

# A Study on the Teaching Styles among Secondary School Teachers in Kamrup (Metro) District, Sonapur, Assam

**Lasap Dai Lum**

Research Scholar, Department of Education  
Assam Don Bosco University  
Email ID: lasapnaw88@gmail.com

**Dr. Tania Sur Roy**

Assistant Professor, Department of Education  
Assam Don Bosco University  
Email ID: tania.roy@dbuniversity.ac.in

## ABSTRACT

Teaching style is an important factor influencing classroom interaction, student participation, and academic achievement at the secondary education level. The present investigation was conducted to explore the teaching styles adopted by secondary school teachers at St. Patrick Secondary School in Sonapur, Kamrup (Metro) District, Assam. A descriptive survey research design was employed to study existing instructional practices within the institution. The sample comprised 15 secondary school teachers selected from the school. Data were gathered using the Teaching Style Scale developed by Sapna Sharma and Divya Saran, which measures five dimensions of teaching style: expert, formal authority, demonstration, facilitator, and delegator. The collected data were analysed through percentage analysis as a descriptive statistical method.

The analysis indicated that most teachers actively engaged students during classroom instruction, consistently provided academic guidance, and utilized a variety of teaching resources to improve instructional effectiveness. Teachers strongly supported remedial teaching practices and learner-centred strategies, including addressing students' concerns and promoting interactive classroom communication. The majority demonstrated confidence in explaining subject content, showed willingness to accept professional suggestions, and followed clearly defined instructional objectives. Interactive practices such as questioning, motivation, and continuous student support were widely practiced. The findings suggest that teachers mainly employ a blended approach combining expert, facilitator, and demonstration teaching styles, whereas strictly authoritarian approaches were comparatively less prominent.

The study concludes that teachers in the selected institution adopt balanced and student-focused instructional practices that enhance effective learning experiences. The results emphasize the importance of continuous professional development initiatives to further promote innovative and learner-centred teaching strategies in secondary education.

**Keywords:** Teaching Styles, Secondary School Teachers, Secondary Education

## 1. INTRODUCTION

Secondary education represents a significant stage within the formal education system, serving as a bridge between elementary education and higher education. It generally includes learners between the ages of 14 and 18 years and comprises both lower secondary and higher secondary levels. This stage is essential for fostering learners' intellectual, emotional, social, and moral development, while preparing them for higher education, vocational opportunities, and responsible participation in society (UNESCO, 2014).

At the secondary level, education becomes more systematic and subject-oriented, introducing students to a wide range of disciplines such as science, mathematics, social sciences, and languages. During this period, learners develop higher-order thinking abilities, including critical thinking, problem-solving, and decision-making skills. Secondary education also plays an important role in helping students identify their interests, abilities, and future career aspirations, thereby guiding them toward appropriate academic and professional pathways (NCERT, 2005).

Teachers play a central role in ensuring the effectiveness of secondary education. The teaching styles adopted by teachers significantly influence students' understanding, classroom engagement, and overall academic achievement. Effective teaching at this stage requires the integration of multiple instructional approaches, such as lectures, discussions, demonstrations, activity-based learning, and innovative pedagogical strategies that address diverse learning needs (Joyce, Weil, & Calhoun, 2015).

In regions such as Kamrup (Metro) District, Sonapur, Assam, the quality of secondary education is influenced by several contextual factors, including availability of educational resources, teacher competence, institutional support, and socio-cultural conditions. Examining the teaching styles of secondary school teachers in these areas is therefore important for improving instructional practices and enhancing educational quality. Secondary education not only supports individual development but also contributes significantly to social progress and national development (Government of India, 2020).

Teaching style refers to the consistent pattern through which teachers interact with students, present subject matter, and manage classroom activities. It reflects teachers' beliefs, attitudes, and pedagogical approaches toward teaching and learning. Teachers may adopt different teaching styles depending on their personality, subject specialization, classroom environment, and learners' needs (Grasha, 1996).

