



The Relationship between Teaching Style and Students' Satisfaction of Isfahan City

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ABSTRACT

The purpose of this study is to investigate the relationship between teachers' teaching style with the satisfaction of female high school students in Isfahan city. The research method was descriptive - correlational. The study sample consisted of teachers and first year high school students of the city's district 1 and 2. Out of statistical population 150 teachers and 340 students were randomly selected. The main instrument of data, was teaching style analysis standard questionnaire (TSA) and the researcher's questionnaire to determine students' satisfaction with the teaching style. Validity of the standard and researcher made questionnaires using Cronbach alpha coefficient, was determined 87/0 and 90/0 respectively. Validity of standard questionnaires to fit the culture of society, was conducted by specialist professors. Statistical methods were used in this research, including analysis of variance, Pearson correlation coefficient and T-test of independent samples. The results showed that 70 percent of teachers used of flexible teaching style and 30 percent used of holistic teaching style. None of the teachers used the analytical teaching styles. Also a significant relationship between teaching style and student satisfaction exists. The results confirmed that students of teachers who use holistic style in their teaching had higher levels of satisfaction.

Keywords: *teaching style, satisfaction, learning styles*

1. INTRODUCTION

Teaching, is the aimed directing and managing the learning process run by community of three elements of teacher, learner and teaching environment. And teacher familiarity with teaching methods and a variety of guidance and behavior quality control, increases teaching effectiveness (Moradi, 1387). The maximum contribution is dedicated to teaching of teacher in the classroom. Teaching can be defined a joint activity between the teacher and student by the goal of learning (Safavi, 1387, p 7). In this case, it should be noted that the most efficient and effective component of the education system, is teacher or the same principal and real broker of teaching educating system that performance and his/her real professional conduction training foremost in learning-teaching methods he/she serves, is manifest. Teachers are more aware that methods and techniques taught in the past will not work any more. Because many of these students can not learn to expand their full potential. Have you ever wondered why some of the students in the school are good and some are not functioning well? or completely lost? (Prashyng, 2002.) Education to provide a general growth in various fields is defined for students, this growth clearly without understanding the nature of attention to students - including their individual differences is not possible. If education to be provided completely, the growth bed for students will be defined clearly, such growth without recognition and attention to students' nature like their individual differences is not feasible paying attention to individual differences of

students make trainers and teachers aware of capability and intricacy of the mission they've been charged. So that this knowledge can be a source of knowledge and positive changes in behavior and style to their teaching. Teaching styles with a variety of students' individual differences can be reconciled. The style of teaching in schools can partly determine the range of expected outcomes. The suitable teaching styles pave the way of teaching and education goals (Morgan, 2002, Karl, 2003). The institutional official responsible for public education, it is expected to respect students' right to receive teachings regarding the scientific basis. Decisions planners' sources are mainly quantitative data, however, these data are valuable, but to improve the quality of teaching and fundamental change in the teaching - learning process, Information should on the style of teaching and its relation to the satisfaction of the students is required. Teaching style affects differently on satisfactory progress of the student's behavior.

Researchers have even found that the teaching style of education is congruent with what outcomes. Styles and techniques taught in schools and universities as proper teaching techniques in your applications are considered, A new teacher may be very different from what is encountered in the real world. Teachers often point out to a variety of factors, other than what they are involved in school issues. (Jrvys, 2002) Flexibility in teaching style is one of the most important factors to achieve balance between learning and teaching styles (Elaine, 2003) In this regard Prashyng (2009) believes that teachers are in

fact one of the least flexible people who prefer to work in groups as much as what we know, still remain, and they generally show their strength in the face of change (folder , 1996 quoted Bndam, 2002, Linda, 2002). Often we hear that teachers are not required to change their approach and style. Mismatch between learning styles and teaching, especially in high school causes students' dissatisfaction and complaint of inappropriate teaching methods. (khonok Jan, 1381, H., 1382, Baghbanyan, 1382, Lin, 2001, Carey, 2002). Many teachers stay in the world of their own, and never have readiness to stop and change. Brosseau(2002) showed the best teachers selected by the participants were those who tended in style of learner - centered. While the worst teachers, showed none of the characteristics of the learner – centered style. Research also has shown that the proportion of teaching styles with learning styles, was significant by students satisfaction. The results also showed that the style of student – centered style, had a positive impact on pupils' learning and progress and satisfaction (Davis, 2003; Joos, 2003). Research results of Patel & Kinshuk(2004) and Edmund (2005) on effect of learning and teaching styles used by teachers in the classroom environment that will define the concepts of intelligent tutoring system stresses.

