

Relationship between Educational Philosophy Teachers and Their Teaching Style

Vali Rezaei Davlatabadi^{1*}, Nahid Karami Sarini², Mohammad Reza Sadeghi³

^{1,2,3} Department of Consultation, College of Literature and Humanites, Kermanshah Branch, Islamic Azad University, Kermanshah, Iran

Received: September 12, 2014

Accepted: December 29, 2014

ABSTRACT

The present study examined the relationship between teachers' educational philosophy, with their teaching styles, the school is in Kermanshah city. In this study, the method used is descriptive. The population of this study, all high school teachers in the city of Kermanshah city, in the 2009-2007 academic year, a total of 186 teachers, for example, using a sampling rate selected. test in this study, the questionnaire, the book written by Gal assay learning methods have been extracted. For face and content validity of the method used. Reliability was assessed through Cronbach's alpha, which was obtained by The reliability of the questions.

Research hypotheses are:

1. Teachers tend to have progressive educational philosophy, teaching style is different.
2. The orientation of teachers with radical Islamic philosophy, there were no differences in teaching styles.
3. Teachers have a tendency humanist philosophy of education, there were no differences in teaching styles.
4. In the interest of teachers with pedagogical philosophy of behaviorism, there were no differences in teaching styles.

5. Teachers tend to have liberal philosophy of education, there were no differences in teaching styles. In line with the research objectives and hypotheses verification yards, as well as find answers to those questions, information obtained from the questionnaires, both descriptive and inferential analysis was performed. In the description of the statistical characteristics such as frequency distribution, mean, standard deviation, tables and graphs, the data were analyzed, and the inferential test of Pearson, and independent t test was used. the results showed that:

- Significant differences between the two teaching methods, the use of progressive educational philosophy there, so the teachers have a tendency to progressive educational philosophy, there is no difference in teaching styles.
- Significant difference between the two methods of teaching, in the use of educational philosophy is not radical, so the teachers have the educational philosophy of radical tendencies, there is no difference in teaching styles.
- Significant difference between the two methods of teaching, training in the use of humanist philosophy there, so the teachers have the educational philosophy of humanist orientation, there is no difference in teaching styles.
- Significant difference between the two methods of teaching, training in the use of behaviorist philosophy there, so the orientation of teachers with educational philosophy oriented behavior, there is no difference in teaching styles.
- Significant difference between the two methods of teaching, there is liberal in the use of educational philosophy, so the teachers have the educational philosophy of liberal orientation, there is no difference in teaching styles.

KEYWORDS: educational philosophy, teaching style

INTRODUCTION

Dealing with the philosophy, and teach it with the means to deal with ideas or concepts used in teaching and research focus on fundamental assumptions, to teach, to infuse the Relation also thinking about the destinations I teach because it begins and ends that support the values and teaching in its wake, the case considered, the task of philosophy for teaching, and application of philosophy in teaching, meaning questions that, in the context of thinking about what we do slip. (Sajjadi, 2003)

*Corresponding Author: Vali Rezaei Davlatabadi, Department of Consultation, College of Literature and Humanites, Kermanshah Branch, Islamic Azad University, Kermanshah, Iran.
E-mail: danieal 3126@ yahoo.com

What a teacher in the process of training or teaching - learning process, as classroom activities carried out directly with the theoretical and philosophical issues arise in the areas of the three conventions, ontology and axiology are not well assessment and review, we ultimately aim for the training process and choose. (Ebrahimzadeh, 2004, p. 62) Educational Philosophy teacher education to the community, or any philosophy of education by teachers at different educational levels are expressed as the success or effectiveness of education in a society largely the training of teachers and how they depend on, if teachers do not have a clear educational philosophy, certainly will not be illuminated clear teaching style, and can yield a good education, they expect, therefore, a philosophy teacher training style it, and can take in their activities, in order to give a more realistic teaching, and practice managers and planners can arrange their findings, so that teachers can toward your educational philosophy, and Educational philosophy and teaching style conscious relationship, and in teaching, practice more effective. (Conti,2004)

Philosophy of Education

They can be used to ascertain. Educational philosophy, rational voters education, coordination with other opinions and how they are deviant, abnormal thinking on the review. Above all, try to have different meanings, are used to explain the train shed. (Ebrahimzadeh, 1995, 63-69). The doctor Ali Shariatmadari, philosophy of education and training can be a string of independent assumption that, in relation to the education, training, and other fields of human knowledge, training methods and how to deal with problems Education, will be discussed. (Shariatmadari, 2000,109)

Various philosophies of education

1. Educational Philosophy Liberal:

Liberal educational philosophy based on the development of intellectual abilities of the mind, the education of students in terms of intellectual, moral, spiritual and aesthetic is, other aspects will be considered liberal philosophy, this is going to be a teacher and transmitter of knowledge and power-oriented.

