

A Study Of Teaching Style Of Madrasa Teachers In The State Of Uttar Pradesh

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Abstract

A teaching style is a reflection of the individual's value system regarding human nature, and the kinds of goals and environments that enhance human learning. Teaching styles have not yet received due attention in educational research in India, reason could be related to unavailability of reliable and valid measures of teaching styles. This study was performed with the aim of determining the teaching styles of madrasa teachers as the variable under study and how it varies from teachers to teachers in terms of some other variables like genders, ages, and regions (rural or urban). This descriptive survey was performed on 85 madrasa teachers. The data were gathered with *Teaching style Inventory* prepared by Gafoor and Babu (2016) and were treated with percentage analysis in SPSS 20. Out of 85 madrasa male constitute 67% while female 33% of the total samples. And 49.41% were from rural areas and 50.59% from urban area. The result of the study showed that the most preferred Teaching Style of Madrasa teachers is Expert Style ($M=33.291$, $SD=6.75$), followed by formal authority Style ($M=32.68$, $SD=7.36$). The least preferred style Delegator Style ($M=26.98$, $SD=8.12$) followed by personal ($M=27.18$, $SD=6.90$) and Facilitator ($M=29.54$, $SD=5.76$). Men teachers tend to use Formal Authority, followed by expert style. They have least preferred Personal style in teaching whereas women teachers have given top priority to expert style in teaching followed by facilitator style. Madrasa teachers teaching in rural locality tend to follow expert style as compared to urban madrasa teachers who are following

formal Authority style. Interestingly in all the sub samples the delegator style was the least preferred that means the madrasa teachers do not emphasize students as an independent learner.

Keywords: Teaching style, Expert, Formal Authority, Personal Model, Facilitator, Delegator and Madrasa Teachers

Introduction

How good or bad the nation is depends on the quality of citizens and the quality of its citizens depends more than any other features upon the quality of education. The world has transformed from the industrial revolution to the knowledge revolution, the cognitive explosion is the benchmark of the modern era. Knowledge-makers are the key players of the time. The sole purpose of education must be to empower knowledge makers. Youth, in the form of intellectual capital, is becoming the richest intangible asset, and the human development index has become the indicator of a nation's progress. India has a majority of young people in its population. To change the destiny of the nation we have to use the potentials of the youth. Mainstreaming of marginalized sections has a pivotal role to play in the prosperity of the nation. Education is an emancipating and secularizing force.

Teaching Style is broadly defined as the personal traits, characteristics, beliefs, and skills that are presented during classroom instruction. In this study, the teaching style, an independent variable, was defined as one of the five major teaching style categories— expert, formal authority, personal model, facilitator, and delegator— determined by the TSI (Grasha, 1996). The five teaching styles are defined by Grasha (1996) as follows:

- **Expert:** The teacher displays knowledge and expertise that students need. The teacher challenges students to enhance their competence and is concerned with preparing students (Grasha, 1996).
- **Formal Authority:** The teacher possesses status among students and is concerned with learning goals, rules of conduct, and providing feedback (Grasha, 1996).
- **Personal Model:** The teacher instructs through personal example and engages student to observe and replicate the instructor's approach (Grasha, 1996).

- Facilitator: The teacher guides and directs students by asking questions, exploring options, and encouraging alternative solutions (Grasha, 1996). The teacher strives to develop responsibility and independent thought in students (Grasha, 1996).
- Delegator: The teacher strives to promote student learning through project studies and is available as a student resource (Grasha, 1996).

The review of literature substantiates the fact that many efforts have been showed by researchers to present the deplorable plight of Muslim community in the field of education. Most of these reviews concluded with a very common fact that Muslims are deprived of educational opportunities in comparison to other communities both in our country and abroad and the reason lies in various factors such as political, social, and economic etc. Muslim Educational institutions are always a victim of ignorance and avoidance by various governments.