Artisan (2007) and Graf and colleagues (2008) showed that the weak content of textbooks, teaching methods, and the dominance of traditional teaching styles of the teacher in teaching are of found problems. It also reflects the learning styles of student as a symbol of learning level (Ozzy and Gvvn, 2009). Tendency of researchers to conduct research on teaching styles, teacher failure to apprehend the effects of psychological factors on the teaching so those factors can assure students achievement and satisfaction. Thus, most researchers' studies were directed from student – centered styles to styles teacher plays a key role. Researchers' attention, instead of focusing on the teaching process should be directed to student performance (Campbell et al, 2004).

We must know problems and deficiencies of the educational system to provide enough information for academic failure and grade repetition and also, we must analyze them and fight with, we can increase the quality and efficiency of education all learning styles. Learning styles knowledge can be used in organization of learning environment, the interaction way of students and teachers, and the way of teaching – learning of content. (2009, Yazicilar & Guven). The first step to successful deployment of low interaction in the classroom is knowledge about beliefs, attitudes and prejudices of life.

Ideas governing on teacher - student interactions affect on all classroom behaviors, including learning and content choices (Fyglyv and Kenny, 2007). If we know teaching styles and find a relationship between students' learning styles and teaching styles, definitely falls will drop. Most students who have left school, their learning styles have

not been consistent with teaching styles. Few teachers are sure about their style and it's accurate preferences, and that how they can have the best performance. We conclude that, why this kind of researches is needed (Prashyng, 2002). The results of studies done by Nilsson and colleagues (2012) on 123 students showed that 59 percent of the students used of a learning style called "Easier Information Getting". Researches results of Huang & exi(2011) points out that today's information needs different styles use. Teachers should pay attention to the type of content and individual differences of learning styles as well as teaching them to choose their own type. This research not only helps teachers to accept their weaknesses and abilities and convince them to use those with more confidence, but It causes the students to understand their particular style of learning or guarantee the successful adoption of information and tasks with no problems. This study is the first attempt to use the teachers to identify the various components of teaching styles and to investigate if the teaching style used by students is related to their satisfaction or not?

1.1 Research Objectives

The research objectives are:

- Styles of teaching in girlishly high schools of Isfahan city determination.
- Determining the relationship between students 'satisfaction with teachers' teaching styles.
- Determining the relationship between the multiple dimensions of teaching styles and student satisfaction.

1.2 Teaching Style

A - Theoretical definition: specific behavior of the teacher in teaching and interacting with the media during a teaching he/she applies, the teaching style is an important factor in the process of teaching - learning (Bndam, 2002).

B - Operational definition: That is the preferences of teachers for various teaching styles that teachers in this study are measured by Prashyng standard questionnaires.

1.3 Learning Style

A - Theoretical definition: refers to the feature that anyone would think and act accordingly and only a few people consider a method as the best and act and think based on that.

B - Operational definition: satisfaction of students from teacher and school is measured by the questionnaire of students satisfaction.

1.4 Research Method

The methodology used in this research is descriptive from the kind of correlative. Since it investigates the relationship between teachers' teaching style and teaching style with students' satisfaction, is correlational.

1.5 Statistical Population

The statistical population consisted of 2,751 teachers and 12,815 students in the first year of girlishly public high schools, related to district of 1 and 2, Isfahan city-educative year of 88 -89 (ISS).

