

## Study on the relationship between preferential teaching styles and self-esteem of high school students

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**Abstract:** The purpose of this research was examining the relationship between preferential teaching styles and self-esteem of high school third grad students in Gonbad-e-Kavoos city. To achieve this purpose, changed of mousapoor and Kiamanesh (1999) teaching style questionnaires and cooprsmith's (1975) self-esteem were implemented on 335 students who had been selected by cluster sampling method and outcomes were analyzed using statistical package for social science (spss). The results indicated that there is a relationship between student-centered teaching style and self-esteem. The results of regression analysis also indicated that student-centered style (0.226) predicts the variance positively and teacher-centered style (-0.291) predicts the variance negatively. It means that students' self-esteem increases by student-centered style and decreases by teacher-centered style. There was no meaningful difference between female and male students' means self-esteem. Totally, the results of this study indicate that students' self-esteem can be changed by changing the teaching style.

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### 1. Introduction

The effect of teaching methods in increasing the students' cognitive emotional and behavioral abilities is not concealed. The teaching style is an individual and obligingly way which facilitates teaching-learning process with regarding to individual differences, purpose of education and learner's independence enhancement (Yeganeh, 2009). The most important teaching styles of teachers are task-oriented, student-centered, interactive, learning-centered and emotional (Najafi Keliani, Karimi and Jamshidi, 2010).

In task-oriented style, the teacher determines the same tasks for all students. In interactive style, the teacher implements the curriculums through establishing interaction and collaboration among students and encourages them to learn and to assist each other. The teacher in student-centered style provides situations in which the students engage in their favorite activities. centered-learning style emphasizes on the student's independence in learning. In emotional style, the teacher attempts to create an emotional space in terms of learning in order to students engage in learning responsibly. In this style through creating feeling and emotion the teacher attempts to make students engage in the instructional subjects (Eskandari and Salehi, 2010).

It should be noted that the teacher can benefit from various styles in different situations and can prefer a particular style to the other styles. Using different teaching styles strengthen intelligence of

students in different fields (Eskandari and Salehi, 2010).

Musapoor and Kiamanesh (1999) have divided the teaching styles in two general types and provided a questionnaire to determine teaching style of most teachers. Accordance to these researchers teacher-centered style includes education in which instructional activities and learning are mainly managed by the teacher and in the student-centered style, the teacher creates situations in which students engage in their favorite activities (Musapoor and Kiamanesh, 1999).

One of the cases that can be influenced by teaching styles is self-esteem. Self-esteem means to feel be valued. This feeling results from a series of a person's thoughts, feelings, emotions and experiences during life. In other words, self-esteem is sense of intellectual, loved, trustable, being. These senses and assessments lead to valued sense of self. All people need to self-esteem. Some studies suggested if don't fulfill need to self-esteem, extended needs such as need to creation, achievement and cognition will not fulfilled. Individuals who have a good feeling towards themselves usually also have good feeling towards life. They can confronting with life problems confidentially and responsibly and overcome them (long and colleagues, 2005, Cited in Eskandari and Salehi, 2010 ).

Studies accomplished about teaching styles and self-esteem. For example, payen (2000, Cited in Azizi and colleagues, 2003) investigated the effect of congruency of Kolb's teaching styles and learning

styles of students on the academic achievement of students in Kent university in USA. He found that the students who their learning styles are congruent with the teaching styles of teacher in comparison with those who there are not congruent have higher scores in academic achievement.

In another study Chen (2002) investigated the effect of classroom atmosphere and classroom management style of teachers on academic achievement and satisfaction of students and concluded that these variables are correlated with academic achievement (Chen, 2002, cited in Shabani, 2006).

Coker (2000, Cited in Eskandari and Salehi, 2010 ) found that learning style changes depending on the teaching situation.

Spoon (1996, cited in Elahi, 2003) examined the effect of congruency between teaching style and learning style on academic achievement of adult learners. The results indicated that there is no significant relationship between congruency or incongruency of teaching style and learning and academic achievement.

In another study done by Velbern (1986, Cited in Khonakjan, 2003) on the effect of congruency between teaching style and learning style on adult students achievement. He found that academic achievement of adult students is influenced by the student's expectation from his/her own average and scores rather than congruency between his/her learning style and teaching style of teacher.

In Iran accomplished studies on teaching and learning style and self-esteem. For example, Eskandari and Salehi (2010) in their studies found that congruency between teaching style and learning style has a positive and meaningful effect on the academic performance of students. In another study, Najafi Keliani and colleagues (2010) found that there is a meaningful relationship between the field of study and learning style of students statistically ( $P < 0.01$ ). Haghani, Chavoshi and Valiani (2009) in a research found that teaching style of professors is effective in the achievement of student's learning rates. Jahanbin (2000) in a study found that family, friends, school and society have an effect on the self-esteem of children and adolescents.

