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## **Abstract**

### **INTRODUCTION:**

Teaching style is a mediator factor between the teacher and learner during their interaction in the classroom ,through which the teacher can manifest his/her practice, thoughts, philosophy, personality, and self experience etc, that help in achieving interaction with the learners and hence reaching the learning outcomes; so teaching style is one of the most effective factors in the outcomes of the educational process, it may have negative or positive effects concerning the student's learning and growth in the various aspects. The personality of each teacher contributes in shaping his/ her teaching style and this was proved by many studies that handled this variable. The teacher's level of self-efficacy also affects one's self-confidence that is greatly reflected in his level of teaching practice. Emotional intelligence has also an effective role in his/ her adjustment with oneself and others; so the teacher's relation with his/ her learners is greatly affected by his/ her level of emotional intelligence; thus the problem of the present study reveals the contribution of both self-efficacy and emotional intelligence level of the teacher in shaping his/ her teaching style .

### **The Problem of the Study:**

The problem of the present study can be stated in answering the following questions:

1. Is there a correlational relationship between the learning style and self-efficacy (and its dimensions) among the primary school teachers?

2. Is there a correlational relationship between the teaching style and emotional intelligence (and its dimensions) among the primary school teachers?
3. Are there differences between the scores means of the primary school teachers with the formal teaching style and the scores means of the primary school teachers with the informal teaching style, in self-efficacy and its dimensions?
4. Are there differences between the scores means of the primary school teachers with the formal teaching style and the scores means of the primary school teachers with the informal teaching style, in emotional intelligence and its dimensions?
5. Can the teacher's teaching style be predicted through the dimensions of self-efficacy and emotional intelligence?

### **The Objectives of the Study:**

The present study aims at:

1. Revealing the relationship between the teaching style and self-efficacy of the teacher.
2. Highlighting the correlation between the teaching style and emotional intelligence of the teacher.
3. Verifying the contribution of both self-efficacy and emotional intelligence in predicting the teaching style of the teacher.

### **The Significance of the Study:**

1. Manifesting the importance of the teacher's teaching style.
2. Emphasizing that the teacher's teaching style is a personal style that is shaped in the light of his/her personality characteristics.

3. Clarifying the role of self-efficacy in affecting the teacher's teaching style.
4. Showing that emotional intelligence is an important personality variable that contributes to shaping the teacher's teaching style.
5. Making benefit from this study in the process of selecting the individuals to work in the teaching profession.
6. The present study contributes to improving the quality of the programs of teacher preparation.

**The Hypotheses of the Study:**

1. There is a statistically significant relationship between the learning style and self-efficacy (and its dimensions) among the primary school teachers.
2. There is a statistically significant relationship between the learning style and emotional intelligence (and its dimensions) among the primary school teachers.
3. There are statistically significant differences between the scores means of the primary school teachers with the formal teaching style and the scores means of the primary school teachers with the informal teaching style, in self-efficacy and its dimensions, in favor of the scores means of the primary school teachers with the informal teaching style.
4. There are statistically significant differences between the scores means of the primary school teachers with the formal teaching style and the scores means of the primary school teachers with the informal teaching style, in emotional intelligence and its dimensions, in favor of the scores means of the primary school teachers with the informal teaching style.

5. The teacher's teaching style can be predicted through the dimensions of self-efficacy and emotional intelligence.

### **The Procedural Method:**

#### ***1- Sample of the Study:***

**Pilot sample:** The pilot sample included 50 teachers who are teaching primary school students in Qalubeya Governorate, for the academic year (2010-2011).

**The study sample:** The study sample included 310 teachers who teach in the primary stage in Qalubeya, for the academic year (2010-2011), 10 teachers were excluded for not completing the answer of the tools; thus the final sample was (300) teachers.

#### ***2- Tools of the Study.***

- 1- The teacher's teaching style Scale (prepared by **Mahmoud Awad allah**)
- 2- Scale of self efficacy (prepared by **the present researcher**)
- 3- Scale of emotional intelligence (prepared by **Mohammed Ibrahim Goda**)

### **Statistical Techniques:**

In order to achieve the present study objectives, these statistical techniques were used:

- 1- Correlation coefficients..
- 2- t- Test.
- 3- Multiple regression analysis.

