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A STUDY OF THE EFFECTIVENESS OF THE EXPOSITORY TEACHING MODEL IN RELATION TO STUDENT'S PERSONALITY

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ABSTRACT

The present study was carried out to compare the effects of Expository Teaching in English criterion test performance of Extrovert and Introvert type of students. Eighty (80) students from 12th class of higher secondary school & college students of Jammu District were taken consideration. The present study was modeled on single group pre-test, post-test experimental design. For statistical treatment of data, t-test was used for ascertaining the effects of extroversion and introversion on performance as measured through criterion-test. The results of our study with respect to main variable of personality show that extrovert and introvert group of students seem to be equally benefitted from the teaching in English through expository teaching model at 0.01 level of significance, whereas it is significant at 0.05 levels.

Keywords: Teaching method approach, Teaching behaviour approach, Teaching model approach, Information processing models, Social interaction models, Personal models and personality.

1. INTRODUCTION

1.1. Meaning of Teaching and its Approach

Teaching' as a concept is quite ambiguous and complex. Traditionally there are several meanings attached to this concept. Researchers on teaching have recently advanced their own definitions of the term while philosophers of education and educational psychologists have emphasized quite different theoretical orientations from time to time. A layman interprets teaching too be a kind of coaching done systematically at a particular place, at a particular time and through the agency of an appointed person.

Othanel Smith (1963) an acknowledged authority, puts forth a definition of teaching. It reads as follows:

Teaching is a system of action involving an agent, an end in view and situation including two sets of factors. Those over which the agent has no control (class, size, size of classroom, physical characteristics of pupils, etc.) and those which he can modify (ways of asking questions about

instruction and ways of structuring information or ideas gleaned).” There are three elements in this definition: Teaching is a system of action teaching is directed a goal – teaching occurs in situation comprising the controllable and uncontrollable sets of factors.

Experts in the fields of education, all over the world, are seriously thinking of a variety of approaches to teaching to achieve different instructional objectives. Systematic review of the literature on training for teaching reveals at least three distinct approaches.

1.1.1. Teaching Method Approach

Teaching method refers to the formal structuring of the sequence of acts commonly devoted to instruction. The term involves both strategy and practice of teaching. It covers the choice of what is to be taught at a given point of time, means by which it is to be taught, and the order in which it is to be taught. It provides a gestalt view of teaching. It does not focus on smaller units of instructional objectives. The approach is synthetic. It involves a number of skills and teacher behaviours. But the teacher is required to master the method as a whole rather than the component behaviour which is not a simple task. Training is also comparatively difficult. That is why different methods have been quite effective in the hands of those who designed them. Further, the methods do not take into account the learning styles of pupils.

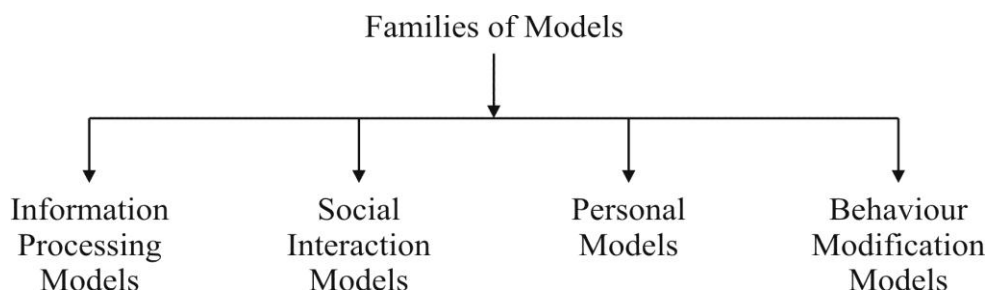
1.1.2. Teaching Behaviour Approach

This approach analysis teaching in terms of goal directed inter-related teaching behaviour for realizing comparatively limited instructional goals. These behaviours, it is observed, can be under the control of the teachers and it is possible to impart training which comparative case than the case of method. The set is known as teaching skill. It is a analytic approach which it is believed facilitates teachers acquisition of mastery and establishing skill objective match during teaching. However, this approach leads too much fragmentation of teaching. The teachers fail to get an integrated gestalt view of teaching. They fail synthesize the skills into operative teaching styles.

