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Teaching Styles & Adolescents' Psychosocial Development

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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. The findings also indicate that adolescents with age range 17-18 years are more aware of their developmental tasks as compared to those having less age. Male students have more career orientation and life style awareness as compared to their female counterparts. Similarly teachers having more work experience, high academic and professional qualification are more oriented towards providing professional guidance to adolescents. The implications of the study is that awareness be given to teachers own preferred styles, those teachers who are teaching adolescents must be trained and given expertise to provide their students conducive environment and career orientation so that the adolescents successfully complete the stage of role identity and move towards adulthood as fully grown individuals.

Keywords : Adolescence, Teaching Styles and Psychosocial Development.

I. INTRODUCTION

The 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 Guzman 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 that develops those abilities in students which make learning meaningful for them (Samuel R. Soliven).

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; Siedentop, 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.

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The facilitator teacher aims at developing students' capabilities of making independent decisions with responsibility. They provide encouragement and support to students and become their consultant in every action being taken by them. This style has flexibility on a personal level and helps students to explore as much alternatives as they want. But this is a time consuming and laborious way to guide students.

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

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

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

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

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

Erik Erikson presented an eight stage psychosocial development theory which tells about the

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

a) *Statement of the Problem*

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

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

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

b) *Research Objectives*

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

psychosocial development. Therefore, this study tries to fill the gap by providing additional information that might be of interest to the upcoming researchers, administrators, teachers, educationists, students and various institutions.

The specific objectives of the study are:

- i. To explore different teaching styles.
- ii. To measure adolescents' psychosocial development.
- iii. To analyze the effect of various demographic variables such as gender, job experience, qualification, age, and choice of major subjects on teaching styles & students' psychosocial development.
- iv. To determine the relationship between teaching styles and adolescents' psychosocial development.
- v. To develop an instrument to measure the developmental tasks of adolescents (Students' Psychosocial Development Inventory; SPSDI).
- vi. To construct an indigenous tool to identify different teaching styles (Teaching Styles Questionnaire; TSQ).

c) Operational Definitions

▪ *Psychosocial Development :*

In this study Psychosocial development means psychological development in social context. There is a variation in the level of psychosocial development of different people. It varies according to their environmental interactions & biological processes. According to Eric Erikson, individual passes through eight stages of psychosocial development. Each stage is met with different challenges which the individual has to master. Adolescents pass through this stage with the virtue of fidelity and try to get the answer to such questions as Who am I? What can I be? They face the challenge of identity versus role confusion. The present study measured adolescents' psychosocial development in terms of respondents' scores on SPSDI at 66 items.

▪ *Adolescence*

Adolescence is a stage of transition between puberty & adult hood. It is associated with age range of 13-19 years normally. There is a drastic growth pattern in physical, psychological, social and cognitive development of adolescents.

▪ *Teaching Styles*

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

d) *Variables of the Study*

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

II. METHODOLOGY

a) *Population*

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

b) *Sample*

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

c) *Research Instrument / Data Collection Tool*

Two instruments were used in this study. They were validated by two experts of the field and proved fit for use in the research purpose.

d) *Teaching Style questionnaire (TSQ)*

TSQ consisted of 45 items on 5 point likert scale. The instrument was divided into two subscales which are as under:

- i. Different teaching styles: This scale measures five different teaching styles given by Grasha.(Section I, Q1- Q30).
- ii. Educational guidance: This scale measures the extent of educational & occupational guidance provided to the students. (Section II, Q 1- Q15).

e) *Students' Psychosocial Development Inventory (SPSDI)*

SPSDI consisted of 70 items on 5 point likert scale. After pilot testing reliability analysis, 4 items were found to be redundant so they were excluded from the instrument. The instrument finalized with 66 items and was divided into two subscales which are as under:

- i. Education, Career & Life Style: This scale measures whether the students are aware of the choice of career and their lifestyle as well as impact of education on adolescents' role identity.
- ii. Academic Environment & Social relationships: This subscale measures the impact of academic environment upon adolescents' psychosocial development and their social relationships.

III. RESULTS

TSQ consisted of 45 items on 5 point likert scale and its reliability was measured on Cronbach's alpha at .85 whereas SPSDI contained 66 items on 5 point likert scale and had .76 as reliability coefficient.

Table 1 : Item Total Correlation TSQ.

| 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** | | |

Table 1 describes the item total correlation of TSQ. The result reveals that all 45 items have positive correlation with the total scale of TSQ. The correlations ranged from .27 to .85.