1.6 Samples and Sampling Method

Out of the five educational zones, zone 1 and 2, were randomly selected. By the permission letter issued from the Department of Education we visited the educative office of 1 and 2 district. After receiving permission from the Education Department, questionnaires were issued. In Secondary Education sector, schools were randomly selected from a list of high schools in district of 1 and 2. From each school by the assistance of principal and vice-principal the first year students were selected as samples. Then randomly from each class, 10 students were selected.

2. METHODS OF DATA COLLECTION

In this study two instruments were used for collecting data.

2.1 Standard Prashyng Teaching Style Questionnaire

The main tool used in this research for gathering information was the teachers' teaching style questionnaire that it's authenticity and Validity had been assessed in final creative learning companies. Also due to consistency with Iranian culture was evaluated again by researchers and faculty members, advisors and a group of educative professionals .After confirming the contents of the questionnaire, and the calculations of the test Validity the final exam questions for the study were prepared. Questionnaire was translated into English, and was approved by faculty advisors and professors. This questionnaire had the final factor 87/0. The questionnaire rating scale was a 5-degree Likert. This questionnaire consisted of four main components - teaching methods, management strategies, classroom environment and classroom planning techniques - that the questionnaire covered all four components.

2.2 The Questionnaire of Students' Satisfaction from The Teaching Scale

The questionnaire was prepared under the supervision of faculty advisors pertinent questions on the questionnaire were about the teaching style. With the difference that the sentences and writing style are so arranged that the students can understand. The description provided in the questionnaire in order to gain the trust and confidence of the students to respond accurately and honestly, They were asked to check one option for each question: completely disagree - I do not have any idea - I agree - completely agree .Because the questionnaire was prepared on students' satisfaction teaching style, was true based on validity. However, a preliminary study was conducted to investigate the reliability and authenticity of the final questionnaire. A total of 30 subjects were asked to select as the target population. Ambiguous questions were reviewed and revised. The Cronbach's alpha coefficient was used to determine the end of the questionnaire; the Cronbach's alpha coefficient was calculated as 90/0.

3. METHODS OF DATA ANALYSIS

Given the assumptions made, appropriate statistical methods were used. Descriptive and inferential statistics were applied. In descriptive level, percentage, frequency, mean and standard deviation of the analytical tests were used. And to test the hypotheses, Pearson correlation coefficient was applied.

Research Findings

Question 1: How is teachers' teaching styles of girlishly high schools of district 3 ?

Table 1: Distribution of frequency and the percentage of teachers teaching styles

Percentage	Frequency	Teaching Styles
84/7	127	Flexible
15/3	23	Holistic(student-centered)
0	0	Completely Analytic(traditional)

The results in Table 1 indicate that out of 150 teachers, 127 cases (84/7) have applied flexible teaching style, and 23 cases (15/3) have used holistic teaching style (student - centered) .The results show that the teachers' teaching style was purely analytical.

Components of teachers' teaching styles are presented in Tables 2 to 5.

Table 2: Frequency and percentage distribution of the components of teaching styles

Percentage	Ferequency	Teaching Styles
30	45	Felexible
70	105	Holistic(student-centered)
0	0	Completely Analytic(traditional)

The results in Table 2 indicate that among all participants, 105 subjects (70%) have used of flexibility teaching styles and 45 cases (30%) have used of the total-oriented (student - centered) in their teaching style and no one have used of purely teaching style.

Table 3: Percentage distribution of teaching styles and teaching styles in management component

Percentage	Frequency	Teaching Styles
93/3	140	Flexible
0	0	Holistic(student-centered)
6/7	10	Completely Analytic(traditional)

The results of the above table show that of 140 teachers (93/3) have used of flexible teaching style, and 10 cases (6/7%) have applied analytically pure component management style. Based on the results above, none of the teachers in the management component of teaching styles, have not used the holistic style.

