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A Study of Teaching Strategies of Probationary Teachers in Government Higher Secondary School of Bihar

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Abstract: The present study aimed to identify the best teaching strategy adopted by the probationary teachers and find out the differences in teaching strategies used by the probationary teachers. In the present study 40 principals and 200 probationary teachers of forty government higher secondary school from Patna, Bihar were selected by using simple random technique.

The probationary teachers of higher secondary schools showed a moderate level of attitude in every dimensions such as expertise strategy, class authority strategy, attitude strategy, resource person strategy, representative strategy and teaching style strategy. Male and female probationary teachers of higher secondary school differ in persistence of attitude in demographic variable gender. Male probationary teachers, probationary teachers belongs to urban area mean score was greater than female probationary teachers' mean score. Married probationary teachers showed high mean score than single marital status probationary teachers. The probationary teachers who were in the second year of probation period had high mean score than who were in their first year of probation period. Subject stream science and arts differ in mean score and arts group probationary teachers showed high mean score than science stream probationary teachers. The probationary teachers ranked different teaching strategies in which Lecture method got the first rank, Questioning got rank two. The third rank was secured by Demonstration and the fourth rank was placed to Homework and Practice. Assessment secured fifth rank where as Project- based learning placed at sixth rank. Modeling secured at seventh rank and Hands on learning secured eight place. Field trip ranked at ninth at the same time Role play stood at tenth.

Key words : Teaching Strategy, Probationary Teachers, expertise strategy, Higher Secondary School.

INTRODUCTION- Teaching is an integral part of everyone's lives for a very long time. It is a part of daily life, whether it is done formal or non-formal, consciously or unconsciously. The process of teaching involves people so that a purposeful exchange of thoughts, view, ideas, suggestions and methods can exchange between them. The term teaching formally takes place in institutions or organizations which is directly related to teaching learning process i.e. school, college, teaching organization etc. Teaching is not simply the presentation of new skills and knowledge to the upcoming trainee teachers.

Teachers are the most important and integral part of education system. The overall quality of any education system is dependent on the quality of teachers. A sound and well organized program is very essential for preparing good teachers. Teaching is that art which involves well designed activities in respect of training of teachers. The quality of teaching is also dependent on the efforts of teachers to make their teaching more interesting. The attitude of teaching is one of the most important parameter to define the importance of teachers. Teaching Strategies are teaching methods; a vehicle or technique for teacher student communication, described by four categories: instructor-centered, interactive, individualized, and experiential (Weston & Cranton, 1986). Teaching strategies are those techniques which teachers use to help students for becoming independent, Strategic learners. These strategies become learning strategies too when students independently select the appropriate ones and use them effectively to accomplish their tasks or meet the decided goals.

Higher Secondary School- Education is the process of imparting and gaining knowledge through teaching and learning. And, school is the places where students go through the formal teaching learning. Every levels of education bring maturity among the students, but secondary level education motivates the realistic behavior of life among the students and prepares them for a bright future. Thus, secondary school students in this study refer to those students who are studying in class XI & XII.

Teaching Strategies- The term "strategy" is derived from the Greek word "stratagos"; stratus (meaning army) and ago (meaning leading/moving). Thus, strategy is a cautious plan or technique for achieving a particular goal usually over a certain period of time.

Probationary Teachers- The term is self-explanatory. Probation means, 'a process of testing or observing the character and abilities of a person new to teaching job. It refers to the certain time period a teacher receives after she/he entered the teaching profession. The probation period for schoolteachers appointed through direct recruitment process is for two years in state of Bihar.

Bihar- As an Indian state Bihar is bordered by Nepal in the north and on the east and west by the Indian states of West Bengal and Uttar Pradesh. The history of the state is linked to the oldest Sanatana



Dharma stories and dates back to the start of human civilization. It had been established as a cultural centre for thousands of years under the sponsorship of mighty kings and was the heart of a great country India.

