

## ORIGINAL ARTICLE

### The Role of Philosophical Mindset in Predicting Teaching Styles and Quality of Education of Second-Year Elementary School Teachers in Reagan City

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#### ABSTRACT

Philosophical mindset, equivalent to philosophical spirit, is a characteristic that is seen in the behavior and mindset of a philosopher in his dealings with others, facing problems, and in general in all aspects of his life, and distinguishes him from others. This research was conducted with the aim of investigating the role of philosophical mindset in predicting teaching styles and quality of education of second-year elementary school teachers in Reagan County. Considering the purpose and nature of the research method, this research is applied in terms of purpose and is of a survey (cross-sectional) type in terms of data collection. The statistical population of this research was all second-year elementary school teachers in Reagan County in the academic year 1402-1403. The statistical population under study is equal to the entire population under study and is 175 people in number. The sampling method is available and full-number sampling, considering the size of the population under study. Data collection tools: Grasha Teaching Style Questionnaire (1996), Rasouli Education Quality Questionnaire (2010), and Jahangiri Philosophical Mindset Questionnaire (2014). The research findings showed that teachers who have a better philosophical mindset have a higher score in teaching style, and teachers with a higher philosophical mindset score have a better situation in productive teaching style, practical teaching style, analytical teaching style, and creative teaching style. Also, teachers with a higher philosophical mindset score have better teaching quality. According to the research findings, teachers who have a better philosophical mindset are more successful in teaching style and teaching quality.

#### KEYWORDS

Philosophical Mindset, Teaching Styles, Quality of Education.



## Introduction

Teaching style is the interaction between the teacher and the learner, in which the teacher tries to create the desired conditions for change through planning. Like learners, instructors also have their preferred teaching styles. In fact, teaching style is a plan that is used for teaching in the classroom or in individual teaching mode and has a significant impact on the classroom process (Ashkani et al., 1402). In another definition, teaching style can be considered to include the personal behaviors of the teacher and the educational methods used by him in transferring information to learners. In general, teaching style refers to the behavior of the teacher and the tools he uses during interaction with learners. The personality characteristics of the teacher determine which style to use (Gholami, 2019).

## Method

This research is classified as applied research in terms of its purpose and is considered a correlational study in terms of its nature and data collection method.

The statistical population of this research includes all teachers of the second cycle of elementary school (fourth, fifth, and sixth grades) in Regan County in the academic year 1402-1403. The sample size examined in this research, considering the limited population of the statistical population, was selected to be equal to the entire population (175 people). The sampling method used in this research is convenience sampling due to full access to all members of the population.

## Findings

- The Kolmogorov-Smirnov (k-s) test was used to check the normality of the data distribution. The results of the k-s test are given in the table below.

**Table 1.** Kolmogorov–Smirnov test of normality of the data distribution

Variable Name	Mean	Standard Deviation	K-S Test Statistics	Significance Level
Philosophical Mindset	145.4	21.95	0/06	0.079
Teaching Style	74.17	18.42	0.19	0/001
Teaching Quality	66.44	7.19	0.11	0/001
Generative Style	18.50	4.16	0.11	0/001
Practical Style	18.76	5.02	0.21	0/001
Analytical Style	18.37	4.90	0.18	0/001
Creative Style	18.54	5.05	0.16	0/001

As can be seen in the k-s test table, for all variables except philosophical mindset, the significance level is less than 0.05, and considering that in the k-s test, if the significance level is less than 0.05, the assumption of normal data distribution is rejected, as a result, the distribution of the research data is not normal and the parametric correlation test (Pearson) cannot be used. Therefore, the test of research

hypotheses was carried out using the Spearman correlation coefficient. Examination of the first hypothesis: There is a positive and significant relationship between philosophical mindset and teaching styles of second-year elementary school teachers in Reagan County. Null hypothesis: There is no positive and significant relationship between philosophical mindset and teaching styles of second-year elementary school teachers in Reagan County.

## **Conflict of Interest**

According to the authors, the present article has no conflict of interest. This article has not been previously published in any domestic or foreign journal.

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## **Ethical considerations**

During the implementation of this study and preparation of the article, all national laws and professional ethics related to research have been observed.

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