Table 4: Percentage distribution of teaching styles and teaching styles in the classroom environment components

Percentage	Ferequency	Teaching Styles
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Table 6: Correlation coefficients between scores of teachers' teaching styles and students satisfaction of teaching styles

Students' Satisfaction		Predictive Variable	
Meaningful Surface	Correlation Coefficient Square	Correlation Coefficient	Statistical Index Criteria Variable
0/012	0/039	0/199*	Teaching Methods
0/018	0/034	0/187*	Management Strategy
0/028	0/030	0/175*	Classroom Environment
0/049	0/024	0/155*	Programming Techniques
0/001	0/070	0/265**	Teaching Style(Total score)

Table 6 shows the correlation between student satisfaction with teaching styles, teaching methods, management strategies, classroom environment, programming techniques and total score of teaching style is meaningful.

85/3	128	Felexible
14/7	22	Holistic(student-centered)
0	0	Completely Analytic(traditional)

The results in Table 4 show that from all of the teachers involved in the study, 128 cases (3/85) have used of flexible teaching style, and 22 cases (7/14) have applied holistic teaching style (student - centered) components in the teaching style of the classroom environment. The results also show that none of the teachers in component of classroom environment, hasn't used analytical style.

Table 5: Frequency and percentage distribution of teaching styles and teaching styles in the teaching style component of programming techniques

Percentage	Ferequency	Teaching Styles
26	39	Felexible
74	111	Holistic(student-centered)
0	0	Completely Analytic(traditional)

As can be seen in Table 5, from all of the teachers involved in the study, 39 cases (26%) have used flexible teaching style and 111 cases (74 percent) have applied the total teaching-oriented style (student - centered) in teaching style component of programming techniques .The results also show that none of the teachers' teaching style component of programming techniques, have been used as analytical style.

Question 2: Do the teaching style of teachers and students satisfaction have a meaningful relationship?

teaching styles, teaching methods, management strategies, classroom environment, planning techniques and styles score teaching is shared

Question 3: There is multiple relationship between dimensions of teaching style and students satisfaction.

Table 7: Table of correlation of multiple dimensions of teaching style with the student's satisfaction

Meaningful Surface	F factor	Square of Multiple Correlation Coefficient	of Multiple Correlation Coefficient	Predictive Variable	Statistical Index Criteria Variable
0/002	6/303	0/075	0/274	Teaching Styles Programming Techniques	Second step Students Satisfaction

So that the results of Table 7 shows, out of the variables in the regression, the best predictor is students satisfaction, teaching methods and techniques of planning. The second step is based on the ratio of teaching methods

and techniques of planning, 5/7% of the variance explained to the satisfaction of the students. F observed in 05/0> p was significant in the regression can be generalized to the statistical population.

Table 8: Table of β factor in predicting the students satisfaction

Meaningful Surface	t factor	Standard Coefficients	Beta	Non-standard Coefficients	Beta	Predictive Variable	Statistical Index Criteria Variable
				Beta Criteria Error			
0/006	2/801	0/216		0/291	0/815	Teaching Methods Programming Technics	First Step Students Satisfaction
0/034	2/143	0/166		0/391	0/837		

The findings in table 8 show that, β coefficient increases students satisfaction as 0/126 unit after 1 unit increase in teaching styles dimension and increases students satisfaction as 0/166 unit after 1 unit increase in programming technics dimension. The equation of number 5 question hypothesis prediction of the research is presented so:

$$\text{students satisfaction} + 19/602 = \text{Teaching Dymension} + (0/815) \text{ programming dimension}(0/837)$$

4. CONCLUSION

Data analysis of research shows three types of teaching styles: flexible teaching, holistic and purely analytic style. However, the flexible style was the most used teaching style, teachers used of different styles in four components of teaching styles . Most of the teaching style used in four components of the teaching style (teaching methods, management strategies, classroom environment, and

programming techniques) are respectively the total-oriented, flexible, flexible and holistic. Significant difference between teachers' teaching style was pleased with the students. However, a significant positive correlation between components of teaching styles and student satisfaction results showed that students taught by teachers in the use of student-centered style had more satisfaction from teaching of their teachers. The results in Table 1 indicate that approximately 84/7 percent of teachers have used the flexible teaching style. Teaching style preferences are used to act in the best shape. Therefore, we can conclude that teachers in the learning process are often faced with the need to use appropriate teaching styles to suit the conditions. Perhaps for this reason, none of the teachers have not used of traditional or pure analytical teaching method. Elaine also, investigated (2003) different factors, including teachers' selective teaching styles and and learning styles in coordinating students. Flexibility to suit the style of teaching styles for learning styles were considered. Researches results of Patel and kitzhug (2004) showed that flexible teaching