2. Educational Philosophy Behaviorist:

Behavior-oriented educational philosophy is based on promoting skills development and behavioral changes, ensuring compliance with the standards and expectations of the community. Other aspects of behaviorist philosophy that will be considered are that the teacher should be the manager and controller, and the expected learning outcomes and guidance.

3. The progressive educational philosophy:

Progressive educational philosophy based on the promotion of social welfare, enhance the effectiveness of the individual in society, providing practical knowledge and problem solving skills, learners are other aspects of the progressive philosophy that will be considered is that the teacher should that is, learning through experience and training, conduct, and evaluation of the learning process is motivated.

4. Educative humanist philosophy:

Educative humanist philosophy, based on the promotion of growth and personal development, self-actualization is easier, other aspects of humanist philosophy that will be considered, the teacher should facilitate, helping partners to promote learning, but not driven.

5. Radical Educational Philosophy:

Radical educational philosophy based on fundamental social, political and economic, is through education, other aspects will be considered a radical philosophy, the teacher coordinator, has proposed to learn, but it determined not to consider the equality between teacher and student. (Michael Gal brace, 2004, Ss87-85)

Teaching style

Teaching style refers to characteristics that are displayed by a teacher, and from one location to another, regardless of content are stable. (Azazi, 1996) To recognize teaching style, the overall atmosphere by the views of teachers, teacher's approach to teaching and learning has been created, it must be examined. Because, comprehensive teaching style, and implementation of teacher beliefs about teaching is apparent, this style with philosophy directly linked to teacher training. According to the Guggenheim Likh and Neverland (1994), teacher's personal philosophy of teaching and learning, as the structure of the beliefs and attitudes of his values related to the teaching, learning, work. While there are several philosophical schools is, the teacher or teacher-centered teaching style, or broad-based teaching style is different.

Teacher-centered approach, a recent approach is often at all levels of education, and related to Skinner's ideas. This approach to learning is assumed that learners are passive and are activated in response to environmental stimuli. Elements that are present in the environment, can be considered as fact. In this approach, the teacher, the teacher's role is to design an environment that provokes desired behaviors and prevents undesirable behaviors.

Teacher-centered approach in the classroom, in several runs. Learning is defined as a change in behavior. The acceptable forms of behavior, clearly defined and measurable behavioral objectives. Results that are often referred to as competence, comprehensive training activities should be completed after the show, are described. Competence that should be inclusive, to demonstrate after completion of learning activities, are described. Business competencies through comprehensive evaluation, using standard - or normative reference - reference to be determined. Through this method, both the teacher and the learner is accountable for classroom activities, and they are responsible for.

Comprehensive approach based on the assumption that people are good nature, and the potential for personal growth is unlimited. The fact that the interpretation of the environment, while interacting with doing it, than it is. The resulting behavior is the result of personal perception. In this process, the students are expected to, Trans-action and assume responsibility for their actions.(Bola,1996)

In the classroom, based on an overarching focus on inclusive education, to the collection of information. Subject will be presented in a way that will satisfy the needs of learners, and to help them make critical awareness of the feelings and values of their own. The central element of a comprehensive approach - based trust, while teachers are always available to help make the most of learning activities are designed to emphasize the acquisition of problem-solving skills, self-concept focused on improving or developing the skills a boost. (Farshchi.2000)

Teachers often have elements of both schools of thought, are used in practice. Some are exclusively of a school, while others prefer that benefit from an eclectic approach. The positive aspects of the various schools take an eclectic approach, and are in a training school. (Talebzadeh Novbarian, 2009, pp. 111-109)

The relationship between philosophy and teaching style

diagnosis is your educational philosophy, through this process, you can own assumptions about the composition of the target program, the learner and the teacher learn, through this process, you can use these fundamental beliefs, assumptions about the composition of the goal of an inclusive curriculum, and teachers become aware of the fundamental beliefs through your teaching style, learning to apply for the position, while the abstract philosophical concepts, your activities are based on these concepts, tangible and visible for comprehensive, continuous pattern of behavior constitutes your learning style, so another step is to recognize your teaching style, the overall style of your teaching and learning philosophy, underpinning it all is that, in the teaching you do, and why doing so is, before you are able to choose the method or technique, to start your particular situation, you should or philosophy on learning and teaching style, which is the method or technique reflecting the country, only in this way that, you know what you need Level control, in order to teach in a convenient location, and because some of the elements of each method or technique works best for you. (Talebzadeh Novbarian, 2009, p. 188) A teacher should not randomly choose his teaching style, and his teaching style must continually change, in turn, related to educational philosophy, teaching style, which, in turn, is a subset of, the general philosophy of life , so that the moral, spiritual and political Scouting for elements likely to provide educational philosophy.