Table 2 : Percentile Ranks of TSQ (N=45).

| Percentiles | 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 |

Table 2 is showing the percentile ranks of teachers' scores on TSQ. The highest score of 25th percentile is of delegator style while lowest score is of expert style. The highest score on 50th percentile is of

delegator style while lowest score is of expert style. The highest score on 75th percentile is of delegator style while lowest score is of expert style.

Table 3 : Comparison of Mean & Standard Deviation of Teachers Scores on TSQ for five teaching styles & Educational Guidance (N=45).

| TSQ Total | Teaching Style (n=45) | |
|------------------|--------------------------|------|
| | M | SD |
| Expert Style | 10.98 | 2.48 |
| Formal Authority | 13.18 | 3.32 |
| Personal Model | 22.56 | 5.50 |
| Facilitator | 12.40 | 3.01 |
| Delegator | 20.98 | 3.43 |

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

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

Table 4 : Comparison of Mean & Standard Deviation of Teachers Scores on TSQ for teaching experience (N=45).

| 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 |

Comparison of mean and standard deviation of teachers' scores on TSQ for teaching experience shows that teachers with more than 5 years experience & with

personal model style are strongly aware of their teaching styles as well as provision of guidance to adolescents for their psychosocial development.

Table 5 : Comparison of Mean & SD of teaching styles on TSQ Scores for Academic Qualification (N=45).

| 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 |

Table 6 : Comparison of Mean & SD of teaching styles on TSQ Scores for Professional Qualification (N=45).

| 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 |

Table 6 shows that the teachers having B.Ed degree are less aware of their teaching styles and they give less guidance to students towards their career orientation whereas teachers with M.Ed degree are more aware of their teaching styles and are fully committed towards psychosocial development of adolescents.

Table 7 : Item Total Correlation SPSDI.

| Items | Correlations | Items | Correlations |
|-------|--------------|-------|--------------|
| 1 | .64** | 34 | .43** |
| 2 | .245 | 35 | .27** |
| 3 | .33 | 36 | .18* |
| 4 | .57* | 37 | .45** |
| 5 | .44 | 38 | .82 |
| 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** |

Table 7 describes the item total correlation of SPSDI. The result reveals that all 66 items have positive correlation with the total scale of SPSDI. The correlations ranged from .14 to .89.

Table 8 : Percentile Ranks of SPSDI (N=130).

| Percentiles | scores |
|-------------|--------|
| 5 | 162.55 |
| 10 | 171.10 |
| 15 | 176.30 |
| 20 | 180.20 |
| 25 | 183.00 |
| 30 | 185.00 |
| 35 | 186.00 |
| 40 | 188.00 |
| 45 | 189.00 |
| 50 | 191.00 |
| 55 | 192.00 |
| 60 | 193.00 |
| 65 | 194.15 |
| 70 | 197.00 |
| 75 | 199.25 |
| 80 | 204.80 |
| 85 | 208.35 |
| 90 | 212.80 |
| 95 | 224.45 |

Table 8 shows the percentile ranks of students' scores on SPSDI. The score of 183 falls on 25th percentile and it illustrates less awareness of students' own psychosocial development. Score of 191 falls on

50th percentile as characterizes as moderate awareness whereas score of 199.25 falls on 75th percentile and it shows high awareness among students towards their own psychosocial development.

Table 9 : Comparison of Mean & Standard Deviation of Students Scores on SPDI for the variable class in relation to Education, Career & Lifestyles (N=130).

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

Table 9 shows that students of 2nd Year have more orientation towards education, career and life styles as compared to students in 1st year.

Table 10 : Comparison of Mean & Standard Deviation of Students Scores on SPDI for the variable gender in relation to Education, Career & Lifestyles (N=130).

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

Table 10 shows that male students have higher scores on SPSDI and they are more aware of their educational career and role identity as compared to female students.

Table 11 : Comparison of Mean & Standard Deviation of Students Scores on SPDI for major subject in relation to Education, Career ,Lifestyles, Academic Environment & Social relationships (N=130).

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

Table 11 shows that those adolescents who have pre- medical subjects are more mature in relation to their psychosocial development where as pre-

engineering students fall in second category and humanities students are aware least of all the three groups.

