

Learning Behaviors in Educational Reform of Teacher Training Students with Different Learning Styles

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ABSTRACT

The aims of this study were to: 1) study the patterns of learning styles, 2) study and compare the learning behaviors of teacher training students with different learning styles in the education reform. The population of this study was 225 teacher students in the faculty of Education at Roi Et Rajabhat University. Research instruments comprised Learning Behavior Questionnaire and Learning Style Questionnaire. The data were analyzed quantitatively by mean average, standard deviation and One-way ANOVA.

The results of the analysis revealed that 1) the majority of the students in Faculty of Education at Roi Et Rajabhat University were collaborative learners, dependent learners, participant learners, competitive learners, independent learners and avoidant learners, respectively. 2) It could be seen that students with all six learning styles had high potential in all aspects, 3) Students with different learning styles had different learning behaviours in two aspects—classroom performances and classroom assignments. However, it was found no significant difference in the other aspects of learning behaviors.

All six learning styles dramatically affected students' learning behaviors on significant high level. However, different learning styles did not affect all learning behaviors. Consequently, teachers should adopt various teaching techniques that suitable for learning styles of learners.

Keywords: Learning Behaviors, Learning Styles

INTRODUCTION

In the educational design in the classroom, teacher should be aware of activities and teaching techniques as well as being aware of learning styles of learners too. This is because

the learners have the major role and participation in the educational design for the educational reform in this century. The study of learner's behaviors is an efficient way of teaching and instruction development that the teacher can understand the learners'

individual learning styles. Some learners have good learning in the style of seeing or observing, some by listening, some by speaking, some by touching, and some by learning with group (SurangKowtrakul, 2010: 104). Therefore, the efficient way of teaching and instruction is the study of learners' learning styles and then an instructor develop the plan that is in line with the learners' learning styles for the purpose of achieving the objectives of a subject. Again, the instructor can understand their learners better and teaches effectively.

From the above mentioned, the researcher investigates that different learning styles of learners directly affect to individual learning behaviors, especially for the students in the higher education. They are entering to an early adult-the age of confusing in living. Therefore, they behave both desired and undesired manners especially learning performances in the classroom. The researcher, on behalf of instructors, discovers the bachelor students' learning showing undesired learning behaviors such as lack of learning responsibility, passive learning etc. The researcher thus interests to study on, "what kinds of variables do they affect to learning behaviors?" this research results will benefit to the students who will know their learning styles and bring the findings for their effectively leaning development. Again, the instructor can design a lesson plan being in

line with the student's learning styles. The efficiency of students' learning will be developed and it is in line with the educational reform for this era stressing on the human resources development for the development of Thai Nation.

Objectives of the Study

1. To study the learning styles of teacher training students;
2. To study the teacher training student's learning behaviors who are different in learning styles;
3. To compare the teacher training students' learning behaviors according to their different learning styles.

Hypothesis of the Study

Teacher training students who are different in learning styles are different in learning behaviors.

Limitations of the Study

1. Population. The population in this research was 1,500 freshly teacher training students enrolling in the normal program for the academic year 2013 at the Education college RoiEtRajabhat University.
2. Sample. The Sample in this research was 225 freshly students as determined the sample size by means of 15% of the population and the researcher collected the data the from 225 samples by using the sampling technique.

3. Variables. Independent variables are six learning styles: independent learning style, avoidant learning style, collaborative learning style, dependent learning style, competitive learning style, and participant learning style. There are six dependent variables of learning behaviors: preparing learning, learning plan organization, classroom performances, classroom assignments, revision of the lesson, and examination behaviors. Research Instruments

There are two research instruments as follows:

1. Learning behavior questionnaire. It is a five-rating scale questionnaire consisting of six learning behaviors: learning preparation, learning plan organization, classroom learning behaviors, doing on task assignments, revision of the lesson, and examination behaviors. The questionnaire has 50 items of questions.

2. Learning style questionnaire. This questionnaire has been designed based on Anthony Grasha and Riechmann' learning style scales with 30 items which are a five-rating scale: strongly agree, moderately agree, undecided, moderately disagree, and strongly disagree (www.angelfire.com/lny3/toddsvballpage/Cognitive/Gr.pdf).

The construction of research instruments were as follows:

1. Determining the learning behaviors and learning styles based on the research objectives

2. Studying theories and research concerning to the learning style and learning behaviors.

3. Drafting the five rating scale learning behavior questionnaire and learning styles.

4. The two questionnaires were approved by specialists to check its congruence, content validity and construct validity. They were checked and improved according to the specialists' suggestions.

5. Learning behavior questionnaire and learning style questionnaire were tried out with 50 freshly students who were not the students under the Education College.

6. The two tried out questionnaires were analyzed for item-total correlation ranging from 0.20 to 0.82.

7. Learning behavior questionnaire contained the reliability analyzed by the Cronbach' Alpha Coefficient at 0.96 and the learning style questionnaire was at 0.98.

8. The complete learning behavior questionnaire and the learning style questionnaire were ready in use for research.

Data Collection

To collect the data, the researcher conducted as follows:

1. Asking for data collecting permission from RoiEtRajabhat University;
2. The researcher distributed the questionnaires in classes by giving permission from instructors who were teaching.
3. 225 completely returned questionnaire were ready for analyzing.
4. The questionnaires were put in the program.

Analyzing the Data

The data was administered to analyze as follows;

1. Descriptive statistics that are mean and standard deviation computed the data in kinds of personal data, learning behaviors, and learning styles.
2. Inferential statistics as One-way ANOVA was administered to compare learning behaviors and learning styles of the freshly students and further analyzed by means of Sheffe if they were significant.