Instead of a teaching style, choice of specialized literature, and it should seek to follow the integrity of the natural teaching style, which stems from the philosophy of life (Talebzadeh Novbarian, 2009, p. 121).

Since teaching style, comprehensive and Pervasive and much wider aspect of teaching strategies is, in other words, the players reveal beliefs about teaching, and thus directly linked with the philosophy teacher training, according to the Guggenheim Likh and Neverland (1994) Personal Trainer philosophy about teaching and learning as an organizing structure for the beliefs, values and attitudes, which he associated with the teaching - learning are provided, research (Hughes 1997, Gartyny 1999, O'Brien 2001) shows that the philosophy of education and teaching style directly with each other are in relate. (Michael Gal brace, 2004, p. 85)

- Clarify the benefits of a personal philosophy of education, the teacher Clarify the personal philosophy of education, in the following advantages are:

1. To provide guidelines for making decisions and setting policies.

2. to separate what is valuable from what is trivial.
3. Development of Critical Thinking
4. Open the utopian vision, enhancing personal meaning in the lives of individual teachers
5. helping to identify and resolve conflicts, (a) in the whole philosophy of life, and (b) the values and practices.
6. To provide insight about the relationship between (a), between teacher and student (b) between the universal and the subject, and (c) between the subject and the world.
7. clarify how the work of the teacher, the most important issues related to individuals and society.
8. assist the teacher to better questions, ask about training programs, and provides better answers provided.
9. assist individuals in understanding, on the job, and conflict resolution, self-directing and taking on leadership. (Talebzadeh Novbarian, 2009, p. 80)

Developing a philosophy

Most teachers tend to, as best they can, and are willing to work toward improvement. They can do such things, to understand the beliefs and behaviors that are related to teaching and learning. Their sustainable development and employment, must begin with an assessment of the educational philosophy. Teachers need to recognize its business philosophy, and how to apply it to practical guidance, are regularly stress. Developing such an intelligent knowledge, beliefs and values could be an allergic reaction to something, we do and why we do what we do, and help develop the mind, we consider the options, and other methods doing what we do, and we consider ourselves conscious beliefs and core values, cultivate and finally an analysis of our Base, as teachers can empower us to help us. (Epps, 1989, p. 18)

The main reason being a philosophy for teaching

Although theoretical educational philosophy, but a purposeful system that controls the actions of coaches. As a result of personal educational philosophy, as you recognize the path of ideas, values and attitudes connected with educational exchange links, will be used. (Malcolm, 2000, p. 45)

Brokfield (1990) suggests that, forming a personal philosophy or ideal vision:

- Offering an idealized vision of the organization, for your efforts.
- Gives you a sense of stability and order, even in the midst of the confusion.
- Lack of confidence and reduce uncertainty, and to help you maintain mental health and morale.
- Can be used to deal with political pressure, and unreasonable requests that agencies, in contrast to the idealized vision or philosophy you have used.
- A sense of collective identity professionals, provides and hence contributes to the strength and power of the teachers are professional.
- Helps you know how to judge that, if you did that demands you put on others or not? To create a teaching style that is meaningful, it is important that you understand the scope of knowledge about yourself, and this long pause fundamental element in this effort is the understanding of the beliefs, values, attitudes and philosophies, Personal idealized vision of teaching that, in practice, we can help, we have to learn to be an effective contribution. (Talebzadeh Novbarian, 2009, p. 66)

Research objectives

The main objective of this study was to identify the educational philosophy teachers and their teaching styles.

Therefore, in this study, the following sub-objectives will be pursued:

- 1) Identify the teachers preferred teaching style of progressive educational philosophy
- 2) identifying the educational philosophy of radical teachers preferred teaching style
- 3) identification of teachers preferred teaching style has Humanistic Educational Philosophy
- 4) Identification of teachers preferred teaching style of behavior-oriented educational philosophy
- 5) Identify the teachers preferred teaching style has a liberal educational philosophy

Research hypotheses

- 1) the tendency of teachers with progressive educational philosophy, there is no difference in teaching styles.
- 2) the tendency of teachers with radical Islamic philosophy, there is no difference in teaching styles.