Common teaching styles include lecture-based instruction, discussion methods, demonstrations, activity-based learning, and learner-centred approaches. Contemporary educational practices increasingly emphasize student-centred and interactive teaching methods that promote active participation, collaboration, and critical thinking among learners (Prince, 2004).

Effective teaching styles are particularly important at the secondary level, where students require both structured guidance and opportunities for independent learning. Appropriate teaching styles can enhance learners' motivation, interest, and academic performance, whereas ineffective approaches may limit student engagement and learning outcomes. Therefore, understanding teaching styles is essential for improving classroom practices and ensuring quality education.

Within the context of secondary education, the teaching approaches adopted by teachers play a vital role in shaping students' learning experiences. In areas such as Kamrup (Metro) District, Sonapur, Assam, variations in socio-economic conditions, school infrastructure, and teacher training opportunities may influence classroom teaching practices. Studying the teaching styles of secondary school teachers in these regions helps identify prevailing practices, strengths, and areas needing improvement. Such understanding is necessary for enhancing teaching effectiveness and promoting improved student learning outcomes.

Hence, the present study focuses on analysing the teaching styles of secondary school teachers in Kamrup (Metro) District, Sonapur, Assam.

## 2. BACKGROUND OF THE STUDY

Secondary education is an important stage that prepares students for higher education, employment, and responsible citizenship. The effectiveness of this level of education largely depends on teachers and their classroom practices. Teaching style, which refers to the way teachers present content, interact with students, and manage learning activities, plays a significant role in influencing students' engagement and academic achievement. In areas such as Kamrup (Metro) District, Sonapur, Assam, differences in school environments, resources, and student backgrounds may affect teachers' instructional approaches. Therefore, studying the teaching styles of secondary school teachers in this region is essential for understanding current practices and improving the quality of teaching and learning.

## 3. REVIEW OF RELATED LITERATURE

Teaching style refers to the consistent patterns of instructional behaviour, classroom interaction, and pedagogical decision-making adopted by teachers. Research has shown that teaching styles significantly influence student engagement, academic achievement, and the overall learning environment.

**Grasha (1996)** explained that teaching styles reflect the different roles teachers perform in the classroom, such as expert, facilitator, delegator, and authority figure. He suggested that flexible use of teaching styles helps teachers address diverse learner needs, improve classroom interaction, and create a supportive learning environment that encourages active participation and effective learning.

**Pratt (2002)** emphasized that teaching styles are shaped by factors such as students' characteristics, instructional objectives, and teachers' personal beliefs. He argued that effective teaching requires adaptability rather than dependence on a single method, enabling teachers to respond to learners' abilities and motivations while promoting meaningful learning experiences.

**Joyce, Weil, and Calhoun (2014)** identified various instructional models and highlighted that effective teachers adjust their teaching approaches according to subject matter, learning goals, and student needs. Their work indicated that flexible teaching practices enhance student engagement, understanding, and academic achievement by accommodating different learning preferences.

**Trigwell et al. (1999)** found that teachers' perceptions of teaching strongly influence their instructional styles and students' learning outcomes. Teachers who view teaching as facilitating understanding tend to adopt student-centred approaches, while those focused mainly on content delivery often use teacher-centred methods. These beliefs shape classroom interaction and the depth of student learning.

**Zhang and Sternberg (2002)** reported that aligning teaching styles with students' learning preferences improves academic performance and classroom satisfaction. When teachers consider individual learning differences, students become more motivated, engaged, and capable of understanding complex concepts, leading to more effective learning experiences.

**Muijs and Reynolds (2011)** highlighted that interactive teaching styles positively affect student motivation and achievement. Strategies such as discussions, collaborative learning, and participatory activities encourage critical thinking, active involvement, and deeper conceptual understanding.

**Kauchak and Eggen (2012)** emphasized the importance of combining structured instruction with active learning opportunities. They suggested that balancing teacher guidance with student participation promotes independent learning, critical thinking, and improved academic outcomes while creating an inclusive classroom environment.