RESULTS

From the data analyses, the research concludes as follows:

1. The learning styles of teacher training students in Roi Et Rajabhat University were 93 collaborative learners

(41.30%), 75 dependent learners (33.30%), 30 participant learners (13.30%), 14 competitive learners (6.20%)] 9 independent learners (4.00%), and avoidant learners (1.80%).

2. The analysis of learning behaviors and learning styles were found that independent learners and avoidant learners had high learning behaviors in all six aspects. On the other hand, collaborative learners had six aspects of high learning behaviors.

3. The comparison of teacher training students who were different in learning styles were different in learning behaviors were found that different learning styles and different behaviors had significant differences in terms of classroom performance and classroom assignment. The rest four aspects had not significant difference.

DISCUSSION

From the learning behavior in the educational reform of teacher training students, there are some interesting points for discussion as follows:

1. In the overall picture, teacher training students' learning styles were collaborative learners. This can be explained that the students are used to learning from the collaborative technique in the university: changing ideas, group learning, and interactively learning among instructors and students. These activities stress on learners centered teaching. This finding is in line with

the research of PrayoteKupkanchanakul who found Chulalongkorn University students are collaborative, dependent and independent learners. It is also in line with Kemo (1985 cited in KhanitthaKhantiyu, 1999: 29) concluded one's learning styles depends on these factors: brain function in terms of remembrance, learning conditions especially classroom environment affecting to one's learning, and thinking pattern as one of the major learning components of people.

2. The analysis of learning behaviors has different learning style as follows:

2.1 Independent and avoidant learning styles had six high learning behaviors. This shows that the six learning behaviors are suitable for these such learning styles. That is to say, independent learners and avoidant learners are similar learners who like thinking and investigating by themselves, working with their own hands, being confident with one's own ability, not interesting in subject matters or doing the activities in the classroom, and liking learning outside the classroom. This finding is in line with the research of UmapornNagawatjana (2004: 94) who studied learning styles of bachelor students majoring in Physical Education in Srinakharinwirot University found that students' five frequently doing outside classroom behaviors were reading book in the library, self-learning for future advancement, examination preparation,

practicing the physical education, and taking notes of knowledge from media. This shows those students' learning behaviors in this university like studying in the library for their life advancement, learning, and examination. Meddox (1965: 9) pointed out the importance of learning behaviors as not dependent on the ability and working hard, but it depends on learning efficiency. This is to say, 50-60% of learning achievement depends on intelligence and brain ability, and another 30-40% depending on effort and learning efficiency. In addition, learning behaviors and efficiency learning are the effective components for successful learning. Therefore, students are not necessary to be excellent, but they should have time management, way of learning, and efficiency learning. Thus, these two learning styles are enough for learning in the university.

2.2 Collaborative, dependent, competitive, and participant learners were at the high level of learning behaviors in terms of lesson revision, examination preparation, and learning organization. These findings can be explained that lesson revision, examination preparation, and learning organization are the same group of learning behaviors. The learners saw the classroom as a place for meeting, learning by changing ideas and information among friends and instructors, learning lessons in the classroom more than learning outside the classroom, seeing

instructors and friends as a source of knowledge, and sometime showing the best in the classroom for rewards or being a winner. These four learning styles, therefore, can develop the learning behaviors effectively which are the good affect for successful learning. PrechaKhamphirapakorn (1983: 45) stated the components influencing students' learning behaviors were teachers' teaching behaviors: learning activity organization, learning readiness, and students' learning background. These components lead learners to show their learning behaviors as well as friends' learning performance in the classroom. This is in line with the research of TipawanSukchairungwattana (2009: 170) who studied factors affecting to good learning behaviors of Matthayomsuksa three finding that good learning students in terms of examination preparation and job assignment were at the high level.

3. From the comparison of learning behaviors and learning styles of student was found that students with different in learning behaviors in terms of classroom performances and classroom assignments had significant differences with learning styles. This finding is in line with the research of PrasartIsaraprida (2003: 173) who found that personal differences cause different learning behaviors. A student will be at good learning or success in learning depending on learning behaviors and personal ability. Students'

learning behaviors affect to their learning achievement according to the objectives of the subject. Their learning behaviors have relationships with thinking styles which are personal unique in accessing to the information, information organization, and determining information. In addition, RungtiwaChakkorn (1984: 21) stated factors influencing to learning behaviors consist of students' characteristics; namely, readiness, learning schedules, ability of learning perception, lessons, ways of learning, self-learning, teachers' instruction, and learning motivation. These factors inspire learners to show their learning behaviors. It can be concluded that learning styles and learning behaviors have significantly difference in terms of individual learning behaviors in the classroom and job assignments.

Suggestions

1. Suggestion or the implementation

From the findings of this research, there are useful implementations as follows:

1.1 Overall, students' learning styles are collaborative learners. Instructors, therefore, design their lessons by emphasizing on the collaboration among students as well as being aware of the nature of a subject, instruction media, and any innovations that can be allow students participate in learning by showing their knowledge, quick learning, and learning ability.

1.2 The results of research can be concluded that six learning styles affect to learning behaviors at the high level. Instructors, thus, implant all six learning behaviors to their students as well as implementing many techniques in teaching, designing activities being line with learners' learning styles such as an independent learner has good learning by himself; a collaborative learner likes participating in group discussion and so on. In addition, learners' learning styles affect directly to learning achievement. The more learning achievement increases higher, the more a learner remembers a lesson better. However, instructors should be aware of teaching techniques, instruction media, and environment too. These factors should be managed to being in line with learner's learning styles. Therefore, understanding the learners' learning styles is very important for the effective instruction and developing learning achievement.

1.3 Overall, six learning styles do not affect to all six learning behaviors. Instruction, therefore, should emphasis on personal learning behaviors in the classroom and following up the task assignments because these two behaviors can increase the students' learning achievement.

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