- 3) the tendency of teachers with a humanist philosophy of education, there is no difference in teaching styles.
- 4) the tendency of teachers of educational philosophy oriented behavior, there is no difference in teaching styles.
- 5) The teacher has an educational philosophy of liberal orientation, there is no difference in teaching styles.

METHODOLOGY

The method used in this study is a descriptive research, descriptive, because the parameters of the existing condition, and results of research in order to properly plan and the actual operation will be, because the survey the purpose of the researcher to measure teachers' statements about what they know, and what they are thinking. In this study, the researchers discovered the reality is, or what it is to be tried in other words, the research community in the context of a given phenomenon, describes and discusses the reasons for such distribution and only how the research community, pays (Delavar, 2004, 138-137)

The population

The population of this study consists of all high school teachers in the city of Kermanshah, are in the 2009-2008 school year.

Sampling and sample

Sampling

In this study, the sampling rate is used, according to Morgan total sample size of 186 is selected, based on the sampling ratio of the sample size for men is 103 and the number of sample size for women, 83 were selected.

Sample

A sample of 186 high school teachers in the city of Kermanshah is

Measurements

In order to collect information on the subject, the two questionnaires: a) teaching style questionnaire b) Inventory educational philosophy, the book written by Gal Bris learning methods, extraction has been used. A questionnaire survey of the common tools that can be used by knowledge, interests, attitudes, beliefs, and perceptions of individuals evaluated thus:

1. To assess educators teaching styles, teaching styles used in the questionnaire, the questions of the questionnaire teaching styles, teacher-centered and learner-centric, the coaches examined.
2. To assess teacher training philosophy, philosophy of education, the questionnaire was used. The questions of educational philosophy, radical, progressive, humanist, liberal-oriented behavior, the teachers surveyed were fixed.

Measurements

In order to collect information on the subject of two questionnaires: a) teaching style questionnaire b) Inventory educational philosophy that, the book is written for adult education methods Brit Gal, has been extracted. Inventory of current research tool that can be used by knowledge, interests, attitudes, beliefs, and perceptions of individuals evaluated thus:

- 1) To assess the teacher's teaching style, teaching style questionnaire was used, the questions of the questionnaire teaching styles, teacher-centered, learner-centered, and eclectic in the coaches examined.
- 2) to assess the philosophy of Teacher Education, Educational Philosophy questionnaire was used. The questions of educational philosophy, radical, progressive, humanist, liberal-oriented behavior, the teachers surveyed justify the

Methods of data collection

In order to collect information from the library and field method is used:

A) The library method: to gather information about the subject matter of resources, documents, papers, and research papers as well as various Internet search sites, in order to achieve internal and external articles, of the information is used by the library.

B) field to check and test hypotheses, using questionnaires, data is collected from the sample, so that after the preparation of the questionnaire and sample size as well as the coordination with education district offices of one, two and three Kermanshah, and the necessary permission, applications researcher for example, were distributed in 3 areas.

Method of Analysis of the data

Data from the questionnaires both descriptive and inferential analyzes were located.

A) the description: In this level, using statistical characteristics, such as frequency distribution, mean, standard deviation, tables and graphs, the data have been analyzed.

B) the level of understanding in the area of the Pearson correlation coefficient, and t-test was used.

In the description of the frequency and percentage, mean, standard deviation, and the inference of the Pearson correlation coefficient, and t-test was used.

Descriptive information on the subjects

Gender

Table (1). Distribution of the percentage of the sample, according to sex

Percent	Abundance	Index College
45.2	84	woman
54.8	102	man
100.0	186	Total

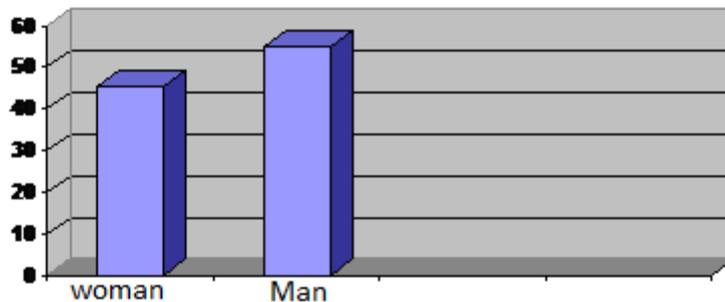


Figure 1. Of the subjects according to sex

Descriptive data on the age of the coaches shows that, of the 45/2% of the total sample of women, and 54/8 percent of the population, are also men.

