

An Exploratory Study of Self-Esteem, Decision-Making Styles and Teaching Styles of Inservice Teachers

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Abstract

The primary purpose of this study was to find out self-esteem, decision-making styles and teaching styles of in-service teachers. Quantitative approach was used in this study. A total of 420 in-service teachers from selected schools in Yangon Region and Mon State participated in this study. Teachers' self-esteem was measured by "Self-Esteem Scale" developed by Heatherton and Polivy (1991). Teachers' decision-making styles were measured by "Melbourne Decision-Making questionnaire" developed by Mann et al. (1998) and teachers' teaching styles were measured by "Teaching Styles Questionnaire" developed by Evans (2004). The internal consistency (Cronbach α) of the whole inventory for SES was 0.735, DMQ was 0.692 and TSQ was 0.670 respectively. As a result of the research, no significant difference has been observed between age, experience and rank in in-service teachers' self-esteem whereas there was a statistically significant difference by region. It was found that there were statistically significant differences in in-service teachers' procrastination decision-making style by experience and by region. It was also detected that there were statistically significant differences in in-service teachers' formality teaching style by rank and caution teaching style by region. To explore the relationship among self-esteem, decision-making styles and teaching styles of in-service teachers, Pearson product-movement correlation was calculated. Results indicated that there was a significant positive correlation between self-esteem and vigilance decision-making style whereas the other decision-making styles such as buck-passing, procrastination and hypervigilance were found to be significantly negative corrected with self-esteem. It was observed that there were a statistically significant positive correlation between self-esteem and structure, sociability and formality teaching styles whereas caution teaching style was not statistically significant correlation with self-esteem. And then, the simple linear regression analysis results showed that self-esteem of in-service teachers is the most significant predictor of vigilance, buck-passing, procrastination and hypervigilance styles of decision-making and structure, sociability and formality teaching styles.

Key words: self-esteem, decision-making styles, teaching styles

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