Review of Literature-

- Thapanee Seechaliao (2017) focused a study on the instructional strategies that support the creation of creative and innovative education. The results were presented that the instructional strategies which support the creation of creative and innovative education should focus on the system approach. The instructional strategies usually based on design based learning, problemsolving, creative problem solving, creative thinking, research-based learning, problem-based learning, project-based learning, science, or innovative teaching process could lead to innovative education creatively.
- Yarbrow, Jessica; McKnight, Katherine; Elliott, Stephen; Kurz, Alexander; Wardlow, Liane (2016) established Digital Instructional Strategies and Their Role in Classroom Learning. The research result found teachers tended to use technology for a variety of strategies with varying degrees of frequency. Technology use was usually viewed as central or essential to instruction.
- McEwen, Beryl C (2015) researched Effective Online Instructional and Assessment Strategies. Faculty and students identified several strategies for maintaining instructional quality in the online environment, including the importance of using a variety of instructional methods to appeal to various learning styles and building an interactive and cohesive learning environment that includes group work.
- Blomberg, Geraldine; Sherin, Miriam Gamoran; Renkl, Alexander; Glogger, Inga; Seidel, Tina (2014) examined Understanding Video as a Tool for Teacher Education: Investigating Instructional Strategies to Promote Reflection. The study findings suggested that the learning goal and purpose at hand should determine which instructional strategy should be employed when embedding classroom video into teacher education courses.
- Goodwin, Deborah; Webb, Mary Ann (2014) discussed Toward a Common Understanding of Research-Based Instructional Strategies. This research project sought to determine what strategies classroom teachers believe are actually "Research-Based" strategies.
- Wilson and Mary (2012) expressed Students' Learning Style Preferences and Teachers' Instructional Strategies: Correlations between Matched Styles and Academic Achievement. This study examined potential relationships between the degree of match and the academic achievement of fourth-grade students as shown by Palmetto Assessment of State Standards scores in the academic content areas of English language arts, mathematics, science, and social studies. The results of this study demonstrate a lack of significant correlation between variables.
- Karen Russo, Marjorie S. Schiering (2010) analyzed Impact of Learning-Style Instructional Strategies on Students' Achievement and Attitudes: Perceptions of Educators in Diverse Institutions. The researcher analyzed that the items explored were the impact of learning styles on teaching practices, syllabi, and values and whether the construct improved instruction or student outcomes, how it improved students' perceptions of their learning outcomes, and how it contributed to the profession of education.
- Jennifer C. Richardson Philice (2009) conducted a study on investigating students' level of critical thinking across instructional strategies in online discussions. The study investigated (1) participants' preferred instructional strategy and rationales for the selection, (2) the contribution of student background and demographic criteria to students' preferred instructional strategy, (3) the contribution of students' strategy preferences in predicting level of critical thinking, based on the Practical Inquiry Model's (PIM) indicators, and (4) comparisons of participants' critical thinking levels across instructional strategies.
- Jim Cummins (2007) conducted a study on rethinking monolingual instructional strategies in multilingual classrooms. Research evidence provides minimal support for these assumptions and they are also inconsistent with the instructional implications of current theory in the areas of cognitive psychology and applied linguistics.
- Omur Akdemir Tiffany A. Koszalka (2007) has done a study on investigating the relationships among instructional strategies and learning styles in online environments. Results revealed that matches between students' learning styles and instructional strategies did not affect



learner perception of their own learning outcomes, level of effort and involvement, and level of interactions in the course. Data also indicated that no single instructional strategy, among three instructional strategies tested, emerged as superior for high and low field-dependent online students.

Rationale of the study- Children are the future and future citizens of the country. For this purpose, it was important to identify the basic attitudes of probationary teachers which resulted in making them very effective as teachers. Probationary teachers may know how far they are capable of adapting the instructional strategies and teaching styles in the most appropriate way and get an insight on the focal issues in knowing the students' strengths and weakness with the help of teaching strategy. So, this study will be helpful for probationary teachers to encourage their teaching with using different teaching strategies which in turn will create a healthy and better future for them.

Objectives of the Study- Following were the objectives of the study:

1. To identify the best teaching strategy adopted by the probationary teachers.
2. To find out the differences in teaching strategies used by the probationary teachers.

Hypotheses of the study- Following were the null hypotheses of the present study: Ho1 There is no significant difference between the attitudes of principals of higher secondary schools towards teaching strategies. Ho2 There is no significant difference between teaching attitudes of probationary teachers. Ho3 There is no significant difference between the attitudes of principals towards probationary teachers. Ho4 There is no significant difference between teaching strategies of probationary teachers.

Delimitations: The study is restricted to only principals of forty government higher secondary schools of Patna district only. Delimitations show the boundaries of the study keeping in view the shortage of time period and resources. The area of the study is also limited as-

- The respondents were contacted from Bihar state only.
- The study was delimited to Government higher secondary school only.

Method of the Study: Descriptive survey method was used to conduct the present study. Population: Principals of 40 government higher secondary schools and 200 probationary teachers of these schools from Patna district only. Sample: In the present study 40 principals and 200 probationary teachers of forty government higher secondary school from Patna, Bihar were selected by using simple random technique.

Tools used:

- Standard Tool:- Teaching Attitude Scale by M. Olkin & M. Kaiser "Attitude towards Teaching Profession Scale"
- Teaching Strategy Scale of Probationary Teacher
- Teaching strategy Rank Sheet

The collected data was organized and analyzed by using appropriate statistical techniques such as Mean, standard Deviation and t- test.

Data Collection -The investigator had a personal visit to the government higher secondary schools in Patna, Bihar and collected the information and data with the permission of concerned principals and probationary teachers. For collecting the data investigator visited government higher secondary schools in Patna District, Bihar. In this period a good rapport was established with the probationary teachers and principals of Patna, Bihar.

Statistical techniques used in the study -The collected data was organized and analyzed by using appropriate statistical techniques such as Mean, standard Deviation and t- test.

Results and Discussion: Hypotheses were analysed and discussed separately one by one.

