EFFECTS OF THE MATHCING BETWEEN LEARNING AND TEACHING STYLES ON LEARNING WITH HAPPINESS OF COLLEGE STUDENTS

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Abstract— The purpose of the study was to determine the relationship between learning style preferences, teaching style preferences, and learning with happiness of college students who were majors in five different academic areas at the Suan Sunandha Rajabhat University in Thailand. The selected participants were 729 students 1st year-5th year in Faculty of Education from Thai teaching, early childhood education, math and science teaching, and English teaching majors. The research instruments are the Grasha and Riechmann learning and teaching styles survey and the students' happiness in learning survey, based on learning with happiness theory initiated by the Office of the National Education Commission. The results of this study: 1) The most students' learning styles were participant style, followed by collaborative style, and independent style 2) Most students' happiness in learning in all subjects areas were at the moderate level: Early Childhood Education subject had the highest scores, while Math subject was at the least scores. 3) No different of student's happiness in learning were found between students who has learning styles that match and not match to teachers' teaching styles**.**

Keywords— Learning style, Teaching style, Learning with happiness.

I. INTRODUCTION

Instructors in higher education are finding the ways to make their educational initiatives more effective. In colleges and universities, teaching has served as an important role for achieving institutional goals of increasing the effectiveness, efficiency, and enhancement of student learning[1].

The most important concepts in education are that teachers need to become aware of the uniqueness and natural of their students. An important aspect of the differences among students is their learning styles [2]. The researchers have conducted many studies to analyze the predictors to determining the probability of a student becoming a happy learner. Many factors in contributing to successful learning include social, environmental and individual differences.

Evidence suggests that the interaction between teaching styles and learning styles develops the process of learning[3]. An effective learning process is a good teaching plan and the content of the teaching materials. As with the learning style, the concept of the teaching style can help the teacher. When a teacher understanding learning styles includes understanding behaviors when using approach a learning experience [4].

Learning styles may also be understood in various ways. Learning may be analyzed to the primary senses i.e.: visual, auditory, and kinesthetic. Learning can be interpreted in accordance with the psychological aspects of perception. A learning style is defined as the preference of an individual to perceive and process information in a particular way or the combination of ways[5].

A teaching style may also be considered from many points of view and for many purposes. Teaching is guiding and directing the learning process so that those who are learners acquire new knowledge, skills, or attitudes[6]. The use of the specific teaching methods or techniques is one process that can help teachers to identify their own teaching styles. A trainer type can help teachers to identify their preferred teaching behaviors. Most teachers also recognize that different students prefer to learn in different ways[7] and these teachers often are motivated to become more skillful in teaching people in a variety of ways effective to as many students as possible. Examples of the trainer types include; Listener, Director, Interpreter, or Coach. These trainer types are different according to the learning environment, the dominant learning style, the meaning of evaluation, the means of learning, the instructional techniques, the interactions with learners, the transfer of learning, and the sensory perceptions[8]. The objectives of using a survey of learning and teaching styles are to assist students' learning with happiness's strategy. When learning experiences do not fit a preferred learning style, integrate diverse learning styles into all educational experiences with various teaching methods[9].

Learning with happiness is students' behaviors and attitudes showing thier satisfaction, attention, interesting and enthusiasm while they are participating in each subject as teachers' planner that encourages with knowledge research and engagement learning to colleagues, teachers and universities. The usefulness of learning with happyiness can be applied to daily life examined by the Office of the National Education Commission [10]. They have separated External with Internal Circumstances which are two factors; External Circumstance is defines as teaching style and teaching behaviors. Internal Circumstance includes whether and how students are delightful and have an inspiration of learning.

From these results, the researcher has purposed to examine how learning with happiness works in higher education. Teaching styles may cause the boredom or happiness of learning for students. The matching of suitable for learning and teaching style verified by cluster between its as qGrasha's approach[4].

The research questions which this paper addresses are;

1. What are students' learning style preferences, teaching style preferences and learning with happiness in each subjects?
2. What are the matching between learning styles and teaching styles in five different academic areas?
3. Do the matching between the two have a different impacts on learning with happiness of the five different academic areas and how?

II. LITERATURE REVIE

2.1 Concept and Theory of Learning with Happiness

Even concepts and theories of learning with happiness are wide range, but they have limitation, because thinkers have only a description of interesting part. A conceptual learning that affects to students' happiness in higher education is the theory of learning with happiness [10]. A principle idea would like student to seek new knowledge, skills and experience from school where are recovered by themselves. The Office of the National Education Commission [10] created new learning with happiness from learning 5 basics;

1. Love and Respect; learning is on love and respect basis against teacher and subjects. It is a key element, because all students are built up with love and interesting in context, teachers and classmate. These results transform to respect and understanding between teachers and students to be learning happily.
2. Learning Appreciation; this concept is applicable for students who recognize to valuable learning, attendance and interesting.
3. Naturalization; it is focusing to internal and external knowledge.
4. Willing and Firm. They are self-esteem, strengths and weaknesses, identity, refusal affront and blame yourself and each other, opened-mind and improvement, emotional depression, smart and truly intention.
5. Friendship; that is a conceptual of listening, helps to each other, working together without bias, forgiveness, giving a chance and changing reasonably, relationship, sincere and encouragement to be successfully at the soonest.
6. Equilibrium of Life; it is life balancing to adapt for middle way and accepting own capability.

2.2 Meaning and Typeof Learning Styles

Dictionary complies learning styles is personally learning ways of a new perception [11]. Sometimes is called cognitive styles. Learning styles are personally and influence to ability of perception, interaction and participation [12]. Otherwise there are many student refer to learning styles as following [13].