Totally, As observed prior studies have examined the teaching style and self-esteem separately and in relation to other variables. But it has not been paid any attention to the relationship between these two variables. Therefore this study examines whether there is a significant relationship between preferential teaching styles and students self-esteem. Thus, hypothesis of the present study were:

1- There is a significant relationship between teacher-centered study and students' self-esteem.

2- There is a significant relationship between student-centered study and students' self-esteem.

3- Teaching styles of teachers predict the students' self-esteem.

4- There is a significant difference between female and male students in self-esteem.

## 2. Material and Methods

The present study was a correlational descriptive study in which the relationship between preferential teaching styles and students' self-esteem was studied.

Statistical society was all high school third grade students of Gonbad-e-Kavoos city who were engaged in education in academic year 2012-13 and they were 2473 individuals. The sample group was determined according to the table of Krejesi and Morgan 335 individuals (139 females and 196 males). The sampling method was cluster method in which first, city was divided to urban and rural area, then from each area selected 2 school (1 female and 1 male), Then selected 86 students and questionnaires of the study were implemented on them.

### Instruments

The instruments of this study include the following:

1- Demographic data sheet: This paper includes demographic data such as age, gender, ...

2- Teaching styles questionnaire: This questionnaire created by researcher according to Musapoor and Kiamanesh (1999) teaching style. This questionnaire includes 39 statement, 7 item Lyckert-like response from "not at all" to "always" and include 2 teaching style include (A) teacher-centered or direct teaching (teacher as a leader), and (B) student-centered or indirect teaching (teacher as an adviser).

The content validity of the questionnaire was accompanied by experts. Reliability was calculated by test-retest method and coefficient was 0.93 in Musapoor and Kiamanesh (1999). Also, in the present study the reliability of the questionnaire was gained by Cronbach's Alpha 0.81.

3- Coopersmith's self-esteem questionnaire: Coopersmith's questionnaire has been used to measure self-esteem rates and includes 58 sentences or comments with yes/no response that the subject rated his/her own feelings about each of the sentences (Ganji, Ajam and Mansouri, 2002). Ebrahimi (1992, Cited in Ganji and colleagues, 2002) has examined the reliability of this questionnaire among Iranian school and university students and reported it's reliability coefficient 0.80 in school student samples and 0.85 in university student samples. The validity of this test had been confirmed by the professors of psychometric, research method and statistic fields (Karimi and Navabinejad, 1997).

### 3. Results

Descriptive findings of demographic data are presented in table 1.

Table 1. frequency and percent of Demographic characteristics

Variable	Subvariables	Frequency	Percent
Gender	Female	139	41.5
	Male	196	58.5
Age	14 Years old	14	4.2
	15 Years old	64	19.1
	16 Years old	208	62.1
	17 Years old	45	13.4
	18 Years old	4	1.2
Place of Residence	urban	263	78.5
	rural	72	21.5
Education Status Of Parents	Illiterate	5	1.5
	Primary school	58	17.3
	guidance school	92	27.5
	High school	116	34.6
	Higher Education	64	19.1
Employment Status Of Parents	Employed	254	75.8
	Unemployed	81	24.2

Table 1 shows that 58.5 percent of the sample was male and 41.5 percent was female. The students in urban schools were 78.5 percent and students in rural schools were 21.5 percent. About 4.2 percent of subjects were 14, 19.1 percent were 15, 62.1 percent were 16, 13.4 percent were 17 and 1.2 percent were 18 years old. Academic status of 1.5

percent was illiterate, 17.3 percent was primary school, 27.5 percent was guidance school, 34.6 percent was guidance school and 19.1 percent was higher education. 75.8 percent of parents were employed and 24.2 percent were unemployed.

Table 2. The average, median, mode and standard deviation of sample group in teaching styles

Variable	Mean	Median	Mode	Minimum	Maximum	Standard Deviation
Teacher- centered style	16.87	17.32	17.32	7.53	23.14	2.61
Student- centered style	18.42	18.81	17.47	8.81	23.67	2.80
Self-esteem	42.14	42.70	42.71	25.88	50.47	4.53

Table 2 shows that mean in teacher-centered style was 16.78 and SD was 2.61. in student-centered mean was 18.42 and SD was 2.80. In self-esteem mean was 42.14 and SD was 4.53.

The findings related to the Hypotheses

First hypothesis: There is a significant relationship between teacher-centered study and students' self-esteem.

Table 3. Spearman correlation coefficient between teacher-centered teaching style and self-esteem

r	df	P
0.205	333	0.0001

Table 3 indicates that there is a positive relationship between teacher-centered teaching style and self-esteem and is significant ( $r=0.205$ ,  $P<0.0001$ ). Therefore, the hypothesis was confirmed.

Second hypothesis: There is a significant relationship between student-centered study and students' self-esteem.

