



## STUDY OF TEACHING STYLES OF TEACHER EDUCATORS

**Sher Singh**

Research Scholar, OPJS University  
Dr. Gurmeet Singh Kachoor  
Associate Professor, OPJS University

**Declaration of Author:** I hereby declare that the content of this research paper has been truly made by me including the title of the research paper/research article, and no serial sequence of any sentence has been copied through internet or any other source except references or some unavoidable essential or technical terms. In case of finding any patent or copy right content of any source or other author in my paper/article, I shall always be responsible for further clarification or any legal issues. For sole right content of different author or different source, which was unintentionally or intentionally used in this research paper shall immediately be removed from this journal and I shall be accountable for any further legal issues, and there will be no responsibility of Journal in any matter. If anyone has some issue related to the content of this research paper's copied or plagiarism content he/she may contact on my above mentioned email ID.

### **ABSTRACT**

*This policy brief provides an analysis of teachers and teaching learning processes in India. While much progress and investment has been made in recent years, the analysis suggests that problems remain with teacher numbers, deployment and training. It is widely acknowledged that teachers have a pivotal role in the development of an inclusive education system. Availability of qualified, trained and highly motivated teachers is an important factor in ensuring meaningful access to education. "Teacher qualification and training coupled with a high morale and positive perception of the academic ability of the learners constitute a powerful set of factors determining the learning levels of the children". The National Commission on Teachers observed: "To recruit teachers more scientifically, the desirable competencies of teachers should be listed on the basis of practical and applied research". It is argued that high proficiency in the teaching subject, good linguistic ability, efficiency in communication skills and love for children are some of the desirable qualities of a good teacher.*

**KEYWORDS:** Classroom management styles, performance, leadership, Teaching Method, Evaluation, Communication Skill.

### **INTRODUCTION**

In the last two decades, the importance of teaching evaluation has been emphasized in higher education. Many Medical Schools have searched for ways to effectively and constructively evaluate performances of their faculty members. Teaching evaluation has been used to provide diagnostic information for teachers on specific aspects of their teaching to help them improve their performance. The teaching evaluation

system depends primarily on the student evaluation of teachers and courses, and peer faculty reviews. Indian medical education system has seen rapid growth in the last two decades. From a miniscule number, private Medical Colleges have grown to account for more than half of the all Medical Colleges of India in 2011 and consequently, India has the highest number of medical educators in the world.

To enhance successful communication, medical teachers are increasingly using teaching-learning media. It is well known that the students learn when they are involved actively in learning than when they are passive recipients of instruction. Active learning strategies can be designed to target visual learners through models and demonstrations, auditory learners through discussion, debates, games and kinesthetic and tactile learners through models and role playing. There is very little documentation of the effectiveness of various active learning strategies, and often faculty are reluctant to incorporate such new strategies into the teaching curriculum.

The National Policy on Education (1986) emphasised that: "The method of recruitment of teachers will be reorganized to ensure objectivity, merit and conformity with spatial and functional requirements". Generally the desert, hill, tribal and remote areas have difficulty with recruitment and placement of teachers. In addition to recruitment, efficient deployment of teachers, teacher transfer and promotion are also important issues that impact on teacher availability and retention. A task force was constituted by the National Council for Teacher Education (NCTE) in 1999 to evolve eligibility criteria for the recruitment of teachers. The NCTE has already issued a notification relating to teachers' qualifications. Despite this, recruitment of well-qualified teachers and retaining them in the teaching profession is a challenge. Nonetheless, in order to implement the RTE Act, efforts are to be made to meet this challenge.

Teacher is the most vital single factor of influence in the system of education. It is the teacher who matters most as far as the quality of education is concerned. The educational process is governed by the extent of his receptivity and initiative. The well-equipped teacher is supreme in education. At all times the teacher is the pivot in the system of education.