The review of related literature also validates the fact that there is much to explore in the area of Teaching Styles of Madrasa Education. There is a remarkable gap pointed out from these reviews as the last study was seen in the year 2004. This highlighted pause motivated the investigator to make up his mind to conduct a study on the teaching styles of Madrasa Education System, carrying the aim of bringing an improvement in that particular system of education existing in our country. Moreover this study will prove to fill the time gap in the research conducted in this relevant field.

Significance of the study:

Over years, Madrasa education system is considered as an education system which is less productive, less effective, and primitive in comparison to modern education system prevalent in our society. Somewhere there is an element of truth in it that madrasa teachers and administrators are lagging behind in terms of creativity, innovations, knowledge and skills catering the needs of present day aspirants.

The present study holds a pragmatic view in its purpose. The study is being conducted to provide an overview of the concept of madrasa education, its place, teaching style, qualitative approaches, initiatives and impact on educational progress of Muslim community in particular. The study spreads light primarily on the teaching styles of madrasa teachers as the variable under study and how it varies from teachers to teachers in terms of some other variables like genders, ages, and regions (rural or urban). In order to cater the

academic hunger of modern aspirants, the study is superficially designed to see how teaching styles play a vicarious role in mitigating the demand of present day learners and aspirants.

The significance of the study lies in the fact that the outcome of this particular work may assist the policy makers, administrators, and madrasa teachers to bring about necessary changes in their teaching methods particularly and whole educational set up generally. It will help in coming out of the primitive approaches of rote memorization process of education which is strictly debarred in recent era. Finally the result of this study will draw madrasa education into the limelight of our State Government to gain some essential assistance for its proper development and a decent designation along with other educational institutions.

Research Questions:-

- What types of teaching styles are adopted by madrasa teachers to disseminate knowledge and information in the classroom?
- How female teachers are different from that of male teachers in terms of their teaching style?
- What are the remarkable differences between the teaching style of urban and rural madrasa teachers?
- Does age factor create any impact on the teaching style of madrasa teachers?

Objective of the Study

- To find out the different teaching style of madrasa teachers.
- To find out the predominant teaching style between male and female madrasa teachers.
- To find out the different teaching style among madrasa teachers according to their specialization.
- To find out the different teaching style adopted by madrasa teachers in urban and rural locality.
- To find out the different teaching style adopted by madrasa teachers according to their age.

Sample

For this research a total number of 85 madrasa teachers were considered from the Department of Education, AMU who came to attend program conducted by MHRD. The procedure used for sampling is incidental sampling. The madrasa teachers came from different madaris from north, south, west and east of UP. Samples from rural area were about 49.41% and from urban area it was 50.59%. Male constitute 67% while female 33% of the total samples. In case of specialisation, science teacher hold 36% and non-science teacher 64% of the total sample. When it comes to age group, 18-30 years aged people contributed 69% and the people belongs to the age between 31-56 years possessed 31% of the total sample.

Tools used in the study

Teaching style inventory is used, prepared by K .Abdul Gafoor and HaskarBabu U in 2016. It has fifteen questions and five dimensions.

K. Abdul Gafoor talked about five main teaching styles - Expert, Formal Authority, Personal Model, Facilitator, and Delegator. He has 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.

Reliability and Validity of the test

Reliability and Validity 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).

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

FormalAuthority	0.97	0.72
Personal	0.98	0.82
Facilitator	0.96	0.82
Delegator	0.95	0.75

*N=52

Objective 1- To find out the different teaching style of madrasa teachers.

Table 1

Mean score of the teaching styles of madrasa teachers

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Expert_TS	85	15.00	52.00	33.2941	6.74153	-.204	.261	.171	.517
Formal_TS	85	15.00	50.00	32.6824	7.36499	.076	.261	-.456	.517
Personal_TS	85	13.00	49.00	27.1765	6.90441	.354	.261	.550	.517
Facilitator_TS	85	14.00	41.00	29.5412	5.76433	-.406	.261	-.413	.517
Delegator_TS	85	12.00	49.00	26.9882	8.81219	.176	.261	-.181	.517
Valid N (listwise)	85								

Interpretation

The most preferred Teaching Style of Madrasa teachers is Expert Style (M=33.291, SD=6.75), followed by formal authority Style (M=32.68, SD=7.36). The least preferred style Delegator Style (M=26.98, SD=8.12) followed by personal (M= 27.18, SD=6.90) and Facilitator (M=29.54, SD=5.76).

