

ABSTRACT

The Relationship between Students' Perceptions of Teaching Style, Self-Concept and Academic Performance in Science at St. George's College.

Gerard Emerson Naranjit

In this study, relationships between students' perceptions of teaching style (direct/indirect), their self-concept and academic performance in science were examined through correlations of data from 226 secondary school students (109) boys and 117 girls). Students' perception of teaching style and self-concept in science were measured using Student Rating Scales of high reliabilities. Academic achievement tests developed by science teachers also had high reliabilities.

Analyses of the data revealed significant relationships between students perception of teaching style and science performance for boys and for upper forms but not for girls and not for lower forms. Significant relationships between students' perceptions of teaching style and self-concept were found for all groups. Analysis also revealed self-concept to be associated with science achievement. It was concluded that personal qualities of indirect teachers (warmth, praise and encouragement) were directly related to students' high self-concept. High self-concept was significantly related to higher academic performance in science.