#### **4. RESEARCH GAPS**

Previous studies on teaching styles have mainly focused on general educational settings at national and international levels, while limited attention has been given to specific local contexts. In Assam, research has largely examined teacher effectiveness and student achievement rather than the instructional styles used by secondary school teachers. Furthermore, there is a lack of empirical studies conducted in Kamrup (Metro) District, especially in the Sonapur area, where variations in school environment and socio-educational conditions may influence teaching practices. Hence, a systematic study is needed to explore the teaching styles of secondary school teachers in this region to better understand existing classroom practices and support educational improvement.

#### **5. SIGNIFICANCE OF THE STUDY**

The present study is significant for several reasons. First, teaching style plays an important role in influencing students' learning experiences, classroom participation, and academic achievement. Examining the teaching styles of secondary school teachers can help identify effective instructional practices as well as areas that require improvement.

Second, regions such as Kamrup (Metro) District, Sonapur, may experience variations in teaching approaches due to differences in educational resources, professional training, and institutional support. This study aims to provide a better understanding of these differences and offer insights for enhancing teaching practices.

Third, the findings of the study may be beneficial for teachers, school administrators, and educational planners in developing training programs and encouraging the use of innovative and learner-centred teaching strategies. The study may also contribute to improving the overall quality of secondary education and promoting meaningful learning experiences for students.

Therefore, the study is important for strengthening teaching effectiveness and improving educational outcomes at the secondary level.

#### **6. RATIONALE OF THE STUDY**

Teaching style plays an important role in the teaching–learning process as it influences classroom interaction, student engagement, and learning outcomes. At the secondary level, effective instructional approaches are essential for developing students' understanding, critical thinking, and academic performance. In Kamrup (Metro) District, particularly in the Sonapur area of Assam, variations in school environment, resources, and student backgrounds may influence teachers' teaching practices. However, limited local research has examined teaching styles in this context. Therefore, the present study seeks to explore the teaching styles of secondary school teachers in this region to better understand existing classroom practices and support improvements in teaching and learning.

## 7. STATEMENT OF THE PROBLEM

Secondary education is an important stage that prepares students for higher studies and future responsibilities, and its effectiveness largely depends on teachers' instructional practices. Teaching style influences how teachers present lessons, interact with students, and promote learning in the classroom. Although modern education encourages learner-centred and interactive teaching approaches, traditional methods may still be commonly used in many schools.

In areas such as Sonapur under Kamrup (Metro) District, Assam, variations in school resources, teacher preparation, and socio-educational conditions may affect teaching practices. However, limited research has examined the teaching styles of secondary school teachers in this local context. **Therefore, the present study aims to investigate the teaching styles of secondary school teachers in Kamrup (Metro) District, Sonapur, Assam,** to better understand classroom practices and support improvements in teaching and learning.

## 8. OBJECTIVE OF THE STUDY

1. To study the teaching styles of secondary school teachers in St. Patrick Secondary School.
2. To recommend measures for enhancing the teaching styles of secondary school teachers.

## 9. HYPOTHESES OF THE STUDY

1. There is no significant variation in the teaching styles adopted by secondary school teachers of St. Patrick Secondary School.

## 10. RESEARCH QUESTIONS

1. What types of teaching styles are practiced by secondary school teachers in St. Patrick Secondary School, Sonapur, Kamrup (Metro) District, Assam?
2. Which dimensions of teaching style - expert, formal authority, demonstration, facilitator, and delegator are predominantly used by secondary school teachers?

## 11. DELIMITATIONS OF THE STUDY

The present study is limited to the secondary school teachers of St. Patrick Secondary School located in Sonapur, Kamrup (Metro) District, Assam.

## 12. OPERATIONAL DEFINITION OF THE KEY TERMS

**Teaching Style:** Instructional strategies and classroom interaction patterns adopted by teachers, including expert, formal authority, demonstration, facilitator, and delegator styles.

**Secondary School Teachers:** Teachers teaching Classes IX and X in St. Patrick Secondary School during the period of study.

