

Teaching Styles & Adolescents' Psychosocial Development

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Abstract

Present study examines different teaching styles, measures adolescents' psychosocial development and investigates the relationship of teaching styles and adolescents'?? developmental tasks. A total of 130 students and 45 teachers from three Intermediate Colleges of Rawalpindi region were taken as sample of the study. Two instruments namely TSQ SPSDI were constructed at 5 point Likert scale and validated through two experts of the field. Their reliability was checked through SPSS at Cronbach's Alpha and it was found to be .85 .76 respectively. TSQ indicated that most of the teachers were aware of their teaching style and these styles were given five categories namely; expert, formal authority, personal model, facilitator delegator style. The teachers having personal model style have a strong positive correlation with adolescents' psychosocial development whereas expert style has negative correlation.

Index terms— Adolescence, Teaching Styles and Psychosocial Development.

Teaching styles are referred to those methodologies and strategies which teachers use during instruction ??Daniel K.Schneider). This terminology has no agreed definition, but it means a variety of teaching tactics or a specific instructional format being followed by teachers ??Galton et al, 1980; ??iedentop, 1991). It is assumed that students gain and retain more knowledge if their learning style matches with the teaching style ??Lage, Platt, & Treglia, 2000).

Keeping this in view, Anthony Grasha (1996) identifies 5 styles of teaching that clearly describe the presence of teaching faculty in the class room. They are: Formal Authority : Teachers are considered as most knowledgeable and have a positive impact on students as a role model faculty member. They establishes learning targets, code of conduct for students, gives negative as well positive feedback to them. They are more concerned with proper provision of structure required by the students for learning and sets acceptable standards for them. Advantages of this teaching style include focus on acceptable standards and expectations that are clear to the students. Disadvantage of it is that it may become standardized, non-flexible style.

Expert Style : The teachers in possession of expert style have that expertise and knowledge base which satisfies students' needs and interests. Such teachers provide challenging situation to the students so that their competency is raised. They prepare well for the classroom and ensure that their students are also well preparing to absorb the given knowledge. Advantages of this style may include that skill, knowledge and values being given by such teachers can go a long way with students but disadvantage is that those students who are below average can become demotivated or frustrated.

Facilitator : Teacher students interact in a personnel manner; teacher becomes a guide to give directions to students, alternative options to make formal choices. E Year he quality of education in schools as well as higher level educational institutions is based upon the teaching. It is an admitted fact that teachers are the strongest causal force behind the educational standards in educational institutions (Golla and de ??uzman 1998).Teachers work as a role model and facilitator of knowledge to young children as well as adolescents so that the younger generation becomes skillful and knowledgeable. Teachers cater to the needs of adolescents in such a way that they acquire critical, appreciative thinking abilities which help them to get adjusted in the real life realities with minimal adjustment problems. It is a focal aspect for teachers to design teaching activities in such a way

2 B) RESEARCH OBJECTIVES

46 that develops those abilities in students which make learning meaningful for them (Samuel R. Soliven). ??-
47 mail : dr_f_khurshid@yahoo.com The facilitator teacher aims at developing students' capabilities of making
48 independent decisions with responsibility. They provide encouragement and support to students and become
49 their consultant in every action being taken by them. This style has flexibility on a personal level and helps
50 students to explore as much alternatives as they want. But this is a time consuming and laborious way to guide
51 students.

52 Delegator : Students are given encouragement to build their capacities so as to function autonomously. The
53 teacher becomes a resource person to provide guidance to the students working as autonomous learners. Such
54 teaching style helps the students to become self directed, autonomous learners but it can also create anxiety
55 among those students who cannot work independently.

56 Personal model : Teachers use personal examples to teach and train students. They give encouragement to
57 the students to do things by showing, directing and guiding. Such teachers emphasize on direct observations and
58 role models but if such teachers do not come up to the expectations of some students, then the students may not
59 get facilitated in learning through this teaching style.

60 A transitional age from puberty to adulthood encompassing physical and psychosocial development is known
61 as adolescence. The age range for adolescence varies from 13-19 years. A thorough study of different areas
62 of sociology, history, anthropology, biology and psychology helps in determining complete understanding of
63 adolescent age. This age is expected to develop the children from childhood to adulthood with an objective of
64 preparing children for the performance of adulthood roles.