styles can specify, high variation among the students in preferences of learning time, learning about their obligations and the different methods and styles used in the classroom by teachers, accelerates students learning. Also, this style is appropriate for adult students and students with professional experience. All these studies emphasize flexibility in teaching style. In the present study, flexibility style has included a higher percentage, consistent with the above findings. Emphasis on flexibility in teaching style can make successful the teachers.

Based on the results in Table 2, 30 percent of teachers have used of flexible teaching style and 70 percent of student-oriented style of teaching. But teachers didn't have any preference to use an analytical teaching styles (traditional). Graf (2008) found in his study that the style of student-centered teaching - can substantially affect on learning and satisfaction of students regardless of their age, . As mentioned previously, holistic teaching style based on Prashnyg Studies (2002) is the same comprehensive teaching style - is based on diversity of style, creativity and attention to the differences of learners in learning. In this regard brusco (2002) concluded that the best teachers for students, are those interested in comprehensive teaching style. While the worst teachers, were those showed none of the characteristics of the learner - centered style. Of course, this does not mean that the holistic teaching style or student - centered style is the preferences of all the students. Many factors may affect the preferred teaching style of teachers. Teachers may prefer to use a more holistic style of teaching or student - centered teaching methods, according to the individual differences of students. Because teachers are oriented in the holistic style, emphasize more on the individual differences of students and their needs and this research study (2009) is consistent with Vinz's research too. In his research, he came to the conclusion that it can not be claimed that the teaching style of student - centered and teacher - centered only on students' progress are effective. But first and foremost, students need a teacher teaching style preferences. However, it is important for the students that teacher attends to their individual differences, independence and competence they need and the teacher adopts In his teaching style, the methods can satisfy these needs. Table 3 shows the results of the 93/3% of the teachers' teaching styles are flexible teaching style and 6/7 percent are pure analytical teaching style (traditional) used in management strategies. While the teachers did not have any preference to use a holistic teaching style, student - centered in their management strategies. The table is derived from the findings of the teachers to actively participate in the learning process of their students with Prashnyg Studies (2002) is consistent. According to his study, the teachers use of flexible style in management strategies involve students in their

learning processes more. In a world that is changing rapidly, teachers teaching style can't be merely analytic or holistic, and should almost always be flexible. And it also is consistent with carl Studies (2003). His study concluded that students are generally, active visual, auditory and tactile learners. In contrast, reflective learners, understand the internal, verbal, rather than students taught by the traditional lecture-style, get the information, while the lecture method is not appropriate to their learning style. The flexibility in the style of teaching and learning styles is important for fitness. They indicate and emphasize that the development of flexible teaching strategies and student learning style theories by recognizing the increasing importance of the control and the active participation of students in learning. The results in Table 4 indicate that the 85/3 percent of teachers have used the flexibility style and 14/7 percent have used the total teaching-oriented style (student - centered) teaching style used in the component environment. The results also, show that none of the teachers haven't used the pure analytical method in classroom environment. Adaption of teaching styles in addition to increasing the effectiveness of the teaching, make it fun. The table content has pointed out that the preference for teaching styles, teaching styles of teachers within the classroom environment has led it to flexibility. Table 4 results is consistent with Carey (2002) in the field of teaching physical condition. He says, teaching physical conditions should be commensurate with students' learning preferences. As we previously noted, this may be appropriate if the teacher's teaching style, to be flexible. And it also is consistent with Prashnyg studies (2002). He asserts that teachers in designing teaching environment, consistent with students learning style, must show flexibility. According to research, teaching style used in the classroom is influenced by many factors is different. The results in Table 5 showed that 26 percent of teachers have used of flexibility style and 74 percent have used of holistic and student- oriented programming techniques. Teachers in their planning techniques didn't have any preference to use an pure analytical style. According to studies of Goldstein (2009), an important part of the teacher's role in learning, is using of proper techniques of scheduling in class. Graf research (2008) is in line with this hypotheses However, gave different results. His research in a larger population with different variables was performed. His activities on offer by grouping students with different styles of programming techniques are emphasized. The results show that different styles of teaching-oriented (student - centered) style is the preferences of oost the students and teachers results are in more flexibility with teaching style. Brooso (2002) found in his research that the best teachers for students are those use oriented style of teaching (student - centered). The results in Table 6 showed that there were significant differences between teachers' teaching styles, and the satisfaction of the