**St. Patrick Secondary School:** The selected institution where data collection is conducted.

## 13. METHODOLOGY

### 13.1 Research Design

The present study adopts a descriptive survey research design to examine the existing teaching styles of secondary school teachers. It is both qualitative and quantitative in nature.

### 13.2 Method of the Study

The study follows the survey method, which enables the researcher to gather data directly from teachers using standardized tools to understand their teaching styles.

### 13.3 Population of the Study

In the present study, the target population consisted of six secondary schools located in Sonapur, Kamrup (Metro) District, Assam. The list of selected secondary schools is presented in Table.

**Secondary School lists of the Kamrup (Metro) District, Sonapur, Assam  
2025 – 26 Academic Year**

No.	Name of the School
1.	Little Angel English High School
2.	St. Patrick Secondary School
3.	Radiant International School
4.	Rajdhani Public School
5.	Holy Cross School
6.	Sonapur Gyanjyoti High School

### 13.4 Population & Sample of the Study

The target population for the present study consists of 15 secondary school teachers from St. Patrick Secondary School, Sonapur, Kamrup (Metro) District, Assam. As the number is less, all the 15 teachers were considered as the sample of the study.

**St. Patrick Secondary School**

No.	Name of the School	Total no. of teachers (POPULATION)	Number of Secondary Teachers (SAMPLE)
1.	St. Patrick Secondary School	15	15

### 13.5 Variables of the Study

**Dependent Variable:** Teaching styles of secondary school teachers.

### 13.6 Tools Used for Data Collection

The following standardized instruments were used for collecting data:

- Teaching Style scale:** This scale focuses on the teachers' teaching style scale and was constructed by Sapna Sharma and Divya Saran. It is divided into five areas: Expert, Formal Authority, Demonstration, Facilitator, and Delegator.
- Open-Ended Questionnaire focusing on how teachers behave, interact, plan, and support learning in the classroom.

### 13.7 Statistical Technique

- Simple percentage was done to find out the results from the scale.
- Thematic analysis was done to find out the results from the Open-ended Questionnaire.

### 13.8 Statistical Analysis of Data

The collected data will be analysed using a simple descriptive statistical technique, namely percentage analysis.

**Objective 1:** To study the teaching styles of secondary school teachers in St. Patrick Secondary School.

No.	Question Statements	Number of Response (15 Teachers)					Total Response
		Strongly Agree	Agree	Un-decided	Dis-agree	Strongly Disagree	
1.	I always like to teach in classroom sitting on a chair.				3 (20%)	12 (80%)	<b>100%</b>
2.	I always try to connect with different resources to make teaching effective.	9 (60%)	5 (33.33%)	1 (6.7%)			<b>100%</b>
3.	I always try to arrange a remedial teaching according to need.	6 (40%)	9 (60%)				<b>100%</b>
4.	When I enter in a classroom firstly listen student's problem and try to solve it before teaching.	2 (13.33%)	11 (73.33%)			2 (13.33%)	<b>100%</b>
5.	I cannot elaborate/describe content according to need.		1 (6.7%)		13 (86.7%)	1 (6.7%)	<b>100%</b>
6.	I do not accept any suggestion by other for my lesson presentation because I feel that I can present my lesson with competency.	1 (6.7%)	4 (26.7%)		10 (66.7%)		<b>100%</b>
7.	I accept it correct to teach based on pre-decided objectives.	4 (26.7%)	9 (60%)	1 (6.7%)		1 (6.7%)	<b>100%</b>
8.	I do not accept the question raised by students during teaching.		1 (6.7%)		7 (46.7%)	7 (46.7%)	<b>100%</b>

9.	When I teach in a class, I always ask questions and try to solve through blackboard.	11 (73.33%)	4 (26.7%)				<b>100%</b>
10.	I provide guidance to students during teaching.	1 (6.7%)	14 (93.33%)				<b>100%</b>
11.	I always guide the student to study more.	9 (60%)	6 (40%)				<b>100%</b>
12.	I accept my teaching objective to enhance learning of my students.	5 (33.33%)	10 (66.7%)				<b>100%</b>
13.	I always try to motivate students for learning by different techniques.	9 (60%)	6 (40%)				<b>100%</b>

**Table no. 1** – Table representing the total of response to teachers.

#### 14. DISCUSSION & FINDINGS

The findings of the present study are based on the analysis of responses collected from 15 secondary school teachers of St. Patrick Secondary School, Sonapur, Kamrup (Metro) District, Assam using percentage analysis.