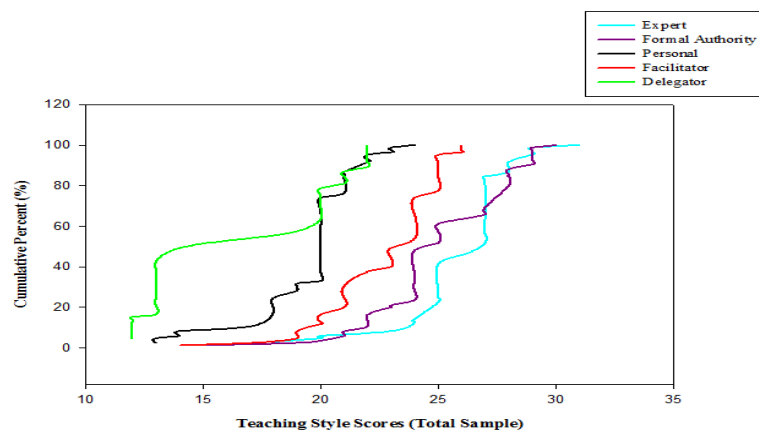


Figure 1: Cumulative frequency of the total sample

Objective-2To find out the predominant teaching style between male and female madrasa teachers.

Table 2

Mean score of teaching style of female madrasa teachers

Female Teachers	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Expert_TS	28	17.00	39.00	32.1429	6.07188	-.619	.441	-.543	.858
Formal_TS	28	22.00	38.00	31.2500	5.80948	-.152	.441	-1.461	.858
Personal_TS	28	20.00	40.00	28.2143	4.96176	.558	.441	.506	.858
Facilitator_TS	28	23.00	41.00	31.8214	4.10107	-.129	.441	.130	.858
Delegator_TS	28	12.00	49.00	26.2500	11.05416	.021	.441	-1.031	.858
Valid N (listwise)	28								

Interpretation

The most preferred Teaching Style of Madrasa female teachers is Expert Style (M=32.14, SD=6.07), followed by Facilitator Style (M=31.82, SD=4.10). The least preferred style Delegator Style (M=26.25, SD=11.05) followed by personal (M= 28.11, SD=4.96) and Formal Authority (M=31.25, SD=5.80).

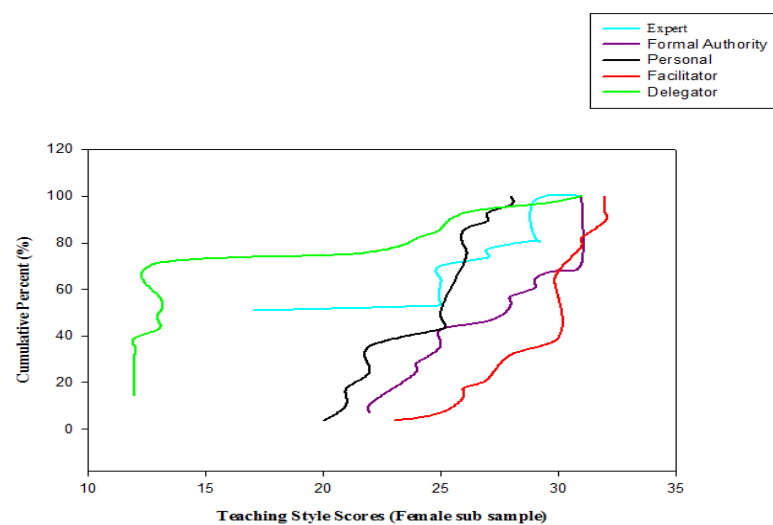


Figure 2: Cumulative frequency of the female sub sample

Table 3

Mean Score of Teaching Style of Male Madrasa Teachers

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Expert_TS	57	15.00	52.00	32.8396	7.02912	-.154	.316	.287	.623
Formal_TS	57	15.00	50.00	33.8860	7.97262	-.011	.316	-.518	.623
Personal_TS	57	13.00	49.00	26.6667	7.67029	.443	.316	.308	.623
Facilitator_TS	57	14.00	40.00	28.4211	6.15266	-.189	.316	-.783	.623
Delegator_TS	57	13.00	49.00	27.3509	7.56045	.556	.316	.472	.623
Valid N (listwise)	57								