65 Certain developmental tasks are associated with chronological age. It is that task which arises at a specific
66 period in life. The successful achievement of this certain task leads towards success in upcoming tasks and
67 happiness whereas failing in achievement leads towards unhappiness, society's disapproval and achievement
68 difficulty in later tasks ??Robert J. Havighurst, 1956). Adolescents are expected to accomplish following
69 developmental tasks by the end of this period:

70 i. Acceptances of one's own physical body and its maintenance. ii. To get along amicably with friends of both
71 genders. iii. To become self-sufficient. iv. To be able to make decisions about family life & marriage. v. To be
72 able to take decisions about job, professional life and future career. vi. To acquire a set of values for behavior
73 guidance. vii. To become responsible member of society.

74 Erik Erikson presented an eight stage psychosocial development theory which tells about the healthy human
75 development ranging between infant to late adult life. In each stage, a person is confronted by new challenges and
76 its mastery gives him pleasure to move successfully to next stage whereas its failure gives him unhappiness. Every
77 stage is build upon successfully completing previous stage. Those challenges related with a certain stage which
78 are not completed successfully will appear as problems at a later stage in future. Two conflicting forces namely
79 biological and sociocultural are the characteristics of each stage. If the individual is successful in reconciling
80 these forces, she/he emerges from the given stage with virtue. For example, when any infant enter toddler stage
81 with more trust as compared to mistrust, he/she carry high virtue of hope into the remaining years of life.

82 1 a) Statement of the Problem

83 Several studies have pointed out that there is a relationship between the teaching styles and psychosocial
84 development of adolescents. Adolescence is a period in which children are going through physical, physiological
85 and emotional changes. There is a lot of peer influence upon them. The teachers act as role model for them and
86 they start looking upon them as their guides for future life. Higher Secondary School is that period in which
87 teachers have to deal with early adolescence (12-18 years). At this stage the developmental task for students
88 arise in the form of emotional maturation, physical development, membership in peer group as well as sexual
89 relationships. It is the duty and responsibility of various institutions to help the students accomplish their
90 developmental tasks but these days it is becoming more or more as the responsibility of educational institutions
91 to help them accomplish this.

92 Teachers are the role models for students. Just as different people have different learning styles, so do the
93 teachers have different teaching styles. Some are considerate with students in helping them accomplish their
94 developmental tasks; others may keep a distance with students. So it is a fact that teaching styles have an impact
95 on psychosocial development of students. Empirical evidence is still required to unravel the close relationship
96 between students' developmental tasks and teachers' teaching styles.

97 The problem to be investigated was to explore different teaching styles, to measure the psychosocial
98 development of adolescents and to determine the relationship among teaching styles and students' psychosocial
99 development.

100 2 b) Research Objectives

101 The objectives of this study were to find out the relationship between teaching styles and the psychosocial
102 development of adolescents at higher secondary school level in Pakistan. The existing literature in this area did
103 not provide viable about teaching styles and its relationship with adolescents'

104 **3 ? Teaching Styles**

105 In this study teaching style is perceived as the preferred way of teaching students in a classroom. Garsha's 5
106 teaching styles namely expert style, formal authority, personal model, facilitator & delegator have been focused
107 in this research study. This study measured 5 teaching styles in terms of respondents' scores on 45 items TSQ.

108 **4 d) Variables of the Study**

109 Adolescents' psychosocial development and their developmental tasks were taken as the dependent variable
110 for antecedents such as teaching styles, teachers' gender, and work experience, academic and professional
111 qualification. Five teaching styles were independent variables of the study.

112 **5 II. Methodology a) Population**

113 For this research, ideal population includes all the male and female teachers & students of Intermediate colleges
114 affiliated with Federal Board. But due to limited resources and time it was not possible for the researcher to
115 collect data from all of them. Therefore, for the convenience of data collection, three colleges namely Fauji
116 Foundation College for boys & girls, Army Public College & Cantonment Board Sir Syed College for boys were
117 selected as population of study.

