

The Relationship Between Perceived Teaching Style and Students' Satisfaction

Myint Sann¹ and Shwe Yee Tun²

Abstract

The main purpose of this study is to investigate the relationship between perceived teaching style and satisfaction of student-teachers. A total of 800 student-teachers (400 male and 400 female) from Yangon University of Education and Sagaing University of Education participated and questionnaire survey method was used in this study. The Teaching Style Inventory (TSI) (Grasha, 1996) was used to identify various perceptions of teaching styles among the participating student-teachers and Students' Reflection of Teaching Questionnaire was developed to assess student-teachers' satisfaction. Overall result showed that mean score of expert teaching style 29.33 was the highest and that of delegator teaching style 27.70 was the lowest. Most of the student-teachers felt satisfied with teachers' management and controlling the classroom (mean percentage=73.30%) and students' satisfaction on teachers' instruction was the second highest (mean percentage=72.18%). The result of independent sample *t*-test confirmed by gender revealed that significant difference was found at 0.05 levels in perceived teaching styles. It can be said that male student-teachers' perception is that teachers who taught educational psychology focused on establishing learning goals, expectations, and rules of conduct for them by asking questions, exploring options, suggesting alternatives. Perceived teaching style and satisfaction of student-teachers by Grade revealed that there was significant difference in both perceived teaching style and satisfaction of student-teachers. Similarly, the overall result of independent sample *t*-test by university showed that the significant difference was found for perceived teaching styles and satisfaction of student-teachers. The result of multiple regression analyses revealed that expert, formal authority, personal model, facilitator and delegator styles of teaching had significant positive relationship with satisfaction of students. This result contributes to the understanding about the relationship between perceived teaching styles and satisfaction of student-teachers. Research in this area could lead to insights and understandings that could assist student-teachers in gaining a better understanding of how to use teaching styles as well as how to improve students' satisfaction while teaching.

Key words: Teaching Style, Students' Satisfaction

1. Lecturer, Department of Educational Psychology, Yangon University of Education
2. Senior Teacher, No.(4) Basic Education High School, South Dagon, Yangon