Interpretation

The most preferred Teaching Style of Madrasa male teachers is Formal Authority Style (M=33.88, SD=7.97), followed by Expert Style (M=32.83, SD=7.02). The least preferred style Personal Style (M=26.66, SD=7.67) followed by delegator (M= 27.35, SD=7.56) and Facilitator (M=28.42, SD=6.15).

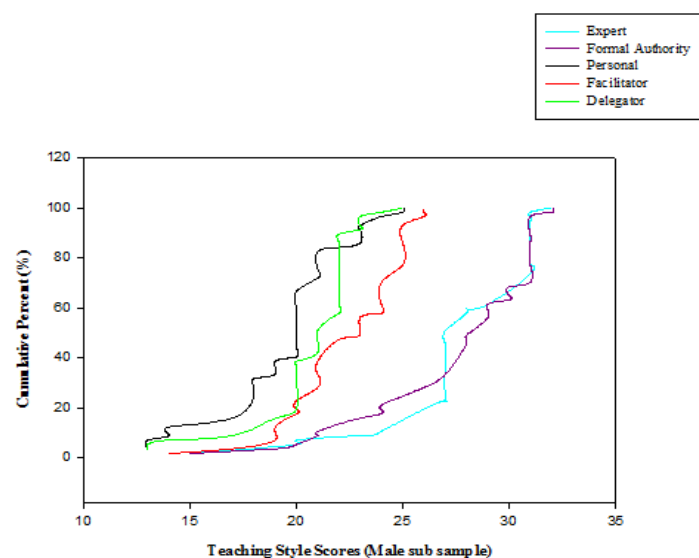


Figure 3: Cumulative frequency of the male sub sample

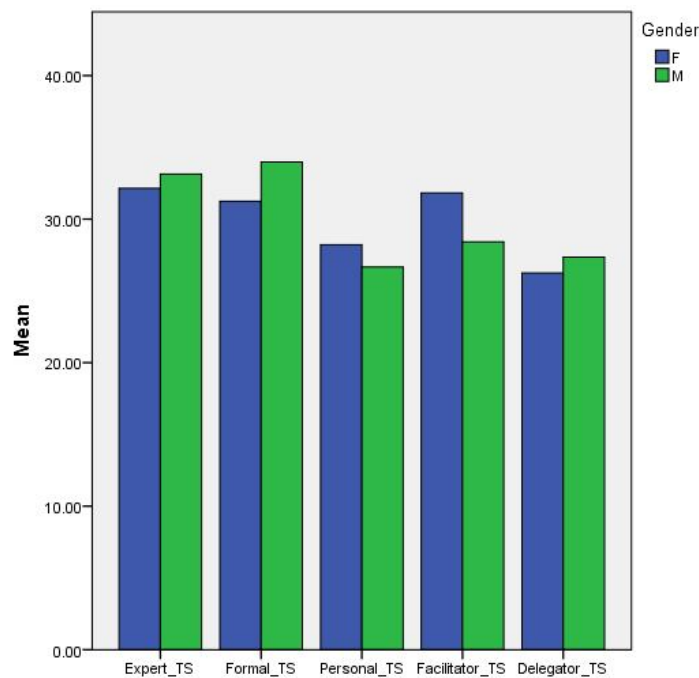


Figure 4: Comparison of teaching style of madrasa teachers according to their gender.