118 **6 b) Sample**

119 Sample of study consisted of 130 students and 45 teachers. Among the students, there were 78 male and 52 female
120 students. 21 students were of 16 years age, 71 were 17 years old whereas 38 were 18 years and above. Out of these
121 130 students 42 belonged to Pre-Medical group, 70 belonged to Pre-Engineering group whereas 18 were from
122 Humanities group. Among 45 teachers, 12 were male teachers whereas 33 teachers were female. 40 teachers were
123 holding Masters Degree whereas 5 teachers have M.Phil degree. 15 teachers had 1-3 years teaching experience,
124 18 teachers had experience between 3-5 years and 12 teachers had more than 5 years teaching experience. iii.
125 Results

126 TSQ consisted of 45 items on 5 point likert scale and its reliability was measured on Cronbach's alpha at .85
127 whereas SPSDI contained 66 items on 5 point likert scale and had .76 as reliability coefficient. Comparison of
128 mean and standard deviation of teachers' scores on TSQ for teaching experience shows that teachers with more
129 than 5 years experience & with personal model style are strongly aware of their teaching styles as well as provision
130 of guidance to adolescents for their psychosocial development. Table 6 shows that the teachers having B.Ed degree
131 are less aware of their teaching styles and they give less guidance to students towards their career orientation
132 whereas teachers with M.Ed degree are more aware of their teaching styles and are fully committed towards
133 psychosocial development of adolescents. Table 8 shows the percentile ranks of students' scores on SPSDI. The
134 score of 183 falls on 25th percentile and it illustrates less awareness of students' own psychosocial development.
135 Score of 191 falls on 50th percentile as characterizes as moderate awareness whereas score of 199.25 falls on 75th
136 percentile and it shows high awareness among students towards their own psychosocial development. Table 9
137 shows that students of 2nd Year have more orientation towards education, career and life styles as compared
138 to students in 1st year. Table 10 shows that male students have higher scores on SPSDI and they are more
139 aware of their educational career and role identity as compared to female students. Table 11 shows that those
140 adolescents who have pre-medical subjects are more mature in relation to their psychosocial development where
141 as pre-engineering students fall in second category and humanities students are aware least of all the three groups.
142 Table 12 shows the relationship between five teaching styles and adolescents psychosocial development on two
143 subscales. The highest correlation related to educational guidance, career orientation of students is with personal
144 model (.79**). The subscale related to social relationships and academic environment has also high correlation
145 with personal model (.43).

146 Scatter Plots showing relationship between teaching styles & students' psychosocial development.

147 **7 iv. Discussion**

148 The main purpose of the study was to explore different teaching styles and determine their relationship with
149 the psychosocial development of adolescents. Two instrument namely Teaching Styles Questionnaire (TSQ) &
150 Students Psychosocial Development Inventory (SPSDI) were constructed and validated by two experts of the
151 field. Their reliability was measured at Cronbach's Alpha and was .85 & .76 respectively.

152 Five teaching styles were categorized on the basis of data analysis of TSQ through SPSS 16. These styles were
153 listed as: Expert Style : Teachers possessing this style have knowledge and expertise and are concerned with
154 proper transmission of knowledge. But expert teachers sometime do not provide required guidance to students
155 towards their psychosocial development, so the students may not get close to them. Formal Authority : Such
156 teachers are much concerned with providing negative as well as positive feedback to the adolescents. But their
157 style leads towards rigidity and less flexibility so the students may not be frank with them and have hesitation
158 in developing social relationships.

159 Personal Model : The teachers with personal model try to teach students through their personal exemplifications.
160 Students consider them as their role models and try to take full career guidance from such teachers.

10 C) APPLIED SIGNIFICANCE

161 Facilitator : The teachers possessing this style guide their students in a comprehensive way towards their role
162 identity. A facilitator teacher has flexibility in his personality and provides motivation as well as encouragement
163 to the students.

164 Delegator : Such teachers help the students to develop their potentialities and move towards full development
165 of their personality.

166 The delegator style acts as resource person for adolescents and helps them in identifying their roles as grown
167 up persons. Adolescents perceive that a delegator teacher serves as a resource person for them and helps them
168 in providing conducive environment as well as career guidance.