Degree

Table (2). percentage distribution of respondents, by Degree

Percent	Abundance	Index Degree
84.9	158	Expert
15.1	28	Senior
100.0	186	Total

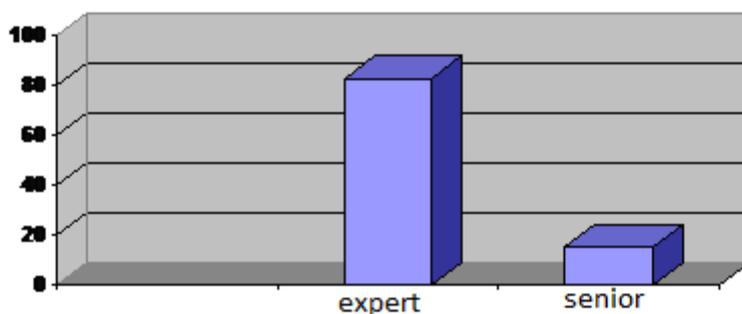


Figure 2. Percent of students, by level of education

Data tables and graphs show that, of the total 186 respondents, approximately 9/84 of those with a bachelor's degree, and 15.1% of them have graduate degrees.

Descriptive characteristics of age

Table (3). Descriptive characteristics of old trainers

Standard deviation	Average	Maximum	Minimum	Count	Index Variable
5.79857	38.7097	50.00	26.00	186	age

According to Table 3, which can be picked up, the mean age of the sample is 39, the minimum age is 26 and the maximum age is 50 years.

Descriptive characteristics of serving educators

Table (4). Descriptive characteristics of serving educators

Standard deviation	Average	Maximum	Minimum	Count	Index Variable
7.04106	15.9570	30	3	186	Years of service

The duration of employment is 15 coaches. Minimum of 3 or more years of service, the service is 30 years.

Analysis of assumptions

Both inclusive teaching style centered and teacher-centered educational philosophy discussed separately and each hypothesis, the comparison between the two types of teaching styles.

Hypothesis 1. The teachers tend to have progressive educational philosophy, teaching style is different.

Null hypothesis: the tendency of teachers with progressive educational philosophy, there is no difference in teaching styles.

Table (5). results of Pearson, the main hypothesis

Progressive			Educational Philosophy
n	sig	r	Teaching styles
186	.134	.082	Learner - centered
186	.268	.046	Individual training
186	.077	.105	Linking education with experience
186	.031	.138*	Assess the needs of learners
186	.027	.142*	Create a positive atmosphere
186	.391	.021	Participation in the learning process
186	.253	.049	Flexibility for Personal Growth

The results of the Pearson correlation coefficient shows that, because of the significant amount = $.456$ r $.05 = \alpha$ about the progressive educational philosophy, and components of the measurement needs of learners, and create a positive atmosphere, with the value of $0/138$ And $0/142$ Is significant, it can be concluded that, in the above there is a significant relationship, and this relationship is positive and direct. In other words, the progressive educational philosophy, in sizes up to assess the needs of learners, enhance and create a positive atmosphere.

Table (6). Independent sample t-test results, the first hypothesis

Significance level	Degrees of freedom	t	Standard deviation	Average	Count	Index Variable
.305	181	1.028	8.26157	78.1205	83	Teacher-centered
			9.53290	76.7500	100	Leamer - centered

According to the data in the table above, the value at $t = 1/028 = .05$ α is not significant, so the difference between the two methods of teaching, the use of progressive educational philosophy there. Approved and rejected the null hypothesis is therefore research. In other words, the tendency of teachers with progressive educational philosophy, there is no difference in teaching styles.

Hypothesis 2. The orientation of teachers with radical educational philosophy, teaching style is different.

Null hypothesis: the tendency of teachers with radical Islamic philosophy, there is no difference in teaching styles.

Table (7). results of Pearson, the second hypothesis

Radical	Educational Philosophy Teaching styles
.111	r
.068	Sig
181	n
.138*	r
.033	Sig
180	n
.094	r
.105	Sig
181	n
.148*	r
.024	Sig
181	n
.169*	r
.011	Sig
181	n
.122	r
.051	Sig
180	n
.041	r
.290	Sig
181	n

The results of the Pearson correlation coefficient shows that, because of the significant amount = $.456$ r $.05 = \alpha$ in the relationship between radical Islamic philosophy, and components of the measurement needs of learners, and individual training, with the value of 148 /. And 169 /. Is significant, it can be concluded that, in the above there is a significant relationship, and this relationship is positive and direct. In other words, the radical Islamic philosophy at the top, the evaluation needs of individual learners and education increases.