Table 12 : Correlation of teaching styles (TSQ) & students' psychosocial development (SPSDI).

| 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* |

Table 12 shows the relationship between five teaching styles and adolescents psychosocial development on two subscales. The highest correlation related to educational guidance, career orientation of students is with personal model (.79**). The subscale related to social relationships and academic

environment has also high correlation with personal model (.43).

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

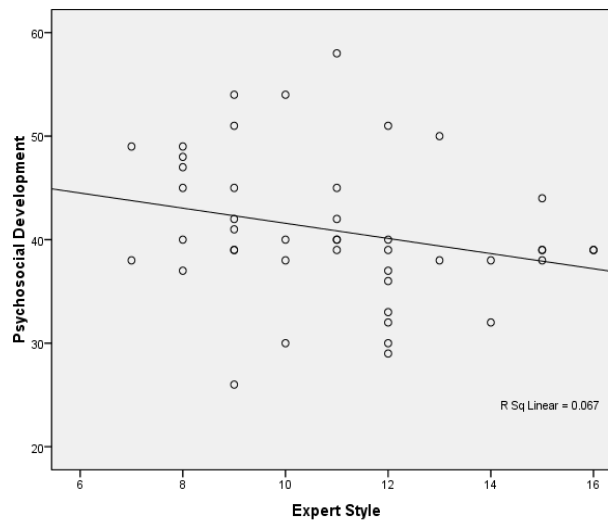


Figure 1 : This graph shows negative relationship between Expert Teaching Style & Psychosocial development of adolescents.

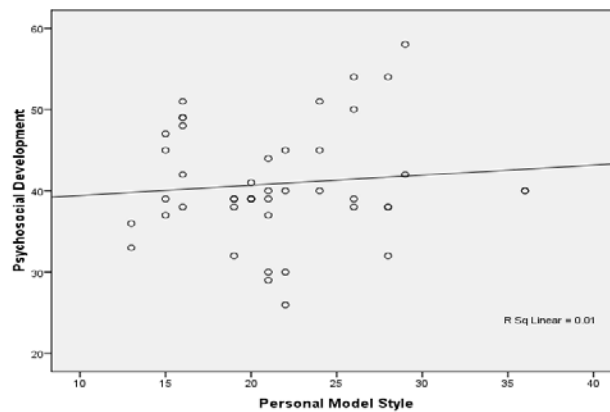


Figure 2 : This graph shows positive relationship between Personal Model Teaching Style & Psychosocial development of adolescents.

IV. DISCUSSION

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

Five teaching styles were categorized on the basis of data analysis of TSQ through SPSS 16. These styles were listed as:

Expert Style : Teachers possessing this style have knowledge and expertise and are concerned with proper transmission of knowledge. But expert teachers sometime do not provide required guidance to students towards their psychosocial development, so the students may not get close to them.

Formal Authority : Such teachers are much concerned with providing negative as well as positive feedback to the adolescents. But their style leads towards rigidity and less flexibility so the students may not be frank with them and have hesitation in developing social relationships.

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

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

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

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

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

a) Conclusion

In the light of the data analysis and interpretation, it can be concluded that teaching styles do have effect upon the psychosocial development of adolescents. The outcomes of this study may help the teachers to realize their teaching styles and how they can effect upon the adolescents psychosocial development. Conclusions of the study are as follows:

1. There are five major teaching styles and normally the teachers are aware of their own style.
2. Personal Model teaching style has a very positive relationship with the psychosocial development of Adolescents whereas expert style has a negative relationship.
3. Higher academic and professional qualification of teachers leads towards more educational guidance and career orientation to adolescents.
4. Students having Humanities as major subjects know less about their developmental tasks as compared to Pre- medical and Pre-engineering students.
5. Female students are less aware of their developmental tasks and have less career orientation as compared to male students.
6. TSQ is an effective tool to measure teaching styles.
7. SPSDI is a comprehensive instrument to measure adolescents' developmental tasks and their role identity.

b) Recommendations

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

c) Applied Significance

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

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

d) Suggestions for Further Research

- i. This study was confined to Rawalpindi; it can be extended to other areas as well.
- ii. This study takes into consideration only adolescent level. It can be extended to other stages of psychosocial development also.
- iii. It will be important to study the effects of gender on teaching styles and this variable's effect upon adolescents' psychosocial development.
- iv. It will be fruitful to study the comparison of teaching styles between public and private educational institutions.
- v. Similarly it will be important to do research to compare the psychosocial development of adolescents in private & public educational institutions.

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