169 Another main objective of the study was to measure the effect of various demographic variables on teaching
170 styles and adolescents' psychosocial development. It was revealed that teachers with having more than five
171 years of teaching experience were strongly aware of their teaching style and provided career guidance to the
172 students. Similarly teachers having higher professional qualification such as M.Ed are positively engaged in
173 the psychosocial development of adolescents as they have more training as compared to the teachers possessing
174 only B.Ed degree. Similarly students studying in 2nd year are more aware of their educational career, life style
175 and social relationships. It means that the variable age has positive impact upon adolescents' psychosocial
176 development. Male students have more awareness than female students about their career choice and social
177 relationships. Female students are not much aware of their life style choices, and occupational guidance maybe
178 due to less exposure as compared to the male students. Similarly the students who had opted for Pre-medical
179 and Pre-engineering as major subject have more orientation towards their psychosocial development as compared
180 to Humanities students.

181 8 a) Conclusion

182 In the light of the data analysis and interpretation, it can be concluded that teaching styles do have effect upon
183 the psychosocial development of adolescents. The outcomes of this study may help the teachers to realize their
184 teaching styles and how they can effect upon the adolescents psychosocial development. Conclusions of the study
185 are as follows: the teachers are aware of their own style. 2. Personal Model teaching style has a very positive
186 relationship with the psychosocial development of Adolescents whereas expert style has a negative relationship.
187 3. Higher academic and professional qualification of teachers leads towards more educational guidance and career
188 orientation to adolescents. 4. Students having Humanities as major subjects know less about their developmental
189 tasks as compared to Pre-medical and Pre-engineering students. 5. Female students are less aware of their
190 developmental tasks and have less career orientation as compared to male students. 6. TSQ is an effective tool to
191 measure teaching styles. 7. SPSDI is a comprehensive instrument to measure adolescents' developmental tasks
192 and their role identity.

193 9 b) Recommendations

194 Teachers play a vital role in the lives of students. Students perceive them as role models and at the stage
195 of adolescence this perception becomes so strong that it makes or mars the life of a student. Adolescents'
196 developmental tasks include accepting one's own self, to be self sufficient, to be able to take decisions about
197 future career, professional life and job. All these have to be fulfilled so that the adolescents become fully aware
198 of their role identity, know the importance of peer membership and can acknowledge their social relationships.
199 Teachers must know their teaching styles and be the role models for adolescents as they go through the stage of
200 role identity versus role confusion. On the basis of the results of present study, it is recommended that teachers
201 should follow personal model style, be compassionate with students so that they accomplish their developmental
202 tasks to the fullest. This study also reveals that more experienced and more qualified teachers have a positive
203 impact on adolescents' psychosocial development, so such teachers to be provided to students at this stage. It is
204 further recommended that as female students are less aware of their developmental tasks, they should be helped
205 more by the teachers. Similarly, Humanities students should also be handled by the personal model teachers in
206 order to facilitate them through this stage.

207 10 c) Applied Significance

208 Teaching styles have deep rooted effects upon students' grooming, well-being and psychosocial development.
209 Adolescents are encountered with role identity and confusion. Teachers have a strong influence upon them and
210 they can make them aware to make their occupational choices. The present study is unique as it attempts to
211 develop a relationship between teaching styles & adolescents' psychosocial development.

212 among teachers own preferred teaching styles. This study will be relevant to the people working in education
213 sector especially at higher secondary level whether they be teachers, principals, administrators or the stake holders
214 such as students, parents etc. This study will help in developing strong awareness about correlation between
215 teaching styles and adolescents' psychosocial development.

216 d) Suggestions for Further Research i.

217 This study was confined to Rawalpindi; it can be extended to other areas as well. ii.

218 This study takes into consideration only adolescent level. It can be extended to other stages of psychosocial
219 development also. iii.

220 It will be important to study the effects of gender on teaching styles and this variable's effect upon adolescents'
221 psychosocial development. iv.
222 It will be fruitful to study the comparison of teaching styles between public and private educational institutions.
223 v.
224 Similarly it will be important to do research to compare the psychosocial development of adolescents in private
& public educational institutions. ^{1 2}