**Study Findings:**

- 1- There is a statistically significant positive correlation, at 0.01 level, between the scores means of teachers on the questionnaire of teaching style and their scores on the dimension of efficacy expectancy.
- 2- There is a statistically significant positive correlation, at 0.01 level, between the scores means of teachers on the questionnaire of teaching style and their scores means on the dimension of outcome expectancy.
- 3- There is a statistically significant positive correlation, at 0.01 level, between the scores means of teachers on the questionnaire of teaching style and their scores means on the self-efficacy scale.
- 4- There is a statistically significant positive correlation, at 0.01 level, between the scores means of teachers on the questionnaire of teaching style and their scores means on the self-awareness dimension scale.
- 5- There is a statistically significant positive correlation, at 0.01 level, between the scores means of teachers on the questionnaire of teaching style and their scores means on the motivation, giving, conscience vigilance, and emotional self-control dimension.
- 6- There is a statistically significant positive correlation, at 0.01 level, between the scores means of teachers on the questionnaire of teaching style and their scores means on the self-understanding, and self-blaming dimension.
- 7- There is a statistically significant positive correlation, at 0.01 level, between the scores means of teachers on the questionnaire

of teaching style and their scores means on the sensitivity to dealing with others dimension.

- 8- There is a statistically significant positive correlation, at 0.01 level, between the scores means of teachers on the questionnaire of teaching style and their scores means on the dealing with others and problems of adjusting with others dimension.
- 9- There is a statistically significant positive correlation, at 0.01 level, between the scores means of teachers on the questionnaire of teaching style and their scores means on empathizing with others and positively dealing with them and sociability.
- 10- There is a statistically significant positive correlation, at 0.01 level, between the scores means of teachers on the questionnaire of teaching style and their total scores means on the Emotional Intelligence Scale.
- 11- There are statistically significant differences between the scores means of the primary school teachers with the formal teaching style and the scores means of the primary school teachers with the informal teaching style, in the dimension of efficacy expectancy, in favor of the scores means of the primary school teachers with the informal teaching style.
- 12- There are statistically significant differences between the scores means of the primary school teachers with the formal teaching style and the scores means of the primary school teachers with the informal teaching style, in the dimension of outcome expectancy, in favor of the scores means of the primary school teachers with the informal teaching style.
- 13- There are statistically significant differences between the scores means of the primary school teachers with the formal teaching

style and the scores means of the primary school teachers with the informal teaching style, in the total scores means of the self-efficacy Scale, in favor of the scores means of the primary school teachers with the informal teaching style.

- 14- There are statistically significant differences between the scores means of the primary school teachers with the formal teaching style and the scores means of the primary school teachers with the informal teaching style, in the dimension of self-awareness, in favor of the scores means of the primary school teachers with the informal teaching style.
- 15- There are statistically significant differences between the scores means of the primary school teachers with the formal teaching style and the scores means of the primary school teachers with the informal teaching style, in the motivation, giving, conscience vigilance, and emotional self-control dimension, in favor of the scores means of the scores means of the primary school teachers with the informal teaching style.
- 16- There are statistically significant differences between the scores means of the primary school teachers with the formal teaching style and the scores means of the primary school teachers with the informal teaching style, on the self-understanding, and self-blaming dimension, in favor of the scores means of the primary school teachers with the informal teaching style.
- 17- There are statistically significant differences between the scores means of the primary school teachers with the formal teaching style and the scores means of the primary school teachers with the informal teaching style, on the sensitivity to dealing with others

dimension, in favor of the scores means of the primary school teachers with the informal teaching style.

- 18- There are statistically significant differences between the scores means of the primary school teachers with the formal teaching style and the scores means of the primary school teachers with the informal teaching style, on the dealing with others and problems of adjusting with others dimension, in favor of the scores means of the primary school teachers with the informal teaching style.
- 19- There are statistically significant differences between the scores means of the primary school teachers with the formal teaching style and the scores means of the primary school teachers with the informal teaching style, on empathizing with others and positively dealing with them and sociability dimension, in favor of the scores means of the primary school teachers with the informal teaching style.
- 20- There are statistically significant differences between the scores means of the primary school teachers with the formal teaching style and the scores means of the primary school teachers with the informal teaching style and their total scores means on the Emotional Intelligence Scale, in favor of the scores means of the primary school teachers with the informal teaching style.
- 21- The teacher's teaching style can be predicted through the dimensions of self-efficacy (efficacy expectancy) and the dimensions of emotional intelligence (the self-understanding, and self-blaming dimension and the dealing with others and problems of adjusting with others dimension).