

Research Article

COMPARING THE EFFECTS OF IMPLEMENTING BOTH AESTHETIC AND TRADITIONAL TEACHING MODELS ON THE GRAPHIC STUDENTS' ACADEMIC ACHIEVEMENT AND SELF-ESTEEM AT UNIVERSITY OF APPLIED SCIENCE AND TECHNOLOGY (UAST)

***Faezeh Sadat Maleki¹, Nader Soleimani² and Reza Nourouzzadeh³**

¹*Department of Education, College of Educational Sciences, Garmsar Branch, Islamic Azad University, Garmsar, Iran*

²*Department of Educational Administration, Islamic Azad University, Garmsar Branch, Garmsar, Iran*

³*Institute for Research & Planning in Higher Education*

**Author for Correspondence*

ABSTRACT

This study is conducted with the aim at comparing the effects of education (academic achievement) and education (self-esteem) in implementing both aesthetic and traditional teaching models during the academic year of 2014-15. The research has the empirical implementation method with both control and experimental groups. The statistical population of research consists of all 280 Graphic students at University of Applied Science and Technology (UAST) (Applied Science and Technology Center, branch 34 of Tehran). 50 of these students are selected by simple random sampling method and randomly put in both experimental and control groups. Two forms in line with the academic achievement test and Rosenberg Self-Esteem Scale (1965) are utilized as the data collection tools to measure the dependent variables. The collected data is analyzed by statistical indices, namely, the mean, standard deviation and the two-group t-test. The results indicate that the effect of implementing the aesthetic model on the students' academic achievement is more than the effect of implementing the traditional model. There is a significant difference between the effects of implementing both models on the students' self-esteem.

Keywords: *Aesthetic Teaching Model, Traditional Teaching Model, University of Applied Science and Technology (UAST), Self-esteem*

INTRODUCTION

The education is one of the most basic social systems in each country and it is considered by the excellent objective designers and policy makers in that community. The educational systems are designed for the future of society and people and this projection is designed based on the policy makers and governors' ideas about the human reality and nature and his social and philosophical values and in other words, based on the type of governors' philosophical attitudes towards the human in that country. According to the governors' philosophical attitudes in any society, the valuation practices are important in education. The valuation pays attention to the value theory and seeks to advise what is good and moral. The aesthetics and morality make the components of valuation. The morality philosophically refers to the moral values and character and the aesthetics investigates the values in the field of beauty and art (Pakseresht, 2010). Accordingly, the art-based learning or learning through the art is the main aim of art and aesthetics (Anne, 2003).

Sykes (2003) argues that all students should learn the art language. It is expected that the students should change the human experiences to art expression (Jon, 1994).

The aesthetic education requires the central role of aesthetic experiences in education. In fact, these experiences are the certain kinds of literate. The task of this aesthetic education is to enable the students to become literate in this way and this literacy requires the specific interpretational and rational skills such as the distinction power, sensitivity, and responsiveness and self-motivated learning. The aesthetic education should guarantee the individual ability to learn and its durability (Jafari, 1990).

Despite the fact that the special teaching method is considered in aesthetic education, the methods such as the question-based, critical, explorative, problem solving, role playing and play, etc. are taken into

Research Article

account according to the active education approach because it has been unsuccessful to fill the students' brains with information which is constantly growing and changing, and thus it will not respond to the young generation (Heidari, 2008).

Since the use of artistic methods and activities for providing the education deepens the learning, and creates the quality for group and participative activities and makes the teaching-learning process enjoyable and facilitates educating other education methods (Mohammadpour, 2003) this study aims at comparing the effects of both aesthetic and traditional teaching models on the graphic students' academic achievement and self-esteem at center of Applied Science and Technology, branch 34 of Tehran.

MATERIALS AND METHODS

This research is conducted on both experimental and control groups through empirical method. The statistical population consists of all 280 graphic students center of Applied Science and Technology, branch 34 of Tehran during the summer semester of 2014. The sample size of research is obtained equal to 50 according to simple random sampling method.

