

**RELATIONSHIP BETWEEN TEACHING STYLES WITH  
AMOUNT OF LEARNING ISFAHAN SECONDARY  
SCHOOL STUDENTS PROVINCES DISTRICT 4**

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**Abstract**

Study to investigate the relationship between teaching with amount of learning styles secondary school students provinces District 4 Isfahan the academic year has been 94-93. For this purpose, a sample of 78 people of secondary school students who were selected randomly cluster Data collection was questionnaire. Reliability using Cronbach's alpha 0/932, respectively. The results showed a significant positive correlation between the amount of learning school teaching style ( $p < 0.01$ ). This relationship suggests that teachers who are student-centered teaching style, students from higher learning.

**Keywords:** teaching styles, student, high school, Isfahan.

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## INTRODUCTION

growth and development due to a society that society educational system is based on this every year countries substantial sums of the national income to education, but some of the factors are the waste part of the investment are in addition to rot national income the main capital of the country, It means that the students as well as the most important source of talent and the production of it is-the process and the effectiveness of the.

For the causes of a problem, especially human and social problems it cannot be a sufficient reason for social phenomena like a chain together and are there are problems involved, Therefore to find the causes educational, various issues should be like: intelligence, motivation, purpose, attention, physical factors and conditions emotional security and family and attention (Biabangard, 1386).

Teaching style is indicative of the quality of leadership behaviors that teacher's class win (Grasha, 1996, quoting the old Darvish, 1389). In other words the teacher's teaching style refers to the behavior of their dealings with students and teaching plays an important role in various aspects (Hmlych, 2002, p. 17).

Styles and techniques taught in the universities and schools as teaching the correct way to have their applications considered, can be very different from what the real world is facing a new teacher is, is. Teachers often than their variety of variables that are involved in school issues, point out (Jarvis, 2002, p. 23)

Every teacher in teaching and teaching styles specific behavior during interaction with the media to be inclusive, which is an important factor in increasing the teaching-learning relationship (Bentham, 2002; quoted Chavoshi, 1388).

### *Necessity and importance of the issue*

Because of the importance of learning style in education and other fields in order to strengthening and improving learning of the students of the educational environment and education introduced and presented proper tools to evaluate this variable and show its necessity in the field of procedural obey Dr. education is remarkable. One of the major principles of philosophy Islamists made in education, importance on the active learning environment. For the use of active learning classroom should be in this group of small students that can be coordinated with each other to their learning strategies to uranium enrichment and to create conditions that the participation in the information and action have possibility of organizing( Mahjoor and colleagues, 1375: 265).

John Dewey this concept during first half twentieth century introduced a good. Aiding in Dewey as the first of the basis and Development based on a number of patterns and educational activity in progressive education and training is considered to be the present period of research and development in the education and social patterns of support (Behrangi,1380).

One of the goals and important duties education and training providing the ground for comprehensive growth and education of the individual healthy, efficient and responsible for a role in personal and social life. The knowledge of students as a fundamental pillar of the country, in achieving educational goals of the system and the special role that are, paying attention to stratum of the society in terms of educational and training, the flowering more educational system and educational society. But the students who entered education system, a small number of them can be talents flourished and in this arena and in the so called good performance of education show.

*According to what was said, the aim of this study was to investigate the relationship between teaching and learning styles of high school students in the fourth province.*

### **Background research**

Morgan (2002) in a study entitled "The development of teaching style," says the teacher by the personal teaching style creates the possibility of greater flexibility and his teaching style to fit the needs of students.

Davis (2003), based on students' understanding of the effectiveness of teacher education, gender, appropriateness of style and attitude of the use of computers, the consent of the student examined. Three surveys showed a statistically significant difference of Results: 1. Effect of gender was significant with the consent of the students. 2. Teachers' attitudes toward technology and computers, as well as with the consent of the students was significant. 3. The proportion of teaching styles and learning styles of the students' satisfaction were significant.

Click alley (2006) in a study to the conclusion that effective education in the performance of teaching style compatible and effective learners in education. For being successful teaching style should be taught, learner axis.

The axis of the teaching style learner for students opportunities for learning in the higher knowledge and for personal growth and provide learner to learn for their feeling of responsibility.

The axis of the learner in the class, this just learner and needs of that is a lot of importance. Educational program based on problems and situations in real life student nor based on lessons of information or a special attraction is supposed to be.

Kidd and Song (2008), referring to research on the cognitive style of teaching suggest that cognitive learning style based on social data to better memory die and are willing to learn the content that do not clearly structured structure.

### *Research Methodology*

The aim of this study is practical. In terms of field performance. In terms of cross-sectional time. In terms of quantitative data and field data collection and data through questionnaires.

### *The target population*

The population consisted of all high school students theoretical and grade school all the high schools in Isfahan 4 education 94-1393 that their total number equal to 1637 people.

### *Sample size*

In this study the target population was unknown and sample variance using Cochran formula was determined. For a limited the target population and a small number of variables used in the formula (Hosseini, 1382).

$P = \text{Mean observed} \div \text{Number of questions} \times \text{Maximum score questions}$

$P = 0/75$

$Q = 0/43$

$t = 1/96$

$d = 0/05$

$$n = \frac{\frac{t^2 pq}{d^2}}{1 + \frac{1}{N} \left( \frac{t^2 p}{d^2} - 1 \right)}$$

$$n = \frac{1.96^2 \cdot .57 \times .43}{.05^2} = 73$$

$$1 + \frac{1}{1637} \left( \frac{1.96^2 \times .57 \times .43}{.05^2} - 1 \right)$$

The sample size in this study was 73.

*Sampling and Data*

Sampling is multistage random cluster sampling. In this study, according to the study method of teaching style questionnaire was used.

**Results**

Table 1 shows the style of teaching and learning of the students there

| Teaching style |                     | Dependent variable |
|----------------|---------------------|--------------------|
| 0/191          | Pearson correlation | learning outcomes  |
| 73             | Count               |                    |
| 0/001          | Confidence level    |                    |

Results Table 1 shows the significant positive relationship between the teaching style of academic learning ( $p < 0.01$ ). This relationship suggests that teachers who are student-centered teaching style, students of higher academic learning.

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