**The Secondary Education Commission** points out that "every Teacher and educationist of experience know that even the best curriculum and the most perfect syllabus remain dead unless quickened into life by the right methods of teaching and right kind of teachers".

## REVIEW OF RELATED LITERATURE

(Cattell, 2013) of these the subjective appraisals rendered two elements. The primary variable showed that raters positive or negative assessments (i.e. essential like or aversion) of the two educating styles. It created the impression that the raters favored the formative style to the successful style. The second component was observed to be an especially decent discriminator of the mandate and formative instructing conditions. In aggregate, the mandate and formative educating were separated and portrayed utilizing both subjective and target measures.

Schluck (2011) examined regardless of whether there were connections between measures of identity and showing style MMPI was utilized as a identity measure and Flanders Interaction Analysis and other

observational timetables were utilized as measures of instructing styles. At the point when information for the aggregate gatherings was investigated by utilizing three MMPI scales, the outcomes uncovered most frequently noteworthy connections were found. There were likewise sex contrasts. For ladies the best indicators had all the earmarks of being D, F and P-1, while HS and MF were the best indicators for men.

Hufker (2011) created apparatus to distinguish educating style. Style was depicted as the mode or nature of expression that gives particular fabulousness to the substance, medium and shape as individualized by the craftsman. A few instruments were utilized including Flanders' Interaction Analysis System, content situated and understudy arranged showing approach/style.,

Jarett (2010) concentrated university showing style in correspondence terms. The specialist recognized six of the 24 correspondence classifications held indistinguishable recurrence positions for both "great" and "awful" instructors.

Superson (2010) concentrated the relationship between the showing styles of Grade School Student instructors and the showing styles of their agreeable instructors. Showing styles of both the gatherings were gotten by method for ordering their verbal conduct through live perception as per the applied frameworks manual created by Joyce. The instrument orders the verbal conduct of instructors into four general

classes with 24 sub-classifications. Eight lists of showing style were built subsequently of the groupings of subcategories. Correlational discoveries uncovered negative connections between the understudies and their helpful instructors for the 8 files of showing style before contact between the two gatherings. Following twenty one weeks understudies instructors showed an essentially nearer relationship to their coordinating educators in address asking and method taking care of practices.

Slater (2010) researched the effect of showing style on the understudy utilize of scientific ideas in dialog of dubious issues. Three instructing styles were recitation, workshop and Socratic. The review neglected to demonstrate a differential effect of showing style on understudy learning of the conceptualized systematic abilities.

Comman (2010) attempted a review on relating instructing style to understudy demeanor towards perusing. Educable rationally impeded youngsters constituted the test. The outcomes showed that diverse sorts of educator verbal impact have diverse impacts on various sorts understudies.

Tukker (2010) embraced a review to explore the relationship between educators levels of self-realization and their instructing behavioral styles; and educators' instructing behavioral styles and the delight's they get from interfacing with their understudies. Information examination uncovered that none of the eight theories were observed to be huge. It was reasoned that (a) there is no relationship between educators level of need

satisfaction and the overwhelming behavioral styles they show in the classroom; and (b) there is no relationship between the overwhelming showing conduct educator display and the gratification's, they get from educating.

Welch (2010) concentrated the impacts of verbal criticism on the educating styles of experts and para-experts. Keeping in mind the end goal to evaluate the showing style, a altered adaptation of the Reciprocal Categories System was created. In view of the information, it has reasoned that in spite of desires proficient and paraprofessionals did not enter the showing circumstance with various instructing styles. It was additionally reasoned that giving criticism of verbal conduct could enhance the verbal showing style of both expert and para-experts.

Abbott (2010) built up a hypothetical model of school educating style. It had three spaces; the psychological, full of feeling and manipulative. An instrument, word representation, inclination of showing style was created. In the component investigation of the characteristics of the six showing styles two variables were distinguished and marked the powerful showing variable and the ineffectual educating component. It bolstered the utilization of instructing style to give understanding over the adequacy of style part on learning of the understudies.

