Research on Humanities and Social Sciences
ISSN 2224-5766 (Paper) ISSN 2225-0484 (Online)
Vol.9, No.23, 2019

Relationship Between Teachers' Teaching Style and Learning Style of Students

Dr. Ayesha Batool*
Lecturer Institute of Education and Research, University of the Punjab, Lahore Pakistan.

Saghir Ahmad**
PhD Scholar, Institute of Education and Research, University of the Punjab, Lahore Pakistan

Abstract
The present research aimed to investigate the relationship between teaching style of teachers and students learning style in secondary schools. The purpose of this study was to examine the relationship between teaching style of teachers and students learning style. It was hypothesized that there is likely to strong positive relationship between teaching style of teachers and students learning style. A quantitative survey method was applied. Co relational research design was used in this study. The instrument used in this study was combination of two questionnaires, teaching style and students learning style. Data were analyzed and measured quantitative by using Pearson correlation. The result showed that there is positive relationship between teaching style of teachers and students learning style.
Keywords: Teaching style, Learning style, Teachers, Students.
DOI: 10.7176/RHSS/9-23-04
Publication date: December 31st 2019

1. Introduction

The idea of instructing and learning style is not obscure in education and research on it has thrived in the previous two decades. Instructive research has additionally demonstrated that learners are one of a kind people converged in a typical study room originating from fluctuated financial and social foundation, having distinctive learning styles that infrequently agree to their instructors' instructing styles. Instructing styles are the main factors that shape and guarantee the accomplishment of an exceptionally unpredictable educating learning process (Artvinli, 2010). Grasha (2002) characterized teaching style as the persistent and reliable practices of instructors in their collaborations with students during the educating learning process.

There is no uncertainty that students and educators are distinctive in different ways. Picking up information on learners' learning styles can be useful for the two instructors and students. Including students in the dynamic procedure of learning requires distinguishing and understanding students learning styles and instructors educating styles. The two can either be coordinated or jumbled. It is essential to consider the connection between them. Numerous investigations have been led on match and confuse of learning styles and showing styles (Massa & Mayer 2006). The greater part of them alludes to coordinating the two as positively affecting the student's presentation and show the inverse for confusing. Be that as it may, confuses here and there possibly valuable particularly with low level learners (Peacock, 2001).

Learning style is characterized as the mind boggling way in which, and conditions under which, students most viably see, procedure, store, and review what they are endeavoring to learn. Mohanna, Chambers, and Wall (2007) made a difference between learning styles and psychological styles. He demonstrates that learning styles are seen more as far as the procedures that students use to manage learning, and are viewed as less steady. Then again, intellectual styles are generally steady. In this way, learning styles, instead of student inclinations can be extended with the progression of time. It is to be noticed that the difference among mental approach and learning style is not perfectly clear as certain creators utilize intellectual style as an increasingly broad term that incorporates learning styles (Williamson & Watson, 2006).

It was confirmed by Collins (2004), Winn and Grantham (2005) in their studies also. This position and point to the proof that demonstrates learning styles change with the sort of situations and settings. Smith and Dalton (2005) opine that learning style is an unmistakable and routine way of getting information, abilities or mentalities through investigation or experience, and an individual student's style will in general be progressively steady crosswise over various learning errands and settings. Learning style is reliable over an assortment of undertakings, affects how data is handled and issues are unraveled, and it more often than not stays stable over a specific timeframe.

In a similar vein, the attributes of the educators are similarly as assorted as their students and the encouraging styles vacillate not exclusively to suit the order they instruct, yet additionally the destinations of the course, the way they learnt and were themselves instructed (Clark & Latshaw, 2012), and their very own disposition. Training style by definition is the methodology instructors tried to do educating and learning exercises. Instructing styles impact the character of the students, learning condition, and in general execution of learning in a study hall. It

proposed that exploration to address the match between the learning styles of the understudies and showing styles of the educators in the field training needs more consideration.

The perceptions made by Hayes and Allison (1997) featured the way that the learner's introduction to learning exercises that do not coordinate their favored learning style will create learning abilities that are important to adapt to the circumstances that include a wide scope of learning necessities. Neacsu (2006) has risen to light the uniqueness of the different educating and learning styles and has distinguished the acquainted qualities. Despite the fact that there are focal points on account of the similarity of the showing style with the learning one, this similarity does not ensure learning exhibitions. Changing with age, instructive level, and inspiration, the favored learning style could be adaptable and movable.

It is expected that students adapt better, if their learning styles coordinate the configuration of their guidance. For instance, a visual student may adapt better, when data is displayed to him/her outwardly. This methodology is named "learning theory" or, in its ongoing rendition, "fitting" or "coordinating speculation" (Pasher, McDaniel, Rohrer, & Bjork, 2009). On the other hand, confusion may leave negative effects on the students. In the accompanying segments a few exchanges will be introduced dependent on inspecting applicable writing to learning speculation or coordinating theory.

