|--------------------------------------|--|
| a. | Facts, principles and concepts       |  |
| b. | Explicit learning objectives         |  |
| c. | Life-oriented                        |  |
| d. | Fostering of analytical ability      |  |
| e. | Appreciate the self-acquired ability |  |
8. In evaluation I give weightage to:
- |    |  |  |
|----|--|--|
| a. | Facts and concepts of my subject             |  |
| b. | Learning objectives and precision of answers |  |
| c. | Individualized rational responses            |  |
| d. | Due consideration for efforts and experience |  |
| e. | Ideas generated by the students themselves   |  |
9. I give scores to:
- |    |  |  |
|----|--|--|
| a. | Subject related concepts                     |  |
| b. | The accuracy of answers given in the content |  |
| c. | Life related answers                         |  |
| d. | Variety of ideas                             |  |
| e. | The knowledge acquired individually          |  |
10. I give reinforcement to:
- |    |                           |  |
|----|---------------------------|--|
| a. | The student's knowledge   |  |
| b. | Systematic learning       |  |
| c. | Individualistic qualities |  |
| d. | Group activities          |  |
| e. | Self-learning             |  |
11. When solving the classroom problems, I:
- |    |   |  |
|----|---|--|
| a. | Consult the persons having sufficient skill in such problem solving   |  |
| b. | Make decisions according to the existing rules and norms              |  |
| c. | Consider the various dimensions of problems as a considerate guardian |  |
| d. | Arrive at practical decisions appropriate for that group              |  |
| e. | Prefer dynamic and novel decisions                                    |  |
12. In my opinion, the primary duty of a teacher to:
- |    |   |  |
|----|---|--|
| a. | Impart knowledge  |  |
| b. | Maintain punctuality, accuracy and clearness              |  |
| c. | Manifest an exemplary personality for students to emulate |  |
| d. | Give encouragement and support to students                |  |
| e. | Foster self-learning ability of the students              |  |
13. In my opinion, the aim of education is:
- |    |                                  |  |
|----|----------------------------------|--|
| a. | Knowledge acquisition            |  |
| b. | Fostering systematic development |  |
| c. | Moulding an ideal personality    |  |
| d. | All round development            |  |
| e. | Achieving self sufficiency       |  |
14. The skill of a teacher is to be exhibited mostly in:
- |    |   |  |
|----|---|--|
| a. | Explaining the content  |  |
| b. | Achieving the instructional objectives in time bounded manner |  |
| c. | Explaining to students in an understandable manner            |  |
| d. | Recognizing and fostering different learning styles           |  |
| e. | Giving guidance to students for self-sufficiency              |  |



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15. I would prefer my students to evaluate me as a teacher:

|    |   |  |
|----|---|--|
| a. | Who has in-depth knowledge in the subject           |  |
| b. | Who is systematic, punctual, and objective oriented |  |
| c. | Who gives importance to personal relationship       |  |
| d. | Who gives leadership in academic inquiry            |  |
| e. | Who creates sense of responsibility among students  |  |