As per Borg and Gill (2011) "the writing in any field shapes the establishment whereupon all future work will be manufactured. On the off chance that we neglect to assemble the establishment or

information gave by the survey of writing our work is probably going to be shallow and guileless and will frequently copy work that has as of now been finished better by another person".

Haskins (2011) investigated the impacts of three styles of instructing on understudy accomplishment and instructor understudy verbal collaboration in and Missouri professional farming division. The finding demonstrated that there were no distinctions among the three styles of instructing (immediate, circuitous, ordinary) on either a speedy review sort psychological test or a mix (snappy review in addition to basic considering) psychological test. Advance, educators of agribusiness had a tendency to be more straightforward in their style of educating.

Glenn (2011) directed an exploratory review to learn the capability of instructive subjective style and showing styles for customizing guideline. The comes about showed that the instructors showing style gives, under certain conditions, a great vehicle for depicting educator's execution in illustrative behavioral terms. Based upon the coordinating of showing style and favored showing style there was an expansion in the level of instructive improvement and perusing level therefore of the instructive experience.

Townsend (2011) mode a correlation of educator style and understudy state of mind also, accomplishment in differentiating schools open space, departmentalized and self- contained. From this review, reasoned

that the Flander's System demonstrated pretty much nothing contrast in showing style yet neglected to totally portray the earth.

Tinsman (2011) broke down the impact of instructional adaptability Training on the controlled adaptability of understudy instructors educating styles. The outcomes demonstrated no huge contrast between gatherings on any of the behavioral lists; both bunches utilized altogether more positive authorizing practices while working out backhanded and helpful models than when displaying direct a legitimate conduct. Each gathering showed high capacity to show the recommended showing models except for intelligent inductive intuition conduct. This discovery underpins the idea of the utilization of direct objective arranged mediation in molding educating execution. The review exhibited that execution aptitudes can be learned via students having low reasonable levels using educating models.

Gilbert (2012) motivation behind his review to decide showing styles pervasive in fulfilling and disappointing school credit course grown-up understudies considered fulfilling and in those courses they considered disappointing. The discoveries demonstrated that there was a critical contrast between the showing style utilized as a part of courses which were fulfilling to grown-up understudies and those styles utilized as a part of courses which were seen as disappointing. The confirmation demonstrated that teachers showing styles are connected with sentiments of fulfillment

and disappointment in grown-up understudies.

Yanoff (2013) investigated the impacts of three showing styles-instructor guided, little gathering focused and individual situated styles on association and request action of grade school youngsters. No relationship between the subordinate factors of inclusion and request action was found with educating styles under reference.

On the other hand understudies who are majoring in inside outline, music, news-casting, workmanship what's more, design had higher scores in right hemispheric style of deduction understudies who scored a correct mind thinking style found to pick significant which required spatial/fleeting rather significant which were reliant on dialect base. He did not locate any noteworthy contrast in the styles of considering male and females.

## **THE EDUCATION COMMISSION**

Has very aptly observed that "the Eventual fate of the country is molded in her classrooms". The instructors shape the most valuable material of land, viz. the young men and the young ladies in their most naive time of advancement in the required shapes. The educators are recognized great or poor, compelling or inadequate on the premise of individual attributes, since individual characteristics of an instructor effectsly affect the conduct of understudies. While exploring the exploration on individual qualities of good versus poor instructors, Hamacheek presumed that: successful

educators seem, by all accounts, to be the individuals who are, "human" in the fullest feeling of the word. They have a feeling of humors, are reasonable, compassionate, and clearly are more ready to relate effortlessly and actually to understudies on either a balanced or gathering premise. Their classroom appears to reflect little undertaking operation as in they are more open, unconstrained, and versatile to change.