Table (8). Independent sample t-test results, the second hypothesis

Significance level	Degrees of freedom	t	Standard deviation	Average	Count	Index Variable
.089	177	1.709	8.07873	83.1266	79	Teacher-centered
			9.60469	80.8200	100	Learner - centered

According to the data in the table above, the value at $t = 1/709 = .05 \alpha$ is not significant, so the difference between the two methods of teaching, in the use of educational philosophy is not radical. The research hypothesis is rejected the null hypothesis is confirmed. In other words, the tendency of teachers with radical Islamic philosophy, there is no difference in teaching styles.

Hypothesis 3. The tendency of teachers with a humanist educational philosophy, teaching style is different.

Null hypothesis: the tendency of teachers with a humanist philosophy of education, there is no difference in teaching styles.

Table (9). results of Pearson, the third hypothesis

Humanist	Educational Philosophy Teaching styles	
.120	r	Learner - centered
.055	Sig	
179	n	
.021	r	Individual training
.392	Sig	
178	n	
.121	r	Linking education with experience
.053	Sig	
179	n	
.106	r	Assess the needs of learners
.078	Sig	
179	n	
.133*	r	Create a positive atmosphere
.038	Sig	
179	n	
.167*	r	Participation in the learning process
.013	Sig	
178	n	
.034	r	Flexibility for Personal Growth
.327	Sig	
179	n	

The results of the Pearson correlation coefficient shows that, because of the significant amount = $.456 r .05 = \alpha$ about the humanist educational philosophy, and components to create a positive atmosphere, and participation in the learning process, with the $0/133$ And $0/167$ Is significant, it can be concluded that, in the above there is a significant relationship, and this relationship is positive and direct. In other words, the humanist philosophy of education, on top of creating a positive atmosphere and contribute to the learning process, increases.

Table (10). independent t-test results, the third hypothesis

Significance level	Degrees of freedom	t	Standard deviation	Average	Count	Index Variable	Progressive educational philosophy
.139	175	1.486	8.60813	79.2683	82	Teacher-centered	
			9.65236	77.2105	95	Learner - centered	

According to the data in the table above, the value at $t = 1/486 = .05 \alpha$ is not significant, so the difference between the two methods of teaching, training in the use of humanist philosophy there. The research hypothesis is rejected the null hypothesis is confirmed. In other words, the tendency of teachers with a humanist philosophy of education, there is no difference in teaching styles.

Hypothesis 4. The orientation of teachers in educational philosophy oriented behavior, there were no differences in teaching styles.

Null hypothesis: the tendency of teachers of educational philosophy oriented behavior, there is no difference in teaching styles.

Table (11). results of Pearson, the fourth hypothesis

Behaviorist	Educational Philosophy Teaching styles	
.242**	r	Learner - centered
.001	Sig	
186	n	
-.052	r	Individual training
.479	Sig	
185	n	
-.112	r	Linking education with experience
.126	Sig	
186	n	
-.222**	r	Assess the needs of learners
.002	Sig	
186	n	
-.198**	r	Create a positive atmosphere
.007	Sig	
186	n	
-.134	r	Participation in the learning process
.070	Sig	
185	n	
.019-	r	Flexibility for Personal Growth
.793	Sig	
186	n	

The results of the Pearson correlation coefficient shows that, because of the significant amount = $.456 r .05 = \alpha$ in the relationship between behavior-oriented educational philosophy, and pervasive component - based and learner needs assessment, and create a positive atmosphere in the with the value of 0/242 - 0/222 - and -0/198 Is significant, it can be concluded that, in the above there is a significant relationship, and the relationship between the learner-centered teaching style as negative, and in two other authors as negative, reverse and vice versa.

Table (12). independent sample t-test results, the fourth hypothesis

Significance level	Degrees of freedom	t	Standard deviation	Average	Count	Index Variable
.615	182	1.504	8.09995	79.8690	84	Teacher-centered
			9.63789	79.2000	100	Learner - centered
						Progressive educational philosophy

According to the data in the table above as $t = 1/504 = .05 \alpha$ value is not significant, so the difference between the two methods of teaching, the use of behavior-oriented educational philosophy there. The null hypothesis is confirmed, and the research hypothesis is rejected. In other words, the tendency of teachers of educational philosophy oriented behavior, there is no difference in teaching styles.