students. Lin's research (2001) is consistent with the results of this question. He came to the conclusion that a high correlation existed between fitness and dynamic teaching style of teachers with students' learning styles, teaching styles, with satisfaction of the students. The findings of Edmund (2005) is consistent with the results of this study. He said factors such as teacher personality dimensions and proportions between teaching styles and learning styles of students has the strongest relationship with satisfaction.

Jroys (2002) has also confirmed this statement and believe that levels of academic and professional satisfaction from successfully teaching different aspects, it is necessary to fit the styles of teaching and learning. Davis (2003) in line with the research question. Findings about the relationship between teachers' teaching styles with student satisfaction with the results of the study Prashyng (2002) are inconsistent. Because, according to his research, teaching style, which consists of four components, each component can be effective teachers teaching styles of student satisfaction.

Researches of Kerry (2002) is consistent with the results of this question. He came to the conclusion that students' satisfaction on a number of variables that are uncertain. He has such mastery of the subject, teacher knowledge, motivation, enthusiasm, responsibility and flexibility in the learning preferences of the students' satisfaction factor considers students. Data analysis and discussion of the results, three different teaching styles and flexibility holistic analysis revealed soon. However, the flexible style of teaching teachers, teachers' teaching styles of the four components of the different styles used. Most of the teaching styles used in the teaching style of the four components (teaching methods, management strategies, classroom environment, and programming techniques) respectively of the total-oriented, flexible, were flexible and holistic. Significant difference between teachers' teaching style was pleased with the students. Important to consider the sum of the results is really what the teaching style, there are good and bad success and may there be any teaching style. This success is achieved when the teacher's preferred teaching styles, different teaching methods used in class. The field studies show that the teaching style is unique as a fingerprint. The teaching style has changed over time. Mismatch between teachers' teaching styles and learning styles of students can lead to irreversible consequences. Fundamental solution to the problem of living, balance between teaching and learning styles and teaching styles is flexibility. The task of teachers, trainers and training centers that have full knowledge of teaching styles. The differences are not only natural but also a positive, accepting and acknowledging differences in schools can lead to high performance and flexibility in their teaching style will. Given that the

teachers showed high levels of flexibility in teaching styles, needs, the educational system of flexible teaching style, the style of teaching-oriented (student - centered) is that most students preferred teaching style, moves. Data analysis and discussion of research findings revealed that the majority of teachers' teaching style was flexible

And on the other hand, according to research cited in the research, teaching style and preferred style of most students oriented (student - centered) is. Consequently, to achieve an ideal situation to get more satisfaction out of the education system, given the system (students) can propose the following officials of educational organizations. The balance between teaching styles and learning strategies can increase cooperation, increase productivity, improve skills and enhance performance among staff and administrative staff and teachers, job satisfaction, and more for every person to be honored. At the conclusion of a four-step plan to achieve this is necessary, first step: evaluation of second stage: information and education, third stage: comparing and planning Phase Four: Action

Limitations and Problems of Research

- a. Due to the limitation of resources and lack of time to implement on a wider range of Isfahan, Isfahan range was sufficed. So generalization the results to other provinces and other areas should be made cautiously.
- b. This study is limited to five styles of teaching, student satisfaction, service secretaries, teachers and education courses are taught by teachers .
- c. Some managers did not cooperate for filling the questionnaires in schools.

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