Two following tools are utilized for data collection: Rosenberg Self-Esteem Scale (1965) is applied to measure the students' self-esteem.

Two researcher-made tests based on the taught content of the course, the Negotiation techniques and principles, are utilized to measure the academic achievement.

The validity and reliability of self-esteem questionnaire: Cronbach alpha coefficient is obtained equal to 0.87 for men and 0.86 for women at the first stage and equal to 0.88 for men and 0.87 for women at the second stage. Its content validity is also approved.

In this study, the collected data is analyzed using the statistical indices, namely, the mean, standard deviation, and t test of independent groups.

RESULTS AND DISCUSSION

Results

First hypothesis: The academic achievement is higher in students who are under the learning model with an aesthetic approach to the subject of course, the negotiation techniques and principles, than those trained by traditional ways.

Table 1: The mean and standard deviation of difference between the students' academic achievement scores atpre and post-test stages separated according to the experimental and control groups

Group Statistics				
Groups	No.	Mean	Standard deviation	Mean standard error
Control (Traditional)	21	8.0476	3.13809	0.68479
Experimental (aesthetic approach)	22	12.8182	7.07367	1.50811

As shown in the table above, the mean difference of academic achievement scores is obtained equal to 8.04 with standard deviation of 13.3 for control group and equal to 12.81 with standard deviation of 7.07 for experimental group.

Table 2: Summary of results for t-test in two independentgroups in order to compare two mean difference scores of academic achievement in experimental and control groups

t-test for Equality of Means					
T	Df	Sig. (2-tailed)	Mean Difference	Std. Difference	Error
-2.835	41	0.007	-4.77056	1.68299	

Research Article

According to the table of t-test, the significance level is equal to 0.007 which is lower than 0.01 indicating that there is a significant difference between two mean difference scores of academic achievement at both pre and post tests. Therefore, the Hypothesis 1 of research is approved with probability of 99 percent and it is concluded that in a society wherein this sample is selected, the students who are trained by aesthetic practices have indicated higher academic achievements than those trained by traditional methods.

Second hypothesis: The self esteem is higher in students who are under the learning model with an aesthetic approach than those trained by traditional ways.

Table 3: The mean and standard deviation of difference between the students' self esteem scores at pre and post-test stages separated according to the experimental and control groups

Group Statistics				
Groups	No.	Mean	Standard deviation	Mean standard error
Control (Traditional)	21	-1.3333	5.61545	1.22539
Experimental (aesthetic approach)	22	1.3182	3.31499	0.70676

As shown in the table above, the mean difference of self esteem scores is obtained equal to -1.33 with standard deviation of 5.16 for control group and equal to 1.31 with standard deviation of 0.706 for experimental group.

Table 4: Summary of results for t-test in two independent groups in order to compare two mean difference scores of self esteem in experimental and control groups

t-test for Equality of Means					
T	Df	Sig. (2-tailed)	Mean Difference	Std. Difference	Error
-1.896	41	0.065	-2.65152	1.39841	

According to the table of t-test, the significance level is equal to 0.065 which is higher than 0.05 indicating that there is no significant difference between two mean difference scores of self-esteem at both pre and post tests.

Therefore, the Hypothesis 0 of research is approved with probability of 99 percent and it is concluded that in a society wherein this sample is selected, the students who are trained by aesthetic practices have indicated higher self-esteem than those trained by traditional methods.

Discussion

Jiffer *et al.*, (1997) argue that the classroom should be a place to turn the hearts on. The aim of this study is to provide an environment with aesthetic characteristics in classroom (providing a different experience both according to physical and tool aspects and the type of professor-student discourse and interactions) in order to compare the education effects (academic achievement and self-esteem) with traditional, conventional and common teaching methods. From the list and 280 students educating in course of negotiation techniques and principles at center of Applied Science and Technology, branch 34 of Tehran during the summer semester, 50 ones (two classes) are selected according to the simple random sampling and divided into two 25-sample groups.