At a certain point of time, it was accepted that a man was a decent educator in the event that he was a decent researcher. The thinking was straightforward, if an instructor knew his topic, he could educate others. There is some truth in this announcement; however topic information does not cross over any barrier amongst educating and learning. This reality can be seen at school and college level a portion of the educated Educators are not the best instructors. Numerous a circumstances we hear the remark that, 'He knows his stuff, yet can't impart. He can get his material over, or 'he talks over our heads'. These kind of remarks uncover that grant of the subject is insufficient. Clear correspondence of the topic is fundamental. In any case, it doesn't imply that information of subject is not imperative. A few educators who are master in correspondence and need authority of the subject additionally require the feedback like that, "he is a decent speaker, great communicator yet does not know the subject". As of late it has been accentuated that powerful or excellent instructors educate with styles and have any kind of effect in learners accomplishment picks up

and better compelling reactions from understudies.

Verifiably, the expression "styles" showed up in the writing without precedent for 1921 in the examination of Carl Jung on mental sorts. From there on "style" was utilized by G.W. Allport into his work in 1930. Since Allport time the term has been changed and pervaded with various significance however the center meaning of style that is its reference to routine example or favored methods for accomplishing something (e.g. considering, learning, educating) that are consistence over drawn out stretch of time and crosswise over numerous regions of action remains for all intents and purposes the same. Be that as it may, first development became a force to be reckoned with in the 1950's and mid 2010's with the possibility that styles could give an extension between the investigation of insight (e.g. how we see, how we realize, how we think) and the investigation of identity. The development was known as the intellectual style development. Various psychological styles were proposed, all of which appeared to be to some degree nearer to comprehension than to identity . A glaring case of such style is field reliance autonomy recommended by Herman Witkin. The term intellectual style alluded to an individual's method for preparing data. The term was created by intellectual therapists directing exploration into critical thinking and tangible and perceptual capacities. The examination gave a portion of the principal prove for the presence of particular styles. A moment development likewise has endeavored to comprehend "styles" yet in a

way that looks like the conceptualization and estimation of identity more than of insight. Hence, they are named as identity focused styles.

Styles determined by Myers and Myers from the work of C.G. Jung and hypothesis of styles recommended by Anthony Gregorc come in this class. The third development endeavored to comprehend styles that seem to near conduct or activity of a man. They are, actually, action focused or activity focused styles. These styles are prevalent by the name of learning styles. They manage how individuals get a kick out of the chance to learn. Kolb's hypothesis and Dunn and Dunn's theory have clarified such styles. Aside from learning styles, Holland's hypothesis of styles utilized fundamentally in word related world likewise come in the class.

### **TEACHER MANAGEMENT STYLES AND PERFORMANCE AND LEADERSHIP**

Managing classroom is surfacing as one of the most challenging problem for a teacher today. It is posing a problem requiring the serious concern of the educators and the education researchers. Ineffective management leads to serious conditions of indiscipline causing damage to the conducive climate for learning. Though teachers are provided with inputs on the best fit managing strategies, they are not provided with any specific technique to suit specific problems in classroom management. The teacher therefore, requires to plan in detail, creating strategies of

management in order to develop a productive learning environment. Effective classroom management is defined as a climate emphasizing and conducive to proper learning; good behaviour and positive inter personal relationships. Proper learning in the present context refers to proper comprehension and assimilation, in other words, meaningful learning. The teacher needs to encourage this learning by utilizing new strategies and new techniques. A review of fifty years of educational researches has indicated that an effective classroom management by the teacher increases student involvement in teaching, reduces disruptive behaviour and utilizes the instructional time to the fullest extent. The present study is focused on the teacher management quality in the classroom and its influence on student performance, leadership, interpersonal relationships, and personality development among students. The present research has focused on the aspect of effective management of the teacher in order to elicit the factors which support and factors which flatten students' motivation towards learning and interest in the class. Based on this goal of investigation, the researcher decided to study the classroom management of teachers at the higher level of education. This was considered research worthy, as the outcome of classroom input is very vital during these formative years where students will have to decide their future. If the teacher is not managing the classroom effectively, students resort to indiscipline and indifference to learning. Many students though have the innate cognitive

competence for academic skills fail to manifest their skills due to the lack of effectiveness of the teacher in managing the classroom.