Table 1.1. Level of teaching strategy of Probationary Teachers

Sl. No.	DIMESIONS	MEAN	SD	LEVELS
1.	Expertise Strategy	36.51	7.32	MODERATE
2.	Class Authority strategy	32.67	6.32	MODERATE
3.	Attitude Strategy	53.13	9.62	MODERATE
4.	Resource person strategy	55.53	9.64	MODERATE
5.	Representative strategy	60.53	7.71	MODERATE
6.	Teaching Style Strategy	43.52	8.10	MODERATE

The above table showed the moderate level of different teaching strategies used by the probationary teachers in every dimensions such as Expertise Strategy, Class Authority Strategy, Individual Strategy, Resource person Strategy and Teaching Style Strategy.

Table 1.2 Mean and standard deviation of teaching strategy of probationary teachers

SL.NO	Demographic variables	Sub samples	N	Mean	SD
1.	Gender	Male	138	25.2	3.27
		Female	62	18.80	2.47
2.	Locality	Rural	80	14.80	1.92
		Urban	120	20.80	4.00
3.	Marital status	Married	147	26.4	3.04
		Unmarried	53	17.60	2.07
4.	Family Type	Nuclear	45	14.60	1.92
		Joint	155	27.20	3.77
5.	Teaching experience	One year from joining	94	19.5	5.49
		Two year from joining	106	20.8	3.90
6.	Age	20- 30 years	40	13.60	2.30
		30-40 years	110	21.6	3.45
		Above 40	50	15.00	3.53
7.	Educational qualification	PG B. Ed	152	25.2	3.27
		PG B. Ed and others	48	17.60	2.08
8.	Subject stream	Arts	126	21.50	2.80
		Science	74	19.40	3.51

two year experienced probationary teachers had high mean score 20.8 than the probationary teachers who had only one year experience from their joining. Based on educational qualification dimension probationary teachers who had PG B. Ed degree had high mean score 25.2 than the probationary teachers who had PG B. Ed and other degrees. As regard to the subject stream dimension probationary teachers from arts subjects had high mean score 21.50 than the science stream probationary teachers.

Findings and Discussion on the basis of analysis of data the findings are stated as below.

1. The probationary teachers of higher secondary schools showed a moderate level of attitude in every dimension such as expertise strategy, class authority strategy, attitude strategy, resource person strategy, representative strategy and teaching style strategy.
2. The probationary teachers had shown moderate level in different six dimensions and the mean score of different dimension was measured expertise strategy 36.51, class authority strategy 32.67, attitude strategy 53.13, resource person strategy 55.53, representative strategy 60.53 and teaching style strategy 43.52.
3. The overall mean score and standard deviation of probationary teachers teaching strategies as per different demographic variable such as gender the mean score 25.2 of male probationary teachers found high than the female probationary teachers. As per the dimension locality probationary teachers from urban locality had high mean score 20.80 than the rural locality probationary teachers. Mean score based on marital status found the married probationary teachers had high mean score with 26.4 than the unmarried probationary teachers. The family type dimension showed that probationary teachers from joint family had high mean score 27.20 than nuclear family. As regard to the teaching experience of the joining of probationary teachers two year experienced probationary teachers had high mean score 20.8 than the probationary teachers who had only one year experience from their joining. Based on educational qualification dimension probationary teachers who had PG B. Ed degree had high mean score 25.2 than the probationary teachers who had PG B. Ed and other degrees. As regard to the subject stream dimension probationary teachers from arts subjects had high mean score 21.50 than the science stream probationary teachers.
4. Male and female probationary teachers of higher secondary school differ in persistence of attitude in demographic variable gender. Male probationary teachers mean score was greater than female probationary teachers' mean score.



5. The demographic variable habitant in locality manner showed that probationary teachers belong to urban area had high mean score than rural areas.
6. Married probationary teachers showed high mean score than single marital status probationary teachers.
7. Family type demographic variable also showed high mean score to probationary teachers who belonged to joint family than nuclear family.
8. The probationary teachers who were in the second year of probation period had high mean score than who were in their first year of probation period.
9. PG B. Ed and PG others variable also showed the mean difference in educational qualification and probationary teachers who were PG B. Ed showed high mean score.
10. Subject stream science and arts differ in mean score and arts group probationary teachers showed high mean score than science stream probationary teachers.

Teaching Strategies : The probationary teachers ranked different teaching strategies in which Lecture method got the first rank, Questioning got rank two. The third rank was secured by Demonstration and the fourth rank was placed to Homework and Practice. Assessment secured fifth rank where as Project-based learning placed at sixth rank. Modeling secured at seventh rank and Hands on learning secured eight place. Field trip ranked at ninth at the same time Role play stood at tenth.

Conclusion of the Study: In the present study a positive aspect of teaching attitude of probationary teachers' teaching strategies have come out. By selecting the probationary teachers, who have the highest level of teaching attitude would produce good quality of education and turns the result better in performance of higher secondary schools. The present study showed an average level of teaching attitude of probationary teachers in their teaching strategies. So, the performance level was fluctuated with different dimensions.

In this regard, probationary teachers had the desire to reach the level where they can achieve the best practices for their teaching strategies.

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