The research has empirical two-group method (experimental and control). The experimental implementation method initially develops the structure and stages of aesthetics teaching practices based on the available theories and it is presented in the form of an instruction or guide to teaching. Then it is taught to one of the target teachers (principles and techniques of negotiation). The groups are selected at the second stage. The pre-tests (implementing the self-esteem questionnaire and academic achievement test) are performed at the third stage. The independent variable is applied in experimental group at the fourth stage; in other words, teaching is done according to the instructions of aesthetic procedure in

Research Article

experimental group. Two groups of post-tests are implemented at the fifth stage, and finally, the tests are graded and analyzed. The research results are discussed and the conclusions presented as follows:

In response to this question whether the academic achievement is higher in students who are under the learning model with an aesthetic approach to the subject of course, the negotiation techniques and principles, than those trained by traditional ways, the results of t-test for comparing the mean difference between the pre and post-test scores for academic achievement in experimental and control groups indicate that there is no significant difference between both mean at the confidence level of 99% and this difference is beneficial for experimental test. The students in the experimental group are subject to the aesthetic teaching practice in the course of negotiation principles and techniques. The mean difference (pretest and posttest) for the academic achievement is obtained equal to 12.81 in this group and 8.41 in control group (a group trained by usual and traditional method). There is no study on comparison of this result according to the investigation of experimental records. However, some similar studies, which have compared the effects of training due to the active teaching methods (problem solving, question-response and project-based methods, etc.) by traditional teaching methods especially the lecture, have focused on the higher effects of these practices. According to the explanation of this finding, it can be concluded that when the learning experience is an aesthetic experience, it will lead to the learner's satisfaction and provides the energy for further learning and activities in students during the learning process. In fact, it can be concluded that teaching by aesthetics method in study group (experimental) results in learning achievement in students by providing very important standards since enjoying learning and the self-satisfaction with learning will create the sense of enthusiasm for discovery of unknown things and finding the response to questions, and provide the incentives for continued learning, and this is achieved in university classrooms. In response to this question whether the self esteem is higher in students who are under the learning model with an aesthetic approach than those trained by traditional ways, the results of t-test for comparing the mean difference between the pre and post-test scores for self esteem in experimental and control groups indicate that there is no significant difference between both mean at the confidence level of 99%. The students in the experimental group are subject to the aesthetic teaching practice in the course of negotiation principles and techniques. The mean difference (pretest and posttest) for the self esteem is obtained equal to 1.33 in this group and -1.31 in control group (a group trained by usual and traditional method). Despite the fact that there is no difference between both means, this difference is not significantly different and it is probably the result of chance or error of sampling. There is no study on comparison of this result according to the investigation of experimental records. However, according to the theoretical principles of subject, the higher education effects of non-traditional and unusual methods such as the classroom space with aesthetic features are undeniable, but the measurement of these effects requires the redefinition of education effects by an obvious method. Probably, the self-esteem with the measurement scale applied in this study has not provided the accurate reflection of education effects resulting from the application of aesthetic method in the classroom.

REFERENCES

- Anne Sheppard (2003).** *Principles of Art Philosophy*, translated by Ali Ramin (Scientific and Cultural Publications), Tehran 7.
- Heidari Mohammad-Hosseini (2008).** Procedure of educational ideas by Allameh Jafari; Website: Tebyan.
- Gerald L Gotek (2010).** *Philosophical Sects and Educational Ideas*, translated by Mohammad-Jafar Pakseresht (SAMT publications), Tenth Edition: Fall 2001-Tehran.
- Jafari Mohammad-Taghi (1990).** Aesthetics and art from the perspective of Islam; Tehran: Islamic Development Organization (IDO).
- Jon Lancaster (1997).** *Art at School*, Translated by Seyed Abbaszadeh and Mir-Mohammad (Tehran: School publications) 12.
- Mohammadpour Ayatollah (2003).** Teaching Art at elementary schools. Tehran: Monadi Tarbiat Cultural Institute 11, 12, 17, 62 and 68.