## CONCLUSION

The viability of schools depends to a great extent on its educators and advancement of instructor's viability rests upon the educating learning program of educator instruction. The way to accomplishment of educator training is without a doubt the instructor teachers. His identity, knowledge, imagination, considering, educating, dominance over the subject and showing innovation decide the nature of instructor training. Like learning style, zone of intuition and showing styles has drawn genuine what's more, significant consideration of the analysts everywhere throughout the world. The examination confirmations have unmistakably shown that reasoning and instructing; styles of the educators have incredible effect on their classroom exchanges with understudies and learning results of educating. Learning styles of the understudies and educators were just a single portion of the instructor base understudies, association. The examiner is of the feeling that by directing the present review new and important data relating to thinking and showing styles of instructors at advanced education level villa rose out which may give the new heading in the zone of change of instructing learning procedure and outlining programs for instructors. In this manner, the discoveries of the present review would be very valuable to the showing heads, educator's teachers and in-

administration program architects in looking for bits of knowledge into the space of deduction and instructing styles.

## REFERENCES

- [1] Abbott, J.E. (2010), A Theoretical Model of College Teaching Style, DAI, 2011, Vol. 31 (12), 6537-A, 2010.
- [2] Adams, R.S. (2010), Perceived Teaching Styles, Comparative Education Review 50-158, 2010.
- [3] Aggarwal, Y.P. (2013), Sampling Methods for Social Investigation, Bharat VidyaVihar, Id-Gah Road, AmbalaCantt, 2013.
- [4] Agor, W. H. (2013), Brain Skills Development in Management Training, Training and Development Journal, Vol. 38, 78-82, 2013.
- [5] Agor, W.H. (2013), Using Institution in Public Management, Public Management, 65, 2-6, 2013.
- [6] Al-Arfaj, M.M. (2011), The Impact of Three Instructional Styles of Teaching Physics on Students Achievement and Attitudes, DAI, 2011, Vol.60(9), 3251-A.
- [7] Albaili. M.A. (2010), Reliability and Validity of the Thinking Style Inventory: Evidence from United Arab Emirates-Proceeding of the 2013 Joint Annual Conference of the Australian Psychological Society and

- New Zealand Psychological Society  
Auckland, New Zealand, 26-30 Sep  
2010.
- [8] Albertson, K.H. (2010),  
Identification of Directive and  
Developmental Teaching Styles  
through Naturalistic Observations  
and Semantic Differential Ratings,  
DAI, 2010, Vol. 37(10), 6349-A.
- [9] Halt. Al-Sabaty, Ibrahim, Davis  
Gray, A. (2012), Relationship  
Between Creativity and Right left  
and Integrated Thinking Styles.  
Creativity Research Journal,  
Vol.2(1&2), 111-118, 2012.
- [10] Anhalt, E.F. (2012), The Effect of  
Pre-Student Teaching Experiences  
on the Development of Education  
Students Self-Awareness and  
Teaching Style, DAI, 2012, Vol.  
39(5), 2809-A.
- [11] Anjaneyulu, B.S.R. (2013), Teaching  
Profession and Job-  
Satisfaction, Educational India, 37,  
185-188, 2013.
- [12] Anthony, B.J.H.C. (2014), A Study  
of Congruence Between Learning  
Style Preference and Teaching Style  
Preference Student Attitude and  
Achievement Among Fifth Grade  
Students, DAI, 2014, Vol. 45. (12)  
3542-43-A.
- [13] Argyle, M. (2014), Psychology and  
Interpersonal Behaviour, London  
Pelicon, 2014.
- [14] Ary, D. Jacobs, L.C. and Ravach, A.  
(2014), Introduction to Research in  
Education, New York Holt, Rinehart  
and Winston, Inc.