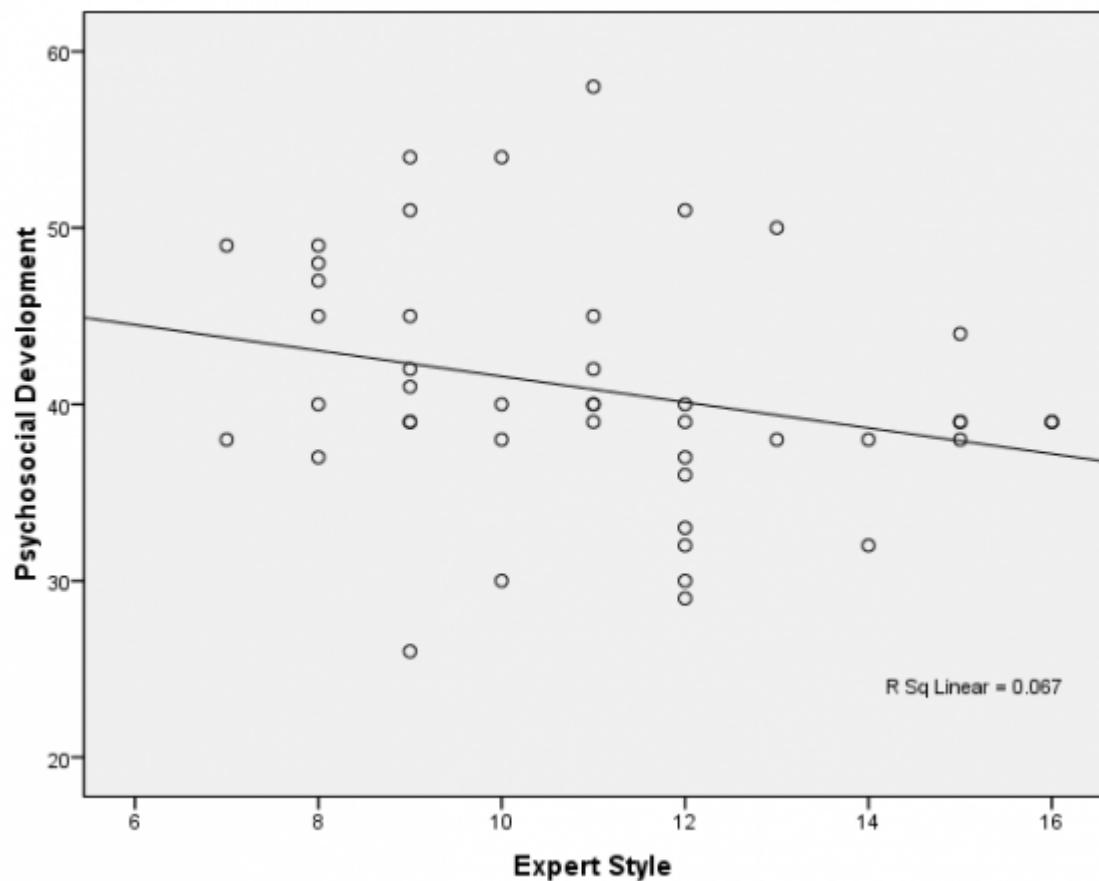


Figure 1:

225

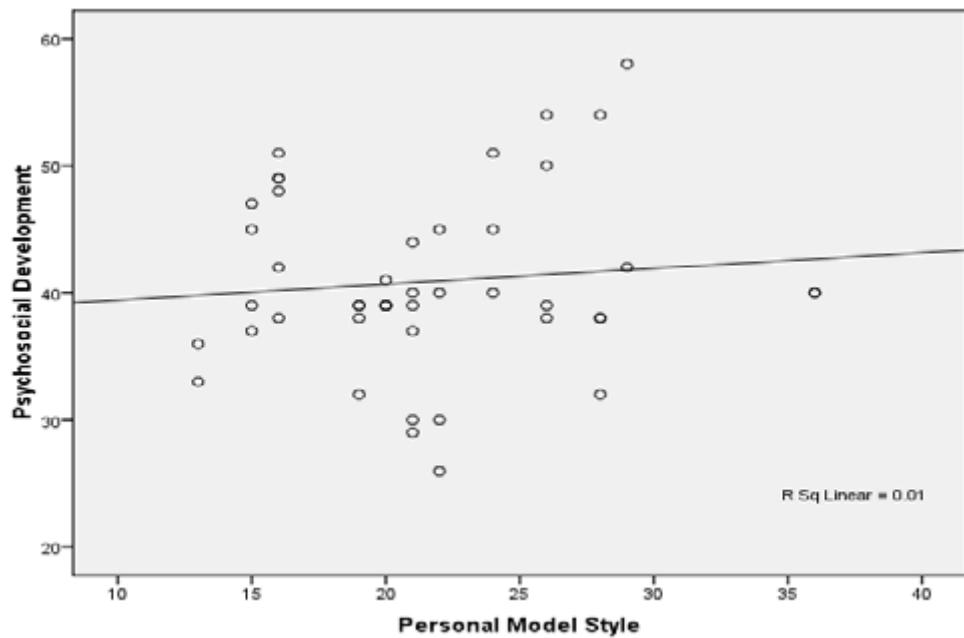
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12

Figure 2: Figure 1 :Figure 2 :



1

Figure 3: 1 .

