

This study is an investigation into the variation of teaching behaviour patterns of teachers across class level and subjects. The teaching behaviour patterns of teachers was hoped to enhance or inhibit learning.

This study addressed the variation of verbal teaching behaviour patterns of teachers. There has been increasing concern among educationists about the teaching methods teachers use in classroom. There is a gap between fairly good intentions and the teaching behaviours, which occur in the classroom. The key assumption of this study was that by becoming more aware of their teaching behaviour patterns the teacher can resolve the discrepancies between their intention and actions in the classroom and hopefully improve their teaching.

Relevant literature was reviewed concerning quality teaching and general teaching behaviour patterns. A further exploration was made on the relationship between teaching patterns and their effectiveness in making the students learn. A significant argument from the existing literature was that, teaching behaviour patterns of teachers affect the learning and motivational level of students. The review also provided insight into suggestions about the methods eventually used in the present study.

A total of 4 stratified randomly selected schools and 8 purposively selected teachers within Mombasa district were involved in the study. Data was collected using classroom observation schedule (FIAC). Each teacher was observed 12 times; 3 times in each subject and each class level.

Responses arising from the instrument were analysed to provide data that would help to answer questions raised by the researcher. The study found out that:

1. The type of teacher-pupil interaction patterns existing in classroom is that in science subjects irrespective of class-level is autocratic where the teacher dominates the classroom talk while in Languages it is democratic where the students participate actively in classroom discussion;
2. Teachers teaching different class levels did not exhibit different teaching behaviour patterns;
3. Teachers teaching different school subjects exhibited different teaching behaviour patterns;
4. The science teachers did not display teaching behaviour patterns, which would have promoted creativity in their students;
5. The Language teachers provide students with the freedom to express themselves freely while Science teachers did not and;
6. The teacher-pupil interaction patterns in classroom were teacher dependent.

This study recommends that emphasis be made in the teacher training institutions on heuristic or discovery methods of teaching as opposed to expository teaching especially in Science subjects. Another key recommendation is the need to in-service teachers with the aim of sensitising them on the necessity to develop a democratic classroom climate, which would help to motivate and sustain learning in the students.