

## RELATIONSHIP BETWEEN TEACHING STYLE AND LEARNING STYLE OF TEACHERS WORKING IN SCHOOLS

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### Abstract

The present study aims to find out the relationship between teaching style and learning style of teachers working in schools. The normative survey method has been followed for the present study. The stratified random sampling technique has been adapted for the selection of sample from the schools. The sample of the study includes 393 male and 420 female teachers working in different schools of Cuddalore District, Tamilnadu. Teaching style inventory developed by the researcher has been used to find out the teaching style. The inventory measure the various teaching styles such as expert style, formal authority style, personal style, facilitator style and delegator style. Learning Style questionnaire standardized by Calvin, E. (2006) has been used to find out the preference of learning style. It consists of three sub-scales measuring three categories of learning style such as visual, auditory and tactile. The mean, standard deviation and product moment co efficient of correlation has been calculated to test the hypotheses of the study. The present study indicates that there is significant correlation found between various teaching styles and learning styles of teaches working in schools. There is no significant correlation found between expert style of teaching and auditory learning style which are the most preferred style of teaching and learning respectively for the teachers working schools.

**Key Words:** Teaching Style and Learning Style

### Introduction

Teaching style is the teacher's preferred way of solving problems, carrying out tasks, and making decisions in the process of teaching and besides differing from individual to individual, may sometime differ between different groups, for example schools (Fan and Ye, 2003). Teaching style develop skills, values and understanding relative to the subject. In addition teaching style describes the manner in which a teacher manages instruction and the

classroom environment. Teaching style is very important for effective teaching and learning (Sternberg and Grigorenko, 1995).

Learning style simply refers to various approaches or ways of learning. There are three different learning styles such as visual, auditory and tactile. They can be determined by looking at how a teacher's personality influences the way they receive and process information, how they interact with their students and the type of learning environment and methods they prefer. The visual learners like to use pictures, maps, colors and images to arrange and communicate information to others. Teachers who use the visual learning style usually have a better sense of direction and enjoy drawing and doodling. They learn greatest using flash cards, written instructions, graphics, computer assisted learning, sight words and silent reading. The auditory learners prefer to listen, take notes, discuss, memorize and discuss. They can recall what they hear, follow oral direction and speak successfully. The tactile learning style is often grouped with the kinesthetic learning style, but it is more moderate. Teachers who use the tactile learning style learn by touching and moving things. Also called hands-on learning, tactile learning involves learning by doing.

### **Objectives**

1. To find out the preference of teachers working in schools with respect to their teaching style.
2. To find out the preference of teachers working in schools with respect to their learning style.
3. To find out the relationship between teaching style and learning style of teachers working in schools.

### **Need and Importance of the Study**

Teaching style is a classroom model, a pervasive way of approaching the learners that might be consistent with several methods of teaching. For the teachers working schools, it is very important to have aware of their teaching style. Different styles are suitable and effective for various tasks (Sternberg, 1997). Sternberg (1997) argues that teachers are very flexible in the use of their teaching style and always try to select the optimal teaching style to manage their classroom instruction in the light of specific circumstances.

Learning styles are simply different approaches or ways of teachers' preferences for some kinds of learning activities over others. These are characteristic approaches to learning and studying. Teachers who understand their own style are likely to be better learners, achieve higher grades, have more positive attitudes about their studies, feel greater self-confidence and exhibit more skills in applying their information in courses.

Teaching and learning styles are the two sides of the same coin. Teaching and learning styles are the two sides of dynamic continuum, because they are always changing (Proidera and Esendall, 2008). Learning style preferences are studied among a variety of adult learners from varying professional education fields. However, what styles teachers have is not yet settled an issue. Further, how can the teaching styles and learning styles be optimally matched is yet to gain required explanation (Dasari, 2006; Hussain and Ayyub, 2012). For this purpose, factors influencing learning styles are not satisfactorily explored. Additionally, the relationship between teaching style and learning style is not well studied in India. Hence, for the present study the investigator intended to study the relationship between teaching style and learning style of teachers working in schools

### **Method of Study**

The normative survey method has been followed for the present study to find out the relationship between teaching style and learning style of teachers working in various schools of Cuddalore District, Tamilnadu. The stratified random sampling technique has been adapted for the present study for the selection of sample from the schools. The sample of the study includes 393 male and 420 female teachers. Teaching style inventory developed by the researcher has been used to find out the teaching style. The inventory measure the various teaching styles such as expert style, formal authority style, personal style, facilitator style and delegator style. Learning style questionnaire standardized by Calvin, E. (2006) has been used to find out the preference of learning style. It consists of three sub-scales measuring three categories of learning style such as visual, auditory and tactile. The mean, standard deviation and product moment co efficient of correlation has been calculated to test the hypotheses of the study.