1.1.3. Teaching Model Approach

The proceeding two approaches constitute the two extremes on synthetic – analytic is generalized as far as average of objectives are concerned which skill approach is atomized in terms of atomistic behaviours and is directed at very limited objectives. An intermediate approach termed as teaching model approach emerged. A model of teaching is a set of interrelated components arranged in a sequence which provides guidelines to realize specific goal. It consists of guidelines for designing educational activities and environments. They provide specifications for constructing learning situations. Model of teaching is a plan that can be utilized to shape courses of studies, to design instructional material and to guide institution. The model has the support of a rational justified by a viable theory. Joyce and weil have developed more than twenty

models which are grouped on the basis of their chief emphasis – the way they approach educational goals and means. They have organized these models into following four families.



1.2. Information Processing Models

IPM shares an orientation towards the information processing capability of students and ways they can improve their ability to master information. Information processing refers to the way people handle stimuli from the environment, organization, sense problems, generate concepts and solutions to problems, and employ verbal and non-verbal symbols. These models emphasize productive thinking and the development of general intellectual abilities. Some of the models classified under this family are:

- Inductive Thinking Inquiry Models by Halda Taba Richard Suchman.
- Scientific Inquiry Model by Joseph J. Schwab.
- Concept Attainment by Jerome Bruner.
- Cognitive Growth Model y Jean Piaget, Irving Sigel, Edmund Sullivan.
- Advance Organizer Model by David Ausubel also known as Expository Teaching Model.
- Measory Model by Jerry Lucas.

1.3. Social Interaction Models

These models emphasize the relationship of the individual to society and other persons. They focus on the process by which reality is socially negotiated. Consequently, with respect to goals, models from this orientation give priority to the improvement of the individual ability to relate to others, to engage in democratic process, and work productively in the society. Following is the list of models belongings to this family:

- Group Investigation by Herbert Thelen.
- Social Inquiry by Byron Massialas.
- Laboratory Method by National Training Laboratory.
- Role Playing by Famine Shafted.
- Social Simulation by Serene Boocock.

1.4. Personal Models

These models share an orientation towards the individual and the development of selfhood. The models emphasize the process by which individuals construct and organize their unique reality. Frequently, they focus on the emotional life of the individual. It is expected that the focus on helping individuals to develop a productive relationship with the environment and to view themselves as capable persons will produce richer interpersonal relations. Some of the models of the family as given below:

- Non-directive teaching by Carl Rogers.
- Awareness by Fritz Perls William Schutz.
- Synthetic by Williame Gordon.
- Classroom meeting model by William Glosser.

1.5. Behavioural Modification Models

These models have evolved from attempts to develop efficient system for sequencing learning tasks and shaping behavior by manipulating reinforcement. Exponents of reinforcement theory, such as The famous American Psychologist Skinner have developed these models and operant conditioning as their central mechanism. They are frequently referred to as behavior modification theorists because they emphasize changing external behavior of the learners and describes them in terms of visible behavior rather than underlying behavior.

Dimensions of Models: Teaching model is to be presented in a way that they provide guidelines to the teachers for using it effectively. Each model consists of theory and practical teaching form, a set of four concepts. Syntax, principles of reaction social system and support system are employed.

2. RESEARCH RELATED STUDIES

The first study on models of teaching was completed in 1983 by Chitriv at Nagpur. He compared the concept attainment model and Advance organized model with traditional models in terms of performance on the concept knowledge test. [Chitriv \(1988\)](#) found that the advance organizer model as well as the concept attainment model was significantly superior to the traditional method whereas advance organizer model was superior to the concept attainment model for teaching mathematical concept to XI grade students.

[Sushma \(1987\)](#) was of the view that concept attainment model and biological science Inquiry Model was found to be significantly superior to conventional teaching in terms of class VIII pupils' achievement.

[Bhaveja \(1989\)](#) found that concept attainment Model and Inductive thinking Model were superior to the traditional methods in terms of concept attainment and retention.