Objective-3 To find out the different teaching style among madrasa teachers according to their specialization (science and non-science)

Table 4

Mean score of teaching style of non-science madrasa teachers

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Expert_TS	54	15.00	52.00	33.6481	7.28181	-.288	.325	.430	.639
Formal_TS	54	15.00	50.00	32.7407	7.58893	.104	.325	-.184	.639
Personal_TS	54	13.00	49.00	26.1667	7.08107	.606	.325	.974	.639
Facilitator_TS	54	14.00	40.00	28.6481	5.79250	-.400	.325	-.311	.639
Delegator_TS	54	12.00	49.00	28.0741	9.35233	.297	.325	-.389	.639
Valid N (listwise)	54								

Interpretation

The most preferred Teaching Style of non-science teachers of Madrasa is Expert Style (M=33.648, SD=7.28), followed by formal authority Style (M=32.74, SD=7.58). The least

preferred style personal Style (M=26.16, SD=7.08) followed delegator (M= 28.07, SD=9.35) and Facilitator (M=28.64, SD=5.9).

Table 5

Mean Score of Teaching Style of Science Madrasa Teachers

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Expert_TS	31	23.00	42.00	32.6774	5.74101	-.113	.421	-1.372	.821
Formal_TS	31	21.00	45.00	32.5806	7.07943	.007	.421	-1.050	.821
Personal_TS	31	14.00	45.00	28.9355	6.31366	.028	.421	.795	.821
Facilitator_TS	31	20.00	41.00	31.0968	5.46110	-.413	.421	-.763	.821
Delegator_TS	31	12.00	35.00	25.0968	7.55581	-.644	.421	-.966	.821
Valid N (listwise)	31								

Interpretation

The most preferred Teaching Style science teachers of Madrasa is Expert Style (M=32.67, SD=5.74), followed by formal authority Style (M=32.58, SD=7.07). The least preferred style Delegator Style (M=25.09, SD=7.552) followed by personal (M= 28.95, SD=6.31) and Facilitator (M=31.09, SD=5.46).

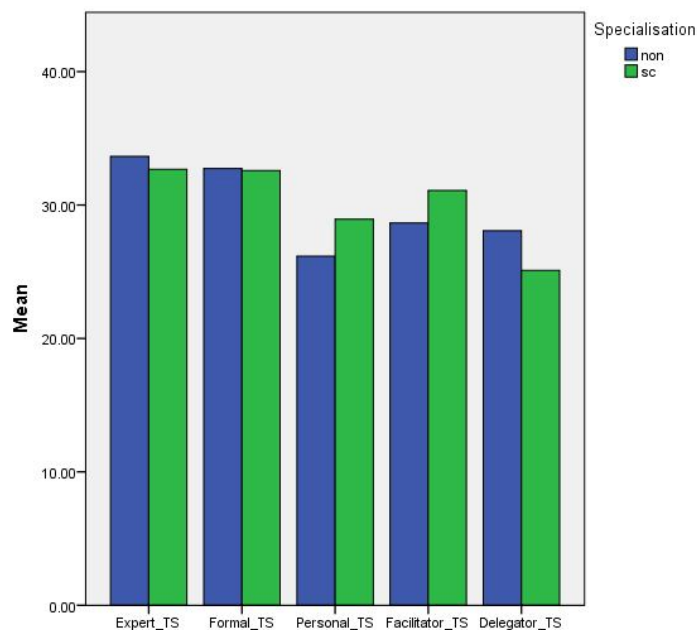


Figure 5: Comparison of teaching style of madrasa teachers according to their specialization.

Objective 4 To find out the different teaching style adopted by madrasa teachers in urban and rural locality.

Table 6

Mean Score of Teaching Style of Rural Madrasa Teachers

	N	Minimum	Maximum	Mean	SD	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Expert_TS	42	17.00	52.00	34.0000	6.98430	-.069	.365	.320	.717
Formal_TS	42	15.00	50.00	32.3810	7.81790	.204	.365	-.025	.717
Personal_TS	42	13.00	40.00	25.7619	6.73835	.093	.365	-.589	.717
Facilitator_TS	42	14.00	41.00	29.3333	6.15517	-.316	.365	-.305	.717
Delegator_TS	42	13.00	46.00	28.4048	7.06437	.210	.365	-.299	.717
Valid N (listwise)	42								

Interpretation

The most preferred Teaching Style of Madrasa rural teachers is Expert Style (M=34.00, SD=6.98), followed by Formal Authority Style (M=32.38, SD=7.81). The least preferred style Personal Style (M=25.76, SD=6.73) followed by delegator (M= 28.40, SD=7.06) and Facilitator (M=29.33, SD=6.15).