		The specific objectives of the
	i. To explore different teaching styles.	
	ii. To	measure adolescents'
	development.	
2012	iii. To analyze the effect of various demographic variables such as gender, job experience, qualification, age, and choice of major subjects on teaching	students'
	development.	styles &
2 20	iv. To determine the relationship between teaching styles and adolescents' psychosocial development.	
Volume v.	To develop an instrument to measure the developmental tasks of adolescents (Students' Psychosocial	
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Global	The present psychosocial development in terms of respondents' scores on SPSDI study measured ad	
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	development of adolescents.	

[Note: E Year psychosocial development. c) Operational Definitions ? Psychosocial Development : In this study Psychosocial development means psychological development in social context.]

Figure 4:

1

Items	Correlations	Items	Correlations
1	.27*	24	.64**
2	.60*	25	.76*
3	.58**	26	.63*
4	.72**	27	.83**
5	.33**	28	.75**
6	.76**	29	.61**
7	.61*	30	.59**
8	.67*	31	.49**
9	.53**	32	.74**
10	.71**	33	.67**
11	.76**	34	.63*
12	.66*	35	.81**
13	.41*	36	.72**
14	.66**	37	.62**
15	.78*	38	.58**
16	.63*	39	.44**
17	.83**	40	.66*
18	.75**	41	.73**
19	.62**	42	.85**
20	.58**	43	.69**
21	.47**	44	.56**
22	.74**	45	.67**
23	.32**		

Figure 5: Table 1 :

1

2012

[Note: EYear]

Figure 6: Table 1

2

Percentile	Expert	Formal authority	Personal model	Facilitator	Delegator
5	7.30	7.60	13.30	7.00	35.30
10	8.00	9.00	15.00	7.60	36.00
15	8.00	9.00	16.00	9.00	36.00
20	9.00	10.00	17.00	9.00	36.00
25	9.00	10.00	18.00	19.00	36.00
30	9.00	11.00	19.00	9.00	36.00
35	10.00	11.00	20.00	10.00	36.00
40	10.00	11.40	20.00	10.00	37.00
45	11.00	12.00	20.00	10.00	37.00
50	11.00	13.00	21.00	19.00	37.00
55	12.00	14.00	21.00	12.30	38.00
60	12.00	14.00	21.60	13.60	38.00
65	12.00	14.90	22.90	14.00	38.00
70	12.20	15.00	24.00	14.00	38.00
75	13.50	15.00	24.00	14.50	38.50
80	14.80	16.00	25.80	15.00	39.00
85	15.10	16.00	26.10	15.00	40.00
90	16.40	17.00	28.00	15.40	40.40
95	17.70	18.00	28.70	18.40	42.00

Figure 7: Table 2 :

3

Educational Guidance (N=45) .

TSQ Total

Expert Style

Formal Authority

Personal Model

Facilitator

Delegator

Comparison of mean score for teaching styles shows that personal model has highest score (m=

22.56) whereas expert style has lowest mean score

(m=10.98). This indicates that personal model style has

Teaching Style
(n=45)

M

10.98

SD

2.48

13.18

3.32

22.56

5.50

12.40

3.01

20.98

3.43

more positive attitude towards adolescents' educational guidance whereas other teaching styles are less

concerned

towards educational guidance

adolescents.