- A majority of teachers (80%) disagreed with teaching while sitting on a chair, indicating that most teachers prefer active classroom engagement and movement during teaching.
- Most teachers (93.33%) reported that they provide guidance to students during teaching, showing a strong facilitator role.
- About 60% of teachers strongly agreed and 33.33% agreed that they use different resources to make teaching effective.
- This indicates that teachers attempt to adopt supportive instructional materials and varied teaching methods.
- All teachers supported remedial teaching practices, with 40% strongly agreeing and 60% agreeing that they arrange remedial teaching according to students' needs.
- A large proportion of teachers (73.33%) reported listening to students' problems before beginning teaching, reflecting learner-centred classroom interaction.
- Most teachers (86.7%) disagreed with the statement that they cannot elaborate content according to need, indicating confidence in subject explanation.
- A majority (66.7%) disagreed with rejecting suggestions from others, showing openness to professional feedback.
- About 60% agreed that teaching should be based on pre-decided objectives, showing structured lesson planning practices.
- All teachers accepted that their teaching objectives aim to enhance student learning outcomes.

- Nearly all teachers rejected the idea of ignoring students' questions; 93.4% disagreed or strongly disagreed with not accepting student questions.
- Most teachers (73.33%) strongly agreed that they ask questions and use the blackboard to explain concepts, indicating interactive teaching practices.
- All teachers reported guiding students to study more and motivating them using different techniques.
  - This suggests a strong facilitator and delegator teaching orientation.
  - The results indicate that teachers demonstrate a combination of expert, facilitator, and demonstration teaching styles, with greater emphasis on student guidance and interaction.
  - Teacher-centred authoritarian practices were comparatively less evident.

To supplement the quantitative data, a set of subjective open-ended questions were administered to the secondary school teachers.

1. How do you usually conduct your classroom teaching?
2. What methods do you use to make your teaching more effective?
3. How do you help students who are weak in studies?
4. Do you consider students' problems before starting your lesson? How?
5. How do you motivate students to learn?
6. What is your opinion about using teaching objectives in the classroom?
7. How do you handle questions asked by students during teaching?
8. Do you accept suggestions from others regarding your teaching? Why?
9. What role do you think a teacher plays in guiding students?
10. What challenges do you face while teaching?

The responses were analysed using **thematic analysis**, and several key themes emerged, reflecting the teaching styles and practices of the respondents.

#### 1. Interactive and Student-Centred Teaching

A majority of teachers reported that they prefer conducting classes in an interactive manner by engaging students through questioning, discussion, and participation. This indicates a student-centred teaching style.

#### 2. Use of Diverse Teaching Resources

Teachers highlighted the use of various teaching aids such as charts, examples, and digital resources to enhance teaching effectiveness.

#### 3. Remedial and Individualized Instruction

Many teachers mentioned providing additional support to weaker students through remedial classes and simplified explanations.

#### 4. Consideration of Students' Problems

Teachers expressed that they often listen to students' problems and doubts before beginning lessons, creating a supportive learning environment.

#### 5. Motivation and Encouragement

Teachers reported using strategies such as praise, examples, and group activities to motivate students.

## 6. Objective-Based Teaching

Most teachers follow pre-determined teaching objectives to provide direction and structure to their lessons.

## 7. Openness to Feedback and Suggestions

Teachers indicated willingness to accept suggestions to improve teaching practices.

## 8. Teacher as a Guide and Facilitator

Teachers see their role as guiding students academically and personally.

## 9. Challenges in Teaching

Some teachers reported challenges such as mixed-ability classrooms and limited resources.