Table 7

Mean Score of Teaching Style of Urban Madrasa Teachers

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Expert_TS	43	15.00	46.00	32.6047	6.50326	-.433	.361	-.018	.709
Formal_TS	43	21.00	45.00	32.9767	6.97440	-.064	.361	-1.026	.709
Personal_TS	43	14.00	49.00	28.5581	6.86018	.631	.361	1.404	.709
Facilitator_TS	43	17.00	39.00	29.7442	5.42083	-.514	.361	-.568	.709
Delegator_TS	43	12.00	49.00	25.6047	10.13043	.388	.361	-.303	.709
Valid N (listwise)	43								

Interpretation

The most preferred Teaching Style of Madrasa urban teachers is Formal Authority Style ($M=32.97$, $SD=6.97$), followed by Expert Style ($M=32.60$, $SD=6.50$). The least preferred style is Delegator ($M=25.60$, $SD=10.13$) followed by personal style ($M=28.55$, $SD=6.86$) and Facilitator ($M=29.74$, $SD=5.42$).

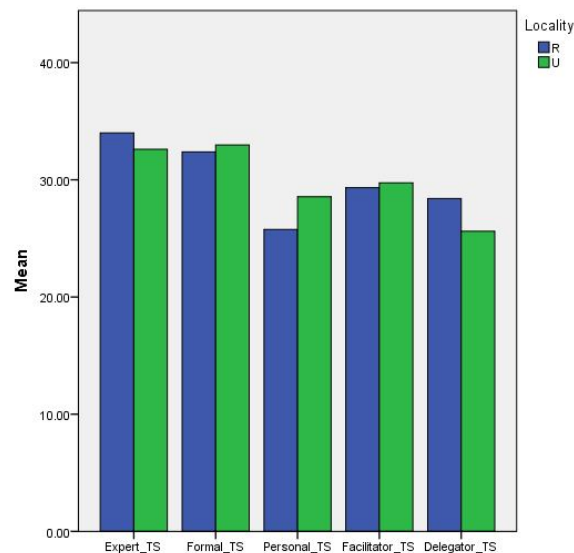


Figure 6: Comparison of teaching style of madrasa teachers according to their locality.

Objective 5: To find out the different teaching style adopted by madrasa teachers according to their age.

Table 8

Mean Score of Teaching Style of Madrasa Teachers Between the Age 18-30 years.

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Expert_TS	59	15.00	52.00	33.4576	6.83127	.036	.311	.121	.613
Formal_TS	59	15.00	45.00	32.0169	6.70175	-.023	.311	-.430	.613
Personal_TS	59	13.00	49.00	26.5085	6.32557	.638	.311	1.766	.613
Facilitator_TS	59	14.00	41.00	29.7797	5.78961	-.527	.311	-.102	.613
Delegator_TS	59	12.00	49.00	28.0000	8.61034	.062	.311	.030	.613
Valid N (listwise)	59								

Interpretations

The most preferred Teaching Style of Madrasa teachers between the age group 18-30 having Expert (M=33.45, SD=6.83), followed by Formal Authority Style (M=32.01, SD=6.70). The least preferred style Personal Style (M=26.50, SD=6.32) followed by delegator (M= 28.00, SD=8.61) and Facilitator (M=29.77, SD=5.78).