Figure 8: Table 3 :

4

TSQ	1-3 years (n= 15)		4-6 years (n= 18)		5 & above years (n= 12)	
	M	SD	M	SD	M	SD
Expert Style	12.47	1.80	11.94	2.46	11.08	2.81
Formal Authority	15.40	2.06	13.28	2.53	13.08	3.84
Personal Model	23.67	7.34	21.56	4.59	21.17	5.58
Facilitator	13.67	2.87	12.28	3.26	13.92	3.70
Delegator	19.13	3.11	20.22	2.57	20.57	4.30

Figure 9: Table 4 :

5

TSQ	Masters Degree (n= 40)		M.Phil Degree (n= 5)	
	M	SD	M	SD
Expert Style	11.83	2.34	12.40	2.88
Formal Authority	13.75	3.04	12.66	2.34
Personal Model	21.56	5.48	21.27	5.13
Facilitator	12.82	3.12	12.71	3.45
Delegator	15.65	3.45	19.82	2.76

Figure 10: Table 5 :

6

TSQ	B.Ed (n= 40)		M.Ed (n= 5)	
	M	SD	M	SD
Expert Style	12.00	2.13	11.77	2.65
Formal Authority	13.52	3.34	14.36	2.46
Personal Model	23.00	6.47	21.27	5.13
Facilitator	13.91	3.28	12.41	3.15
Delegator	18.87	3.60	20.91	2.14

Figure 11: Table 6 :

2012

Items	Correlations	Items	Correlations
1	.64 ? ? ? ? ? ?	34	.43 ? ? ? ? ? ?
2	.245	35	.27 ? ? ? ? ? ?
3	.33	36	.18 ? ? ? ? ? ?
(4 5	.57 ? ? ? ? ? .44	37 38	.45 ? ? ? ? ? ? .82
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)			
6	.24 ? ? ? ? ? ?	39	.69
7	.84	40	.75
8	.71	41	.75
9	.81	42	.36
10	.72	43	.34
11	.27 ? ? ? ? ? ?	44	.54
12	.50 ? ? ? ? ? ?	45	.20 ? ? ? ? ? ?
13	.24 ? ? ? ? ? ?	46	.45
14	.45 ? ? ? ? ? ?	47	.23 ? ? ? ? ? ?
15	.28 ? ? ? ? ? ?	48	.76 ? ? ? ? ? ?
16	.32 ? ? ? ? ? ?	49	.24
17	.46 ? ? ? ? ? ?	50	.60
18	.22 ? ? ? ? ?	51	.63
19	.21 ? ? ? ? ?	52	.89 ? ? ? ? ?
20	.14 ? ? ? ? ?	53	.30 ? ? ? ? ? ?
21	.47 ? ? ? ? ? ?	54	.77
22	.33 ? ? ? ? ? ?	55	.54 ? ? ? ? ? ?
23	.39 ? ? ? ? ? ?	56	.39 ? ? ? ? ? ?
24	.63	57	.45 ? ? ? ? ?
25	.89 ? ? ? ? ?	58	.21 ? ? ? ? ?
26	.30 ? ? ? ? ? ?	59	.22 ? ? ? ? ?
27	.77	60	.21 ? ? ? ? ?
28	.54 ? ? ? ? ? ?	61	.64 ? ? ? ? ?
29	.39 ? ? ? ? ? ?	62	.47 ? ? ? ? ? ?
30	.30 ? ? ? ? ? ?	63	.38 ? ? ? ? ? ?
31	.77	64	.39 ? ? ? ? ? ?
32	.54 ? ? ? ? ? ?	65	.27
33	.14	66	.54 ? ? ? ? ? ?

[Note: EYear]

Figure 12: Table 7 :

Figure 13: Table 7

10 C) APPLIED SIGNIFICANCE

8

Percentiles

Figure 14: Table 8 :

9

Education, Career & Lifestyles (N=130).

SPSDI Total	1 st Year (n=82)	2 nd Year (n= 48)
M 158.56	SD 11.111	M 167.00 SD 13.784

Figure 15: Table 9 :

10

SPSDI Total	Male (n=82)	Female (n= 48)
M 166.06	SD 14.205	M 150.87 SD 12.197

Figure 16: Table 10 :

11

SPSDI Total	Major Subject
Pre-Med (n=42)	M 172.31 SD 13.693
Pre-Eng(n=70)	165.43 13.477
Humanities(n=18)	157.83 11.690

Figure 17: Table 11 :

12

Teaching Styles	Education, Career & Life Style	Social Relationships & Academic Environment
Expert Style	.66	-.07
Formal Authority	.35	.22 **
Personal Model	.79 **	.43
Facilitator	.53	.19 *
Delegator	.12 *	.28 *

Figure 18: Table 12 :

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