Table 4. Spearman correlation coefficient between student-centered teaching style and self-esteem

r	df	P
0.312	333	0.0001

Table 4 shows that there is a positive relationship between student-centered teaching style and self-esteem and considering the measure ( $r=0.312$ ,  $P<0.0001$ ). and the correlation coefficient is significant. Therefore, the hypothesis was confirmed.

Third hypothesis: Teaching styles of teachers predict the students' self-esteem.

Table 5. Summary regression model of variables of teaching styles and students' self-esteem

Model	R	R <sup>2</sup>	ab	S.E.
a1	0.226 (a)	0.051	0.048	4.42633
b2	0.286 (b)	0.082	0.076	4.36050

a: predictor variable: Student-centered style.

b: predictor variable: Student-centered style, teacher-centered style.

As observed in table5, in model 1 the variable of student-centered teaching style has been

entered into the regression equation and it alone explains 4.8 percent of self-esteem changes. In model 2 with entering the variable of teacher-centered teaching style to the equation the R rate increases from 0.226 to 0.286 in such a way that two variables of student-centered teaching style and teacher-centered style explain 7.6 percent of self-esteem changes.

Table 6. Beta coefficients of the variables of teacher-centered and student-centered teaching styles with self-esteem

Model	Variable	Beta	T	P
1	Student _ centered style	0.226	4.226	0.0001
2	Student _ centered style	0.458	5.249	0.0001
	Teacher _ centered style	-0.291	-3.336	0.001

As observed, in the second model standard Beta coefficient of the variable of student-centered style is equal to 0.226 that it means change 1 standard deviation in student-centered style causes 0.226 standard deviation change in self-esteem in a positive way; but with adding teacher-centered style which its Beta coefficient is – 0.291. It means a change standard deviation in the teacher-centered style causes -0.291 standard deviation change in the variable of self-esteem negatively. Thus, it could be said that from two teaching styles, student-centered style has a more meaningful role in predicting students' self-esteem.

Fourth hypothesis: There is a significant difference between female and male students in self-esteem.

Table 7. Comparing means of female and male students in self-esteem.

Gender	M	D	T	F	P
Female	2.18	32	.12	33	0.905
Male	2.12	0.69			

As observed in table 7 means of self-esteem between female and male students isn't significant. Therefore, the hypothesis wasn't confirmed.

#### 4. Discussions

Findings of this research showed that there is a positive relationship between teacher-centered teaching style and self-esteem and the correlation is significant ( $r=0.205$ ,  $P<0.0001$ ). This results is congruent with the findings of of Najafi Keliani and Colleagues (2010), Ventil (1998, cited in Shafiei Chamachar, 2012), Goldway (1974, cited in Shabani, 2006). These researchers have referred to different teaching methods and styles and have explained select of teaching styles with regard to goals and the goal is strengthening the students' self-esteem.

There is a positive relationship between student-centered teaching style and self-esteem and

considering the measure ( $r=0.312$ ,  $P < 0.0001$ ) and the correlation is significant. Therefore, the hypothesis was confirmed. This finding is consistent with the results of Eskandari and Salehi (2010), Emami, Fatehizade and Abedi (2007) Sharan and colleagues (1998, cited in Aali and Aminyazdi, 2009) and Colick (1979, cited in Shafiei Chamachar, 2012). These researchers have considered to the importance of partnership teaching styles and student-centered style in which students are active and this teaching style is opposite to the teacher-centered style.

Regression analysis showed that standard Beta coefficient of student-centered style variable is equal to 0.226 that it means that a change standard deviation in student-centered style causes 0.226 change standard deviation in the self-esteem. But with adding teacher-centered style the Beta coefficient is 0.291 that it means change one standard deviation in teacher-centered style variable causes 0.291 standard deviation change in the self-esteem and the relationship was negatively. Thus, it could be said that from among the two teaching style, student-centered style has a more meaningful role in the prediction of students' self-esteem. This results is consistent with the findings of the researches of Chen (2002), Buja (1985, cited in Azizi and colleagues, 2003), Jahanbin (2000) and Musapoor and Kiamanesh (1999). In the studying of these researches different teaching and their effects on students' learning styles and also the prediction of advancement rates of learning have been considered and also have been referred to self-esteem and its increasing resulted from student-centered teaching style.

The assumption of equality of female and male students' self-esteem means wasn't confirmed ( $P<0.05$ ). In other words, there is no significant differences between female and male students' means of self-esteem. This finding is consistent with the results of the researches of Karimi and Navabinejad

(1997), Spoon (1996, cited in Elahi, 2003) and Long (1993, cited in Elahi, 2003) and it is not consistent with the results of the research of Livit and Muler (1994, cited in Rezaei, 2009). In different researches on self-esteem considering gender different results have been gained.

Totally, findings of this research indicates that there is a meaningful relationship between preferential teaching styles and high school third grade students' self-esteem in Gonbad-e-Kavoos. Thus, enhancement the self-esteem of students can be done by change in teaching style. The student-centered teaching style caused increasing the self-esteem of students.

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