Table 9

Mean Score of Teaching Style of Madrasa Teachers Between the Age 31-56 Years

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Expert_TS	26	17.00	42.00	32.9231	6.65085	-.865	.456	.389	.887
Formal_TS	26	19.00	50.00	34.1923	8.63953	-.031	.456	-.731	.887
Personal_TS	26	13.00	45.00	28.6923	7.99384	-.185	.456	-.320	.887
Facilitator_TS	26	19.00	40.00	29.0000	5.78273	-.149	.456	-.895	.887
Delegator_TS	26	13.00	46.00	24.6923	9.00120	.522	.456	.046	.887
Valid N (listwise)	26								

Interpretation

The most preferred Teaching Style of Madrasa teachers between the age group 31-56 is having Formal Authority Style (M=34.19, SD=8.63), followed by Expert Style (M=32.92, SD=6.65). The least preferred style Delegator Style (M=24.69, SD=9.00) followed by Personal (M= 28.69, SD=7.99) and Facilitator (M=29.00, SD=5.78)

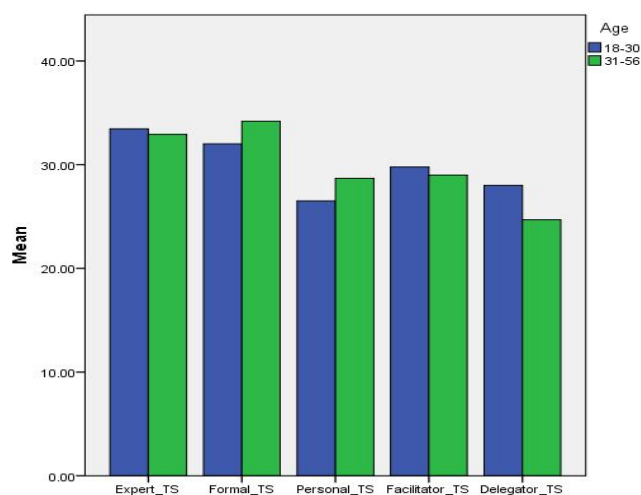


Figure 7: Comparison of teaching style of madrasa teachers according to their age

Major findings of the study

On the basis of above interpretation, the following major findings were drawn:

1.The most *imperative teaching style* of madrasa teachers is Expert Style, followed by formal authority Style. The least preferred style Delegator Style followed by personal and Facilitator. In this study, the three dominant teaching style were identified as Expert, personal and formal authority style. This is consistent with Grasha's (1994) findings that college teachers were inclined to blend a few teaching styles to make a statement of "who I am as a person" and they also help to create a particular mood or emotional climate in class.

Grasha (1994) identified four teaching style clusters consisting of cluster 1 (expert/personal model), cluster 2 (Expert/personal/formal authority), cluster 3 (expert/facilitator/personal) and cluster 4 (expert/facilitator/delegator). The result of this study demonstrated a combination of dominant teaching style of expert, personal and formal authority style which are consistent with any of the combinations in the four clusters identified by Grasha's study.

2.*Gender* is an important determinant of teaching styles in madrasa teachers. Men teachers tend to use Formal Authority, followed by expert style. They have least preferred Personal style in teaching whereas women teachers has given top priority to expert style in teaching followed by facilitator style. They have given least importance to delegator style. Expert teaching style emerged as the most dominated style. The finding may suggest the traditional lecture style of teaching in Madrasa School. This is compatible with the findings of Stimpson and Wong (1995) that teachers were inclined to avoid more pupil centered approach. Possibly for fear that they might put themselves in a classroom situation that would find difficult to cope with, they often feel more comfortable with a more structured and somewhat rigid style in which they can control the teaching pace.

The female teachers preferred the expert and facilitator style of teaching. On the other hand male respondents preferred formal authority and expert style. Thus these characteristics suggest that male teachers prefer to have "lecture assisted" style of teaching. The findings are comparable to Beishline and Holmes (1997) study which

reported that male showed a greater preference than females for lecture-assisted class discussion.

3.Variation in age also matters in teaching styles in madrasa: (i) Teachers with age between 18-30 years are more inclined to use Expert teaching style than teachers having age between 31-56 years. They have least preferred personal style followed by delegator style (ii) Teachers with age between 31-56 tend to use Formal Authority teaching style more than teachers with age between 18-30 years. They have least preferred Delegator style followed by Personal style. Interestingly in all the sub samples the delegator style was the least preferred that means the madrasa teachers do not emphasize students as an independent learner. As this style is time consuming and it may lead to misreading of students readiness to take on independent work.

