

## Study of Transactional Styles of Teacher's Teaching in Government and Private Schools

**Dr. Rekha Soni**

*Prof., Sri Ganganagar T.T.P.G. College,  
Tantia University, Sri Ganganagar  
drrekhasoni75@yahoo.com*

### **Abstract**

*The main objective of the present research work is Study of Transactional Styles of Teacher's teaching in Government and Private Schools. The sample consisted of 100 teachers has been selected by random sampling from different school of Sri Ganganagar. Transactional Styles Inventory used for the data collection. The results show that primary school teachers are following nurturing, regulating, task, adaptive, creative and confronting styles at an average level.*

Reference to this paper  
should be made as  
follows:

**Received: 12.02.19**  
**Approved: 10.03.2019**

**Dr. Rekha Soni**

*Study of Transactional  
Styles of Teacher's  
Teaching in  
Government and  
Private Schools*

*RJPSS 2019, Vol. XLIV,  
No. 1, pp. 43 -48  
Article No. 6*

**Online available at:**  
[https://anubooks.com/  
?page\\_id=5262](https://anubooks.com/?page_id=5262)

## **Introduction**

Transaction is communication and interaction on a level of deep personal and social significance, where meaning is created and recreated within us as we express our own inner life through language and in turn open ourselves to the linguistic expressions of others.

The human being is born with certain inborn tendencies, such as the instincts and reflexes and the rest of his behavior is learned as acquired. Though people vary greatly in these inherited capacities, in the end it is learning that makes the individual as we know him.

It seems self evident that the teacher should constitute an important factor in the learning process. From a cognitive standpoint it should certainly make a difference, in the first place, how comprehensive and cogent his grasp of his subject matter field is, Second, quite independently of his degree of adequacy in this regard, he may be more or less able to present and organize subject matter clearly to explain ideas loudly and incisively and to manipulate affectively the important variables affecting learning. Third, in communicating with his pupils, he may be more or less capable of translating his knowledge in a form appropriate for their degree of cognitive maturity and subject matter sophistication. Apart from these crucial cognitive and personality attributes that impinge directly on the learning process, a broad range of personal characteristics should be reasonably compatible with effectiveness in teaching.

### **Need and Significance of the Study:**

Dreams, aspirations and hopes of modern India depends upon the quality of her teachers. So, it is the teacher who has to play potent role in the educational field. Teachers play an important role in shaping the personality of the child. It seems self evident that the teacher should constitute an important variable in the learning process. Appropriate teaching style is always relative to the particular educational objective that is being striven for at a given moment that is the efficient transmission of established knowledge, the generation or modification of attitudes, the improvement of problem solving abilities or the exploration and refinement of alternative viewpoints in controversial areas of knowledge. Primary school teachers can evaluate themselves through this present study that which style they are adopting in their teaching and whether the style which they are following is fruitful for their students.

According to the interests, age level and mental level of the students, teachers can adopt their choice style which makes students comfortable and this may enhance effective learning.

### **Objectives of the Study:**

The objectives of the study are written to indicate the direction of the research work. The present study has the following objectives:

1. To find out the transactional styles of teaching of primary school teachers teaching in Hindi and English medium schools.
2. To find out the transactional styles of teaching of primary school teachers teaching in government and private schools.

**Hypothesis of Study:**

1. Primary school teachers working in Hindi and English medium schools are following nurturing, regulating, task, confronting, adaptive and creative styles in their teaching at an average level.
2. Primary school teachers working in government and private schools are following nurturing, regulating, task, confronting, adaptive and creative styles in their teaching at an average level.

**Method used in the Present Study:**

The survey method has been used for this research.

**Sample of the Study:**

In the present study the sample of 100 teachers has been selected by random sampling from different school of Sri Ganganagar.

**Tool used in the study:**

Transactional Styles Inventory used for the data collection.

**Data Analysis:**

**Table No. 1**  
**An overview of teaching styles practiced by Hindi and English medium primary school teachers in Sri Ganganagar**

S.No.	Styles	Medium of School	Very High (%)	High (%)	Average (%)	Low (%)	Very Low (%)
1.	Nurturing	Hindi	-	-	93.33	6.66	-
		English	-	3.33	93.33	3.33	-
2.	Regulating	Hindi	-	3.33	96.66	-	-
		English	-	10.00	-	-	-
3.	Task	Hindi	3.33	50.00	43.33	3.33	-
		English	-	60.00	33.33	6.66	-
4.	Confronting	Hindi	20.00	66.66	13.33	-	-
		English	20.00	43.33	33.33	3.33	-
5.	Adaptive	Hindi	10.00	33.33	20.00	56.66	-
		English	23.33	20.00	56.66	-	-
6.	Creative	Hindi	-	3.33	96.66	-	-
		English	-	16.66	83.33	-	-

Table no. 1 shows teaching styles, practiced by Hindi and English medium primary school teachers in Sri Ganganagar.

**Style No. 1** indicates that 93.33% teachers are following nurturing style in both Hindi and English medium schools at an average level 6.66% teachers are following

this style at a low level in Hindi medium schools and 3.33% teachers are following this style in English medium schools at both low and high levels. Hence majority of teachers are following this style at an average level but not followed at a very high level.