Hypothesis 5. The teachers tend to have liberal educational philosophy, teaching style is different.
Null hypothesis: the tendency of teachers with liberal educational philosophy, there is no difference in teaching styles.

Table (13). results of Pearson, the fifth hypothesis

Liberal	Educational Philosophy Teaching styles	
.106	r	Learner - centered
.151	Sig	
185	n	
.052	r	Individual training
.486	Sig	
184	n	
.034	r	Linking education with experience
.642	Sig	
185	n	

.104	r	Assess the needs of learners
.158	Sig	
185	n	
.124	r	Create a positive atmosphere
.094	Sig	
185	n	
.112	r	Participation in the learning process
.129	Sig	
184	n	
.014	r	Flexibility for Personal Growth
.855	Sig	
186	n	

The results show that the value of the Pearson correlation coefficient $r = .05$ α level of significance in the relationship between liberal educational philosophy and teaching style is not significant, it can be concluded that the relationship between liberal educational philosophy and teaching style there are different.

Table (14). independent t-test results, the fifth hypothesis

Significance level	Degrees of freedom	t	Standard deviation	Average	Count	Index Variable
.312	185	1.047	8.26157	78.1205	83	Teacher-centered
			9.65236	77.2105	95	Leamer - centered

According to the data in the table above as $t = 1/047 = .05$ α value is not significant, so the difference between the two methods of teaching, there is liberal in the use of educational philosophy. Therefore, the null hypothesis is confirmed, and the research hypothesis is rejected. In other words, the tendency of teachers with liberal educational philosophy, there is no difference in teaching styles.

The results of the hypotheses

- In the hypotheses (1) that "the tendency of teachers with progressive educational philosophy, there is no teaching style," according to the information contained in the table (4, 6), we find that, since T obtained at $0/05 = \alpha$ is significant, therefore, significant differences between the two teaching methods, the use of progressive educational philosophy there. Therefore, the null hypothesis is rejected and the 95% confidence survey confirmed. In other words, teachers tend to have progressive educational philosophy, there is no difference in teaching styles.
- In the hypothesis (2), that "the tendency of teachers with radical Islamic philosophy, there is no teaching style," according to the information contained in the table (4, 8), we find that, like the T $0/05 = \alpha$ level was not significant, therefore, significant differences between the two teaching methods, the use of educational philosophy is not radical. Therefore, the null hypothesis is rejected and the 95% confidence survey confirmed. In other words, the tendency of teachers with radical Islamic philosophy, there is no difference in teaching styles.
- In the hypothesis (3) that "the tendency of teachers with a humanist philosophy of education, there is no teaching style," according to the information contained in the table (4, 10), we find that, since T is obtained at $0/05 = \alpha$ is significant, therefore, significant differences between the two methods of teaching, training in the use of humanist philosophy there. Therefore, the null hypothesis is rejected, and assuming a 95% confidence survey confirmed. In other words, the tendency of teachers with a humanist philosophy of education, there is no difference in teaching styles.
- In the hypothesis (4) that "the tendency of teachers of educational philosophy behaviorist, there is no teaching style," according to the information contained in the table (4, 12), we find that, like the T $0/05 = \alpha$ level was not significant, therefore, significant differences between the two teaching methods in the educational philosophy of behaviorism there. Therefore, the null hypothesis is rejected, and assuming a 95% confidence survey confirmed. In other words, the tendency of teachers with pedagogical philosophy of behaviorism, there is no difference in teaching styles.
- In hypothesis (5) that, "the tendency of teachers with liberal educational philosophy, there is no teaching style," according to the information contained in the table (4, 14), we find that as the T $0/05 = \alpha$ level was not significant, therefore, significant differences between the two teaching methods, the use

of the liberal philosophy there. Therefore, the null hypothesis is rejected and the 95% confidence survey confirmed. In other words, the tendency of teachers with liberal educational philosophy, there is no difference in teaching styles.

Recommendations

Therefore, it is recommended that teachers do not consider the educational philosophy oriented behavior, the needs and interests of learners do not take into consideration, and the participation and involvement of learners in learning decreases, and a good learning atmosphere in the classroom to learner does not.

2) With regard to the educational philosophy of people oriented, broad-based and focused on learning, and teacher is a facilitator of learning, and learning as a process of personal growth is desired. Thus, upon the recommendation of the teachers to consider the humanist educational philosophy, such as the characteristics and special needs learners are given, and the participation of students and learners involved in the planning, learning and evaluation are included, and the create a positive atmosphere in the classroom itself.