A review of the above mentioned research studies reveal the following glaring facts:

Firstly: That most of the studies compared the models with conventional teaching methods and analyzed the performance concerned mainly with intelligence. Secondly, few studies analyzed the global performance on the school subjects. Thirdly, no study has been found by the investigator on the effectiveness of the expository teaching models in English in relation to student's personality.

Keeping in view the above facts and to fill the gap in researchers on models of teaching the investigator attempted to develop the expository teaching model in English and has taken the following variations of the personality in his study such as Introversion and Extroversion

2.1. Selection of the Expository Teaching Model

Out of the four families it was felt that investigator should select one model from the Information Processing Model for the simple reason that our education system is more oriented to acquiring information. Hence, the investigator thought that if we can provide better approaches in information processing it would improve the information processing capability. The investigator selected Expository Teaching Model because: (1) easy to handle (2) wide applicability across subjects (3) acceptability by the teacher-educator community due to their inductive nature also. (4) The cognitive abilities could be developed through this model.

Personality is one of the most important areas of psychology. No two persons have the same personality. Every personality is unique. The uniqueness of the individual as displayed in the characteristic modes of the behavior and adjustment gave rise to the belief that there is the basic personality structure underlying each individual which accounts for his behavioural patterns and dynamic organization.

2.2. Types of Personality

William James distinguished between 'Tender-minded and 'tough-minded' philosophers. The former are interested only in the inner life and spiritual things, while the latter lay stress on material things and objective reality. In the type theory, The psychologist namely Jung similarly differentiate between introverts and extroverts.

Considering all the aforelisted studies on personality – extroversion and introversion becomes an interesting subject of the study and research with regard to the attainment of cognitive concepts through the Expository Model of teaching. Thus, the following two independent variables of personality have taken in the present study. (1) Extraversion (2) Introversion

In the words of James Drever, extroversion is characteristics of type of personality whose interests are directed outward to nature and other people rather than inward to thought and feelings of the self. In the extroversion we can find two sides, one is descriptive and the other is

causative also. On the descriptive side, in social functions, quickly react to situations, participate in social functions quickly react to situations.

Introversion: Introverted type is a quite, retiring sort of person. The libido as Jung says has an inward thrust on introversion. The introverts are so called because their psychic energy is directed inward to their thoughts, emotions and desires. He is reserved and distant except to intimate friends, he does not like excitement, he keeps his feelings tender tight control, seldom behaves in an aggressive manner is reliable and somewhat pessimistic.

2.3. Need of the Study

Expository model has been most frequently used in teaching not only today but it had occupied the central focus right from the exception of formal teaching. Teaching is prevalent in classroom teaching. The books and reading material also follow predominantly expository presentation of the learning task. That is why it has attracted the attention of theorists and research workers. Obviously for the improvement of effectiveness of teaching expository presentation approach is to be improved. However, in the teaching of English literature to secondary students lecturing is mostly used. So, there is a need to develop lessons of English literature on the expository presentation approach so that new material is presented in a meaningful manner and can be acquired and retained easily. Personality variable is the most important variable which affects the learning capability of the individual so as a student of education it is desirable to study the effectiveness of expository teaching model in English in relation to students' personality. Thus the researcher has selected the present study.

2.4. Sample

In this investigation, sample has been selected from Jammu district of the J&K state comprising students of IX class of secondary schools of Mubarak Mandi and Rehari Colony. The target of the population in the present study covered IX class students of Jammu district. The distribution of the sample according to personality variables has been given below:

Table-1.

S.No.		Sample
1	Extrovert group of students	40
2	Introvert group of Students	40
	Total	80

2.5. Objectives of the Study

1. To develop the lesson plan based on Expository Teaching Model.
2. To compare the effects of Expository Teaching in English on criterion test performance of Extrovert and Introvert type of students.

2.6. Hypothesis

1. There is no significant difference in the gain scores of Extrovert and Introvert students when taught through Expository Teaching Model in English.

2.7. Procedure of the Study

After deciding the design of the study, sample was selected. The investigator conducted the heads of the institutions to discuss the purpose of the study. The place of work and the procedure of administering the tools were finalized with the leads of the schools and the students. The entire experiment was completed in four steps.