**Style No. 2:** 96.66% teachers are following regulating style at an average level in Hindi medium schools while 90% teachers are following it at an average level in English medium schools. Hence majority of the teachers are following it at an average level but not at a very high level.

**Style No. 3 :** 43.33% teachers are following task style at an average level, 50% teachers are following this style at a high level and 3.33% teachers are following this style at both low and very high level in Hindi medium schools while 60% teachers are following this style at a high level in English medium schools. Hence task style is followed more by English medium school teachers at a high level.

**Style No. 4:** 66.66% teachers are following confronting style at a high level and 20% teachers at very high level in Hindi medium school teachers. 43.33% teachers are following this style at a high level and 20% teachers at a very high level in English medium schools.

**Style No. 5:** 50% teachers are following adaptive style at an average level and 10% teachers at a very high level. 33.33% teachers are following it at a high level and 6.66% teachers at a low level in Hindi medium schools whereas 56.66% teachers are following this style at an average level and 23.33% teachers are following it at a very high level.

Hence adaptive style is followed by teachers at all levels with more or less scores.

**Style No. 6 :** 96.66% teachers are following adaptive style at an average level and 3.33% teachers are following it at a high level in Hindi medium schools whereas 83.33% teachers are following this style at an average level and 16.66% teachers are following it at a high level in English medium school. Meaning thereby that creative style is popular with majority of teachers but it is not followed with a very high level.

**Table No. 2**  
**An overview of teaching styles practiced by Government and Private Schools primary teachers in Sri Ganganagar**

S.No.	Styles	Medium of School	Very High (%)	High (%)	Average (%)	Low (%)	Very Low (%)
1.	Nurturing	Govt.	-	3.33	90.00	6.66	-
		Private	-	-	96.66	3.33	-
2.	Regulating	Govt.	-	13.33	86.66	-	-
		Private	-	-	100.00	-	-
3.	Task	Govt.	-	60.00	30.00	10.00	-
		Private	6.66	43.33	50.00	-	-
4.	Confronting	Govt.	26.66	56.66	16.66	-	-
		Private	13.33	43.33	30.00	3.33	-
5.	Adaptive	Govt.	23.33	23.33	46.66	6.66	-
		Private	10.00	26.66	63.33	-	-
6.	Creative	Govt.	-	3.33	96.66	-	-
		Private	-	16.66	83.33	-	-

Table no. 2 shows the teaching styles practiced by government and private schools primary teachers in Sri Ganganagar.

**Style No. 1:** It indicates that 90% teachers are following the nurturing style at an average level while 6.66% teachers are following it at a low level and 3.33% teachers at a high level in Govt. schools. 96.66% teachers are practicing this style at an average level and 3.33% teachers at a low level in Private Schools. Hence majority of the teachers are following nurturing style at an average level but not at a very high level.

**Style No. 2:** 86.66% teachers are following regulating style at an average level and 13.33% teachers are following at a high level in government schools whereas 100% teachers are following regulating style at an average level in private schools. Meaning thereby this style is most popular among teachers of private schools at an average level.

**Style No. 3 :** 60% teachers are following task style at a high level, 30% teachers at average and 10% teachers at low level in government schools whereas 50% teachers are practicing this style at an average level, 43.33% teachers at a high level and 6.66% teachers at a very high level in private schools. Meaning, thereby this style is not popular at very high level.

**Style No. 4:** 56.66% teachers are following confronting style at a high level while 26.66% teachers are adopting it at a very high level and 16.66% teachers are following it at an average level in government schools whereas 43.33% teachers are following this style at a high level, 30% teachers at average level, 13.33% teachers at very

high level and 3.33% teachers at low level. Meaning thereby that confronting style is no doubt adopted but not with a good score at high and very high level in both schools.

**Style No. 5 :** 46.66% teachers are following adaptive style in their teaching at an average level, 23.33% teachers at both high and very high level and 6.66% teachers at a low level in government schools whereas 63.33% teachers are adopting this style at an average level. 26.66% teachers are following this style at a high level and 10% teachers are following it at a very high level in private schools. Meaning thereby teachers of both schools are following this style but not with a good score at high and very high level.

**Style No. 6 :** 96.66% teachers are following creative style at an average and 3.33% teachers are following it at a high level in government schools whereas 83.33% teachers are following this style at an average level and 16.66% teachers at a high level in private schools. Meaning thereby, creative style is popular in teachers of both type of schools at an average level.

### **Conclusion**

Above scores indicates that primary school teachers of government and private schools whether English or Hindi medium are not adopting a specific teaching style in their teaching rather all the six styles are being practiced by the teachers with a high score from average to very high level. Average level of nurturing, regulating and creative styles in being is use in their teaching with a very high level, while is a good sign of to be regulated and should be helped to make their mind creative in primary classes which will further show good results in higher classes.

### **Reference**

1. Best, J.W.: *Research in education*, New Delhi Prentio Hall-1969.
2. Bunch, M.B.: *Second survey of research in education Baroda*, society of educational research and development, 1970.
3. Chand Lal: *A study of scheduled caste students of primary school level at Karnal district in Indra Block*, 1984.
4. Chander Pal: *A study of Educational administration*.