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## **Declared and actual styles of teaching implemented by primary school teachers**

As teaching is one of the oldest professions in the world, it has been of interest to psychologists, educators as well as philosophers<sup>1</sup>. One of most characteristic features of teaching is interaction with people, especially with children and teenagers. Teachers, responsible for implementing teaching curricula, ought to properly manage the educational process as management itself is a vital component of the processes implemented at school. It also has a significant impact on the results of teaching and the general atmosphere in educational institutions. It is a mixture of activities that permeate the "everyday life" of every educational institution, and especially school<sup>2</sup>.

The teacher's influence on students is usually the result of constant and long-term interaction that takes place during classes. One of the ways of influencing students successfully is choosing proper teaching style. Although a number of books and articles devoted to class management have already been published, the demand for up-to-date research results concerning teacher's work styles is still present. Available studies are usually limited to just indicating and briefly discussing teaching styles, and they focus mainly on how productive and efficient the styles are. There is little research, however, showing the relationship between the declared teaching style and the style that is actually used. Recognising their personal preferences, as well as juxtaposing them with the style actually implemented would allow teachers to look at their work from a different perspective. Such knowledge would help them consciously change their working style and adapt it not only to particular teaching goals, but also to the individual needs of students.

The above statements have become the inspiration to attempt to determine the teaching styles actually implemented by teachers and compare them with the styles they declared to use.

The thesis consists of six chapters. It begins with a chapter dedicated to the situation in schools in general, where the author presents the point of view of teachers themselves, the effectiveness of their actions, as well as the organisation of the classroom space in which teachers plan teaching and learning processes. Everyday classroom life is determined by both

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<sup>1</sup> K. Żegnałek, E. Gutkowska-Wyrzykowska, *Nauczyciel – misja czy zawód?*, Zeszyty Naukowe Wyższej Szkoły Humanitas. Pedagogika, no. 13, Wyższa Szkoła Humanitas, Sosnowiec 2016, p. 173.

<sup>2</sup> E. Kos, *Sposób realizowania funkcji kierowniczej przez nauczyciela a przebieg procesu dydaktyczno-wychowawczego w szkole*, Nauczyciel i Szkoła, no. 62, Wydawnictwo Górnośląskiej Wyższej Szkoły Pedagogicznej im. Kardynała Augusta Hłonda w Mysłowicach, Kraków 2017, pp. 13-14.

the set of rules formulated by teachers and the actions they take. The actions may, among others, be connected with the pace of teaching, planning or controlling students' behaviour.

The second chapter focuses on the communication between teachers and students. It presents the factors that are necessary for the teacher-student interaction, as well as the rules of communication process during the class. The importance of the nature of the interaction between participants in the learning process was also stressed here. The chapter contains a review of the literature which shows that teachers initiate communication much more frequently than students. Teachers' interaction with students is based on the following pattern: teacher's initiative - student's response - teacher's response to the student's reaction.

The third chapter is devoted to comprehensive analysis and classification of teaching styles. The author also describes here the factors, both of internal and external nature, that influence the decisions concerning the use of a particular style of management. As for the internal factors, the author presents, among others, the personality of the teacher, which determines the style of his work. Another groups of presented factors are associated, on the one hand, with the characteristics of the students, and, on the other hand, with the general background of the teaching process, i.e. formal and legal limitations of teachers, which include, among others, the core curriculum and the obligatory nature of a specific program and textbook, as well as the way the teaching itself is organised, i.e. class and lesson system. The chapter also contains a review of the research on management styles that were already used in the 1930s. Finally, the author presents the N.A. Flanders interaction analysis system, which, through registering class interactions, allows recognising the style of teacher's influence.

The fourth chapter covers the methodological characteristics of the research and presents the research objectives and problems, as well as the justification for the variables used. The author also describes research method and techniques as well as how the research was organised and conducted.

Chapters five and six contain the analysis of the author's own research results. In chapter five teachers' declarations regarding their work styles and selected categories of the teaching process are interpreted. Chapter six, in turn, is devoted to the analysis of the observed categories of the teaching process in order to assess the actual work style of the teachers surveyed. The work ends with a discussion of the author's own research results and pedagogical implications resulting from theoretical and empirical analysis. The work also includes a bibliography and an appendix.