### **Result and Discussion**

#### **Teaching style preference of teachers working in schools**

The mean and standard deviation has been calculated to find out the preference of teaching style for the teachers working in schools. The result of the analysis is presented in Table 1.

**Table-1**  
**MEAN AND STANDARD DEVIATION OF VARIOUS DIMENSIONS OF**  
**TEACHING STYLE SCORES OF TEACHERS WORKING IN SCHOOLS**

S. No.	Variables	Number	Mean	Standard Deviation
1.	Expert	813	46.32	8.34
2.	Formal Authority	813	45.11	6.49
3.	Personal	813	45.37	6.89
4.	Facilitator	813	43.44	8.47
5.	Delegator	813	44.75	8.06

The table 1 shows the mean and standard deviation of each of five teaching styles. The mean scores obtained for the five teaching style of teachers working in schools is found to be expert style (M=46.42), formal authority (45.11), personal (45.37), facilitator (43.44) and delegator (44.75). The mean score revealed that the most preferred teaching style of teachers working in schools is expert style. The least preferred style is facilitator. The expert style teaching is a teacher centered teaching styles and the facilitator teaching style is an student centered teaching style. It can be concluded that the teachers working in schools at various level prefers teachers centered approach in their class room and does not considerably foster student centered approach.

#### **Learning Style Preference of Teachers Working in Schools**

The mean and standard deviation has been calculated to find out the preference of learning style of teachers working in schools. The result of the analysis is presented in Table-2.

**Table-2**  
**MEAN AND STANDARD DEVIATION OF VARIOUS DIMENSIONS OF LEARNING**  
**STYLE SCORES OF TEACHERS WORKING IN SCHOOLS**

S. No.	Variables	Number	Mean	Standard Deviation
1.	Visual	813	30.55	5.15
2.	Auditory	813	30.77	4.70
5.	Tactile	813	26.00	16.62

The table-2 shows the mean and standard deviation of each of three learning styles. The mean scores obtained for the three learning style of teachers working in schools is found to be visual style ( $M=30.55$ ), auditory style (30.77) and tactile style (26.090). The mean score revealed that the most preferred learning style of teachers working in schools is auditory style. The least preferred learning style is tactile. Auditory learners prefer to listen, take notes, discuss, memorize and discuss. Teachers who use the auditory learning style can recall what they hear, follow oral direction and speak successfully.

#### **Relationship between Teaching Style and Learning Style**

The coefficient of correlation has been found to determine the relationship between teaching style and learning style of teachers working in schools. The result of the analysis is given in table-3.

**Table-3**  
**CO-EFFICIENT OF CORRELATION BETWEEN TEACHING STYLE AND**  
**LEARNING STYLE OF TEACHERS**

Teaching Style	N	Learning Style		
		Visual Learning Style	Auditory Learning Style	Tactile Learning Style
Expert Style	813	.360**	.059	-.025
Formal Authority Style		.092**	.125**	.015
Personal Style		-.162**	-.057	-.056
Facilitator Style		-.088*	.149**	.017
Delegator Style		-.144**	-.089*	.060

**Note: \*\*= significant at 0.01 level, \*=significant at 0.05 level**

The table 3 shows the coefficient of correlation between teaching style and learning style of teachers working in schools. The following conclusions have been reached with respect to above analysis:

1. The expert style of teaching is significantly correlated with visual learning style. But it is not significantly correlated with auditory style of learning and tactile style of learning.
2. The formal authority style of teaching is significantly correlated with visual learning style and auditory learning style. It is not significantly correlated with tactile learning style.
3. The personal style of teaching has significant and negative correlation with visual learning style. It is not significantly correlated with auditory and tactile learning style.
4. The facilitator style of teaching has significant and negative correlation with visual learning style and significant positive correlation with auditory learning style. It is not significantly correlated with tactile learning style.

5. The delegator style of teaching has significant and negative correlation with visual learning style and auditory learning style. It is not significantly correlated with tactile learning style.

### **Conclusion**

The present study indicates that the most preferred teaching style of teachers working in schools is expert style. The expert style of teaching is teacher centered teaching styles. It revealed that the teachers working in schools at various level prefers teachers centered approach in their class room and does not considerably foster student centered approach. It is also indicates that that the most preferred learning style of teachers working in schools is auditory style. The least preferred learning style is tactile. Auditory learners prefer to listen, take notes, discuss, memorize and discuss. Teachers who use the auditory learning style can recall what they hear, follow oral direction and speak successfully. The present study further indicates that there is significant correlation found between various teaching styles and learning styles of teaches working in schools. There is no significant correlation found between expert style of teaching and auditory learning style which are the most preferred style of teaching and learning respectively for the teachers working in schools. Hence, the institutions should give individual attention and must be aware of the style of preference of teachers. Proper diagnosing of preferences in using abilities of teachers helps to utilize them properly in accordance with varying demands of schools.

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