Gafoor and Babu (2013) in their study reported that when it comes to estimating student responsibility, time management, questioning and in the areas of classroom communication the student teachers who preferred delegate setting were not delegators. No doubt as a delegator, the teacher may take an observe role to promote collaboration and encourage peer to peer learning. Despite becoming increasingly popular in many schools in developing countries, some critics consider the delegation or group style to be a poor teaching strategy given that it removes the teacher from a position of authority.

4.Locality of madrasa has also certain impact on the teaching style of madrasa teachers. Madrasa teachers teaching in rural locality tend to follow expert style as compared to urban madrasa teachers who are following formal Authority style. While the former least preferred personal style and later is less interested in teaching through delegator style. The urban madrasa teacher had high score on personal style as compared to rural madrasa teacher. This could be because in personal style the teacher teaches by personal example and encourages students to observe and emulate the teachers approach, such teachers show learners how to do things, by encouraging them to observe and then emulate the teachers approach. This could be best done through practical approach which is more accessible in urban madrasa school settings as compared to rural madrasa school settings.

5.There is no difference in the teaching style of madrasa teachers in terms of their **specialization**. Both the teachers of science and non-science background prefer Expert style in their teaching, followed by formal authority style. However non science teachers

least preferred personal style after delegator and facilitator styles but the science teachers least preferred delegator style after personal and facilitator style. The teacher therefore should adopt several teaching style so that they can appeal to a great variety of students.

Grasha (1996) suggested using varied teaching styles to address the diversity of the learner needs. Voughn and Baker (2011) also suggested that using a variety of teaching methods and styles ultimately may encourage adaptability and life long learning in teaching-learning process. The ability for an educator to adapt to different if not all teaching styles is crucial so that more students could benefit from their teaching.

Educational Implications

Effective research always leads to either theory building, extension of the corpus of knowledge and advancement of the principles and generalizations or helps in improving the process and product or both. The present study will be very helpful to the educational planners, policy makers, administrators, teacher-educators and parents in particular and society in general in bringing about improvement in various skills of the teachers by strengthening their self-efficacy, and teaching styles.

- The study explored the fact that most of the youth teachers of madrasa are very much fond of expert methods of teaching but the problem arises when they reach at the age of 31 to 56. With the growth of age they are getting frustrated and dejected over their profession which conveys an urge for the need of refresher courses, workshops, special trainings to rejuvenate positive energy towards their responsibilities related to their concern profession.
- Formal teaching style is predominant among male teachers which explicitly implies the message that male teachers need to ponder over their teaching style for the betterment of madrasa education system as teaching method is one of the most alive and organic part of any education system. Effective teaching method is affecting the whole education system in general.
- When it comes to madrasa education it is a well-known fact that most of the teachers of madrasa are male. But the result shows that the female teachers are displaying more dedication and affection towards their teaching profession. It simply means that

more female teachers should be given scopes in terms of appointment in madrasa system of education. It will infuse some desirable qualities in madrasa education.

- Knowledge of science is a monumental factor which inculcates an exploratory, rational, and scientific temperament that fulfils the necessity of time.

Conclusion

Developing an effective teaching style for concern subject-area requires time, effort, a willingness to experiment with different teaching strategies, and an examination of what is effective in your teaching. Teaching styles represent a constant concern in the area of education and through teaching behaviors they encompass are designed to create an atmosphere of emulation, reliable and productive cooperation within the teaching staff. Starting from this statement it is interesting to see how possible teacher behaviours potentially emerge and structure to engage pupils in the learning process across a broad range of topics. This is important in developing an effective teaching style in the classroom. Other than these five teaching styles, there is also an immense scope of integrating teaching style that incorporates their personality, preferences, and interest in their teaching. This 'Blended' style of teaching will prove to be popular in teaching subjects like science, language and religious studies. To ensure pupils receive the learning that works for them, it's important for teachers to experiment with different styles and challenge themselves to find a strategy that will reach each and every student in their class.

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