In the first step, the students were administered extroversion-introversion inventory. It comprises of 60 items. The students were asked to draw line under 'yes' or 'no' as per their belief on each item. The students completed in one period of 35 minutes.

Second step, on the same day in second period a criterion test was administered to the students. This was called a pre-test. The test contained 50 items. The students were asked to answer the questions as per directions given at each question.

Third step, the next day the students were taught through expository teaching model as per lesson plan.

Fourth Step, on the third-day, the criterion test was administered to the students. This test was the same which was administered in the form of the pre-test. Here it was called a post-test.

Thus, for the completion of experiment in one school, took three days and the investigator repeated the same procedure in the second school thereby total time spent on collecting data was 6 days. All the tools were scored with the help of their scoring keys. The score thus collected were subjected to the statistical analysis.

2.8. Statistical Technique Used

The present study was modelled on single group pre-test, post-test experimental design. For statistical treatment of data, t-test was used for ascertaining the effects of extroversion and introversion on performance as measured through criterion-test.

Table-2. Mean and SD of Extrovert-Introvert Group of Students

S.No.	Personality Variable	Mean	SD	N
1	Extrovert (M1)	28.375	7.50	40
2	Introvert (M2)	24.05	10.09	40

Table - 2 shows that Mean and SD of Extrovert group of students are 28.375 and 7.50 respectively whereas mean and SD of Introvert group of students are 24.5 and 10.9.

2.9. Calculation of T-Ratio

T-test was used to find the significant difference in the gain score of extrovert and introvert students when taught through Expository Teaching Model in English.

T-distribution is defined as the difference between a sample mean \bar{X} and a population mean is divided by the standard error of the sample mean:

To find the level of significance the calculated 't' value is compared with the table values. For that the respective degree of freedom is to be computed. We find that for table 4.3(a) $df = (40+40) - 2 = 78$.

The table value of t for 78 df at .05 level of significance is 2.02 and at .01 level of significance is 2.72, whereas the calculated values is 2.148.

The **t-test** was applied to find the significant difference in the gain scores of extrovert and introvert students when taught through Expository Teaching Model in English.

Table-3. Significance of difference in Achievement across levels of personality

Level of Personality	N	Mean Values	SD	S.E. (M1-M2)	't' values	Level of Sig.
Extrovert	40	28.375	7.50	2.013	2.148	NS
Introvert	40	24.05	10.09			

2.10. Interpretation of Result

It implies from the **table - 3** there is a significant difference in the gain score of extrovert and introvert group of students at .05 level of significance when taught through expository teaching model in English. Whereas at .01 level of significance there is no significant difference in the gain scores of extrovert and introvert group of students when taught through expository teaching model in English. Thus, we reject Null hypothesis at .05 level of significance which states that there is significant difference in the gain scores of extrovert and introvert group of students when taught through expository teaching model in English. Further we may conclude that extrovert and introvert students are not equally benefitted for the leading in English through expository teaching model. At .01 level of significance we accept null hypothesis which states that there is no significance difference in the gain scores of extrovert and introvert students when taught through Expository Teaching Model in English. Further we may conclude that extrovert and introvert students seem to be equally benefitted from the teaching in English taught through Expository Teaching Model. It may be asserted that the apparent difference in mean scores in favour of extrovert students was due to chance factor.

3. CONCLUSION

The following conclusions can be drawn on the basis of analysis of the data:

1. The t-ratio for the main variable of personality was significant at .05 level of significance, thus, the null hypothesis is rejected i.e. the researcher's hypothesis is accepted at .01 level of significance. This significance that difference in performance exists between the extrovert and introvert group of students based on personality and the probability of this conclusion being wrong is 0.05.

2. At .01 level of significance 't' value is not significant, thus the null hypothesis is accepted, implies that there is no significance difference in the gain scores of extrovert and introvert group of students when taught through expository teaching model in English and the probability of this conclusion being wrong is 0.01.

The results of our study with respect to main variable of personality show that extrovert and introvert group of students seem to be equally benefitted from the teaching in English through expository teaching model at 0.01 level of significance, whereas it is significant at 0.05 level.

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