3) Due to the progressive educational philosophy, learner-centered and learner needs, identifying and flexible learning is a process, and methods used in this philosophy is focused on the learner. Therefore, it is recommended that teachers consider the progressive educational philosophy.

4) With regard to the educational philosophy of radical orientation toward learning and engage students in the learning process, and methods used in this philosophy is focused on learning. Therefore, it is recommended that teachers consider radical educational philosophy.

5) Since the methods used in educational philosophy, liberal, strong and defined the role of the coach insisted, guiding the learning process. Therefore, it is recommended that, if possible, teachers do not consider this philosophy.

Conclusion

Learners and individual training decreases and vice versa. Also humanist educational philosophy, at the top, creating a positive atmosphere and contribute to the learning process, reduce the use of educational philosophy humanist, at the bottom, creating a positive atmosphere and contribute to the learning process, increases and the use of behavior-oriented educational philosophy, teaching style Pervasive- based on the above, and the amount of light assess learners' needs, and create a positive atmosphere decreases and vice versa. The relationship between liberal educational philosophy and teaching style is different.

REFERENCES

- Azazi, Mehri (1996). Investigate the relationship between philosophy teacher training manuals, with their performance in Mashhad. The Department of Education, martyr Beheshti University.
- Bola.h.s (1994). Developments and issues in the world of adult education. Translation doctor Simin dokht Jahanpanah, the Iranian National Commission for UNESCO publications, scholarly publishing company, printing.
- Conti, G.J. (2004) Guidelines for seleting methods. In M.W. GalBraith (ED) . Adult learning methods : A Guide for effective instrucation (3 rd ed) . Malabar . FL: Krieger publishing co.
- Delavar, A. (2004). Research Methods in Psychology and Education. Tehran, edited publication.
- Does call, Ali (2007). Investigate the factors identified, analyzed and philosophical minds of adult education teachers (Literacy Movement) province. PhD thesis, University of Ahvaz.
- Ebrahimzadeh, Isa (1995). Adult Education. Payam Noor University, Tehran.
- Ebrahimzadeh, Isa (2004). Philosophy of Education. Tehran, PNU.
- Farshchi, Mohsen (2000). Examine the relationship between the degree of subjectivity philosophical education administrators, teachers, teaching method based on the Flemish school of Zahedan. Thesis Department of Education, Teacher Training University, Tehran.

- Group of authors (1993). Adult education in various countries. Translation Hadi Farjami, publisher of Astan Qods Razavi, Tehran.
- Gotk, Gerard (2001). Philosophical schools and educational ideas. Mohammad Jafar Ipek Seresht translation, the publisher.
- Hughes 1997, Garty 1999, O'Brien 2001, quoting Gall Brys, Michael (2004). Adult learning methods. Carrier Publishing Company, 2004.
- Miller, Jay. P. (2004). Curriculum theory. Translation doctor Mahmood Mehr Mohammadi, Tehran, publisher side.
- Motahari, Morteza (2001). Introduction to Islamic Sciences (1), logic and philosophy. Qom, Sadra.
- Naghizadeh, Mir Abdolhosein (2001). Introduction to Philosophy. Tehran, pure, Fifth Edition.
- Sabaghian, Zahra (1985). Of adult literacy. Academic Publishing Center, Tehran.
- Sajjadi, Seyed Mahdi, the relationship between philosophy and teaching styles, paper comes from the Internet.
- Shoari Nejad, Ali Akbar (2002). Philosophy of Education. Tehran's Amir Kabir Publications.
- Shoari Nejad, Ali Akbar (1995). Culture behavioral sciences. Publication of Technology, Tehran.
- Shoari Nejad, Ali Akbar (2007). Philosophy of Education. Tehran's Amir Kabir Publications.
- Shaebani, Hasan (2000). Skills education. The first volume, Tehran, publisher Samt.
- Shariatmadari, Ali(2000). Principles of Education. Tehran, Tehran University, the thirteenth edition.
- Smith, Filib J. (1998). Philosophy of Education. Said translation paradise, second edition, Mashhad, Razavi publications.
- Talebzade Novbarian, Mosen (2009). Teaching and learning in adult education, and higher education. Spread the message of the author, Tehran.
- Thoma, John (1984). Global Issues Education. Translated by Ahmad Aghazadeh, the academic publishing.
- Zinn.L.M. (2004) . Exploring your philosophical orientation . In M.W. Galbraith (ED) , adult learning methods: A guide for effective instruction (3 rd ed) . Malabara, FL : Krieger publishing co.