In an instructive setting, Cook, Thompson, Thomas, and Thomas (2009) examined 123 students specialists and conveyed online walking modules. They went for testing the speculation that students with a tactile style of learning would perform better when given guidance in which an issue was first presented before the substance data used to handle the issue. Then again, students with a natural style of learning would perform better in the contrary way. Members were approached to finish two modules utilizing the two referenced configurations of guidance. Toward the finish of every module, a test was utilized to decide the learning and the primary result. After some time and amidst the two configurations, a correlation was made between the two test scores. Factual examination of the outcomes demonstrated no critical connection between the two guidance positions. Along these lines, the investigation was not effective in validating the hypothesis.

In the light of what has been talked about so for, it tends to be presumed that learning styles assume a significant job in the lives of students. At the point when students perceive their very own learning style, they will probably incorporate it into their learning procedure. Thus, learning procedure will be agreeable, quicker, and increasingly compelling. Additionally, instructors should attempt to change their encouraging styles with the goal that they coordinate their learners' learning styles. Be that as it may, a befuddle may now and again be significant particularly with low level understudies as they feel frustrated at the beginning periods of adapting yet it ought to be finished with alert. Moreover, Peacock (2001) suggested that educators ought to make progress toward a fair instructing style that does not too much support any one learning style rather that attempts to oblige various learning styles.

2. Significance of Study

In term of learning styles, it has been noted that most students gravitate towards visual, auditory, kinesthetic and environmental styles, so the teachers have to adopt their teaching styles according to the nature of their students. It will be helpful for the curriculum developers that they make the books for the teachers. This study also helpful for the teachers training centers that they trained teachers with different teaching styles and said to the teachers to apply them in their classrooms. This study planned to offer comprehension to the educators about different learning styles of the learners it will be useful for instructors and their students. Additionally, the researchers foreseen to collect sufficient data to enable instructors to perceive the potential connection between their distinctive style of educating and furthermore use them for various students learning.

3. Research Objectives

The study was conducted to achieve the following objectives to:

1. Find out the relationship between teachers' teaching styles and learning styles of students.
2. Check difference in students' perceptions regarding teachers' teaching styles and learning styles of students on basis of demographic variables.

4. Research Methodology

In this study correlation research design was used. The study was descriptive and survey type in nature. The population of this study included the male and female students of secondary school in Lahore. The convenient sampling procedure technique was selected. The data were collected from 200 school students. Sample was collected from different government secondary schools of Lahore. The instrument used for the study was self-developed by the researchers. The opinion of experts was taken for the validation of questionnaire before finalizing. There were 12 statements on teaching style and 15 statements of learning style. All statements designed at five Likert scale Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree. Validity of questionnaires was ensured through expert opinion. Moreover, one English language teacher was consulted for checking language of

the instrument.

Table 1

Instrument Reliability

Variables	Cronbach's Alpha	No. of Items
Teaching styles	.795	12
Learning styles	.779	15

The Cronbach's Alpha was applied to check the reliability of the instrument. There were twenty seven statements and reliability was .795 of teaching style and 779 of learning style, which is statistical significant. The researchers visited the school personally for data collection. Correlation, independent sample t- test and one way ANOVA were used to analyzing the data.

5. Data Analysis

The detail of data analysis is given below.

Table 2

Correlation between teaching styles and learning styles

Variables	*r* - value	Sig.
Teaching styles and Learning styles	.922	.000

Table shows the results of Pearson correlation test which was performed to identify the relationship between teaching style and learning style of students. The value shows that there was a strong positive significant correlation $r = .922$ at $p = .000$. Moreover, it is concluded that there was a strong relationship between teachers' teaching style and learning style of students.

Table 3

Independent Samples t-test use to check the difference between male and female Students.

Variables	Gender	*N*	Mean	*SD*	*t*-value	*Sig.*
Learning styles	Male	100	43.87	27.582	-1.647	.04
	Female	100	53.60	19.702	-1.495	
Teaching styles	Male	100	35.22	21.551	-2.050	.00
	Female	100	44.83	15.911	-1.878	

Table shows that an independent t-test was applied to compare the learning style and teaching style performance score for male and female. There was significance difference in learning and teaching style.

Table 4

One way ANOVA to check age difference

Variables		Sum of Squares	*df*	Mean Square	*F*	*Sig.*
Learning styles	Between Groups	28606.584	4	7151.646	78.735	.000
	Within Groups	5449.877	195	90.831		
	Total	34056.462	199			
Teaching styles	Between Groups	18603.581	4	4650.895	82.846	.000
	Within Groups	3368.357	195	56.139		
	Total	21971.938	199			

Table represent one-way ANOVA was applied to know the difference in means scores of learning styles and teaching styles on the basis of their age. Result shows that there was a difference in mean scores of learning styles on the basis of their age F (4, 195), 78.735 and p =.000 there was a significant difference in means score of learning styles of students. Result shows that there was a difference in mean scores of teaching styles on the basis of their age F (4, 195) = 82.846 and p =.000 there was a significant difference in means score of teaching styles of teachers.