## Overall Interpretation:

The findings reveal that teachers predominantly adopt interactive, student-centred, and supportive teaching styles. These qualitative insights strongly support the quantitative findings.

**Objective 2:** To recommend measures for enhancing the teaching styles of secondary school teachers.

## Analysis-

- Teachers should adopt student-centred teaching methods to enhance active participation.
- Teachers should use innovative teaching aids and digital resources to make learning more effective.
- Regular remedial teaching should be provided to support slow learners.
- Teachers should create an interactive classroom environment by encouraging students to ask questions.
- Teachers should participate in professional development programs such as workshops and training.
- Teachers should be open to feedback and suggestions for improving their teaching practices.
- Proper lesson planning based on clear objectives should be followed.
- Teachers should use effective motivation techniques to encourage student learning.
- Teachers should act as guides and facilitators to support students academically and emotionally.
- Schools should ensure better infrastructure and teaching resources to support effective teaching styles.

## 15. CONCLUSION

The present study examined the teaching styles of secondary school teachers at St. Patrick Secondary School in Sonapur, Kamrup (Metro) District, Assam using a descriptive survey method. The findings reveal that teachers employ a balanced combination of teaching styles, integrating both structured instructional approaches and learner-centred practices.

The majority of teachers demonstrate positive teaching behaviours such as guiding students, encouraging classroom interaction, using teaching resources, and motivating learners. Teachers also show flexibility in accepting feedback and addressing students' needs through remedial teaching and supportive classroom communication. These practices reflect the growing adoption of facilitator and demonstration teaching styles alongside traditional expert roles.

The study further indicates that teaching practices are largely student-oriented, emphasizing participation, questioning, and active learning rather than rigid teacher-centred instruction. Such teaching styles contribute to improved classroom engagement and effective learning experiences at the secondary level.

Overall findings suggest that secondary school teachers in St. Patrick Secondary School maintain effective teaching practices that support student learning and academic development. However, continuous professional development and training programs may further strengthen innovative and learner-centred teaching strategies. Therefore, the study highlights the importance of understanding teaching styles for

improving instructional effectiveness and enhancing the quality of secondary education in the local context of Kamrup (Metro) District, Sonapur, Assam.

## 16. REFERENCES

- Government of India. (2020). *National Education Policy 2020*. Ministry of Education.
- Grasha, A. F. (1996). *Teaching with style: A practical guide to enhancing learning by understanding teaching and learning styles*. Alliance Publishers.
- Joyce, B., Weil, M., & Calhoun, E. (2014). *Models of teaching* (9th ed.). Pearson Education.
- Kauchak, D., & Eggen, P. (2012). *Learning and teaching: Research-based methods* (6th ed.). Pearson Education.
- Muijs, D., & Reynolds, D. (2011). *Effective teaching: Evidence and practice* (3rd ed.). SAGE Publications.
- NCERT. (2005). *National curriculum framework 2005*. National Council of Educational Research and Training.
- Pratt, D. D. (2002). Good teaching: One size fits all? In J. M. Ross-Gordon (Ed.), *Contemporary viewpoints on teaching adults effectively* (pp. 5–15). Jossey-Bass.
- Prince, M. (2004). Does active learning work? A review of the research. *Journal of Engineering Education*, 93(3), 223–231.
- Trigwell, K., Prosser, M., & Waterhouse, F. (1999). Relations between teachers' approaches to teaching and students' approaches to learning. *Higher Education*, 37(1), 57–70. <https://doi.org/10.1023/A:1003548313194>
- UNESCO. (2015). *Rethinking education: Towards a global common good?* UNESCO Publishing.
- Zhang, L. F., & Sternberg, R. J. (2002). Thinking styles and teachers' characteristics. *International Journal of Psychology*, 37(1), 3–12. <https://doi.org/10.1080/00207590143000171>

### Copyright & License:

© Authors retain the copyright of this article. This work is published under the Creative Commons Attribution 4.0 International License (CC BY 4.0), permitting unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.