Table 5

One way ANOVA to check qualification difference

Variables		Sum of Squares	*df*	Mean Square	*F*	*Sig.*
Learning styles	Between Groups	4595.962	3	1531.987	3.172	.030
	Within Groups	29460.500	196	482.959		
	Total	34056.462	199			
Teaching styles	Between Groups	3151.099	3	1050.366	3.404	.023
	Within Groups	18820.839	196	308.538		
	Total	21971.938	199			

One-way ANOVA was applied between to analysis the variance in order to explore the qualification of the students. There was significant difference in learning and teaching styles due to qualification difference.

6. Conclusion

The present research aimed to investigate the relationship between teaching style of teachers and students learning style in secondary schools. There is strong positive correlation between teaching style of teachers and students learning style. It is concluded that if the teaching styles make effective than the learning styles of the students can be effective. If the head of public and private school pay intention on the enhancement of the teaching styles of teachers in their institutions, then the work load of the students will be maintained their learning style. An independent t-test was applied to compare the learning style and teaching style performance score for male and female. There was significance difference in learning and teaching style. Result shows that there was a difference in mean scores of learning styles on the basis of their age. There was a significant difference in means score of teaching styles of teachers. There was significant difference in learning and teaching styles due to qualification difference.

7. Recommendations

Following recommendations are made on the basis of the study findings:

1. Teachers may aware of their own teaching style and students learning style. If teachers' teaching style and learning styles of their students are in same page then students learning may increase and effective.
2. Teachers may adopt learning styles assessment tools to help their students with learning disabilities and to provide remediation to students to achieve greater success.
3. A similar study may be conducted which incorporate socio-economic variables, to find out socio-economic variables significantly effect on teaching-learning style.

References

Akdemir, O., & Koszalka, T. A. (2008). Investigating the relationships among instructional strategies and learning styles in online environments. *Computers and Education, 50,* 1451-1461.

Anderson, K. M. (2007). Differentiated instruction to include all students. *Preventing School Failure, 51*(3), 49-54.

Artvinli, E. (2010). Teaching language and future trends. *Journal of Social Sciences, 9*(33), 387- 408.

Baker, J. D., & Cooke, J. E. (1988). Beyond career choice: The role of learning style analysis in residency training. *Medical Education, 22*(6), 527-532.

Beck, C. R. (2001). Matching teaching strategies to learning style preferences. *The Teacher Educator, 37*(1), 1-15.

Clark, S. D., & Latshaw, C. A. (2012). Effects of learning styles/teaching styles and effort on performance in accounting and marketing courses. *World Journal of Management, 4*(1), 67-81.

Collins J. (2004). Education techniques for life-long learning. *Radiographics, 24,* 1484-1489.

Cook, D.A., Thompson, W.G., Thomas, K.G., & Thomas, M.R. (2009) Lack of interaction between sensing-intuitive learning styles and problem-first versus information-first instruction: A randomized crossover trial. *Advances in Health Science Education,* 14, 79– 90.

Grasha, A. F. (2002). The dynamics of one-on-one teaching. *College Teaching, 50*(4), 139-146.

Hayes, J., & Allinson, C. W. (1997). Learning styles and training and development in work settings: Lessons from educational research. *Educational Psychology, 17,* 1-2.

Massa, L.J., & Mayer, R.E. (2006) Testing the ATI hypothesis: Should multimedia instruction accommodate verbalizer-visualizer cognitive style? *Learning and Individual Differences, 16,* 321–336.

Mohanna, K., Chambers, R., & Wall, D. (2007).*Your teaching style: A practical guide to understanding, developing and improving*. Abingdon: Radcliffe Publishing.

Neacsu, I. (2006). *Academic self-learning guidelines (in Romanian).* University of Bucharest.

Pashler, H., McDaniel, M., Rohrer, D., & Bjork, R. (2009). Learning styles: Concepts and evidence. *Psychological Science in the Public Interest, 9*(3), 105-119.

Peacock, M. (2001) Match or mismatch? Learning styles and teaching styles in EFL. *International Journal of Applied Linguistics, 11*(1), 1-20.

Smith, P., & Dalton, J. (2005). *Accommodating learning styles: Relevance and good practice in VET, ANTA.* Retrieved from http://www.ncver.edu.au/research/proj/nr3013.pdf

Williamson, M. F., & Watson, R. L. (2006). Learning styles research: Understanding how teaching should be impacted by the way learners learn. *Christian education journal*, *3*(1), 27-42.

Winn, J. M., & Grantham, V. V. (2005). Using personality type to improve clinical education effectiveness. *Journal of Nucl Med Technology, 33*, 210-213.