1. Independent (Ind)– Self-Management, listen and accept each colleague and care of context of all subjects.
2. Dependent(Dep) – a person who are the least curious learning only determination. He is looking for colleague and teacher to be knowledge center and can always control him.
3. Collaborative(Col) – this person can be the best learning because of participation and sharing ideas in team from their ability. They prefer to work with other and discuss the knowledge among learning in classroom
4. Avoidance(Avo) – this behaviors are not interesting in classroom subjects, no participation and negative attitude.
5. Competitive (Com)– this person is to require a number one and compete to colleague all the time so as to get an applause from teachers. He always thinks that classroom is contest stage and he must be the winner.
6. Participant (Par) – a learner who want to get continually knowledge, like sitting in class and good participation with colleagues and teachers. He may be sometimes involved if those subjects are extra curriculum.

2.3 Meaning and Type of Learning Styles

Type of teaching is habit of each teacher influencing with learning and teaching styles in the classroom [3]. Grasha developed teaching examination from teacher evaluation form basis. Types of teachings are distributed in 5 types as teaching behaviors in classroom;

1. Expert Style – a teacher who has much knowledge in related filed and experiences for teaching management. He almost uses lecture by expertise, but it is not suitable for lower qualified students in each subjects.
2. Formal Authority Style – a teacher who has a target of project, curriculum and knowledge for all students majority, is not flexible to students according with activities, context and independent style.
3. Personal Model Style – Teachers are center and emphasizes with demonstration and empirical example by their experiences

basis. The weakness of this style is rack of child center.

4. Facilitator Style – flexible teachers who provide learning activities, is significant in students' requirement mainly with facilities from them.
5. Delegator Style – teachers believe that students can be independent development with self-access style. Teachers are only advisors and give them free style to do assignment and practice on behalf of a part of supposed organization. Basically, teacher should study students' preparedness before activities.

From related concepts, theories and researches were found that Grasha and Riechmann [12]. The concepts have been suitable for studying the relevant between learning and teaching style in similar conceptual basis and been examined behavioral participation in classroom.

III. METHODOLOGY

The selected participant of 2nd semester 2014 was 729 college students 1th – 5th year in Bachelor Degree from Faculty of Education at the Suansunandha Rajbhat University in Thailand. Data collection was survey and was returned 490 copies equally 67%

Independent variable was 1) 6 subjects in Faculty of Education 2014; Thai, English (Eng), Math, Early Childhood Education (ECE), Educational Technology and Innovation (ETI), and Science Education (SE). 2) Learning Style of college students as Grasha and Reichmann. There are 6 types of concept; Independent Style, Avoidance Style, Collaborative Style, Dependent Style, Competitive Style and Participant Style. 3) Teaching Style of teacher as Grasha and Reichmann. There were 5 types; expert, formal authority, personal model, facilitator and delegator. Dependent variable was learning with happiness as The Office of the National Education Commission.

Research tools were learning style of student survey; teaching style conformed to students' perception and happiness in each subject. This examination was separated in 4 parts; part 1: Demography (Checklist). Part 2: Learning style of students from Department of Education developed from Grasha and Riechmann [12]. Form is Likert Scale (5 scales) in 60 questions to change properly the relevant questions. Part 3: Teaching style of teachers from Grasha with Likert Scale (5 scales) in 40 questions [12]. Part 4: Learning with happiness of students from learning with happiness theory [4] with Likert Scale (5 scales) in 25 questions.

Data were analyzed by descriptive statistic: Frequency, Percentage, Mean, Maximum value, Mode, Standard Deviation and judged value of mean were examined to describe students' learning styles, teachers' teaching styles, students' happiness in learning and a match of students' learning styles to teachers' teaching styles and inferential statistics: t-test is examined to analyze the effect of a match of students' learning styles to teachers' teaching styles on students' happiness in learning.

IV. RESULTS AND DISCUSSION

4.1 The analytic results of learning Style

Research results were found the overall students (n=490) to be mostly in participant learning style 57.10%, collaborative equally 20.40%, independent equally 9% respectively. As considerable subjects were found all learning style rather participation at the most in Thai subject equally 61.90%

TABLE 1:
PERCENTAGE OF LEARNING STYLE CATEGORIZED BY SUBJECT

Subject	Learning Style					
	Ind	Avo	Col	Dep	Com	Par
Thai	10.30	0	16.50	9.30	2.10	61.90
Eng	11.40	1.90	20	5.70	6.70	54.30
Math	4.70	0	17.20	18.80	4.70	54.70
ECE	9.20	0	14.90	10.30	2.30	63.20
ETI	7.20	2.90	27.50	5.80	4.30	52.20
SE	8.80	2.90	29.40	0	4.40	54.40
Total	9	1.20	20.40	8.20	4.10	57.10

4.2 The analytic results of teaching Style

Researcher considered by the highest mean score. It was found the perception by overall students (n=490) that the most teachers had coached with expert style equally 46.90%, personal model style equally 20.20% and facilitator style equally 13.10% respectively.

TABLE 2:
PERCENTAGE OF TEACHING STYLE CATEGORIZED BY SUBJECT

Subject	Teaching Style				
	Expert	Formal Authority	Personal Model	Facilitator	Delegator
Thai	46.40	8.20	19.60	10.30	15.50
Eng	43.80	8.60	25.70	18.10	3.80
Math	46.90	12.50	26.60	10.90	3.10
ECE	46	9.20	18.40	10.30	16.10
ETI	46.40	13	17.40	15.90	7.20
SE	54.40	14.70	11.80	11.80	7.40
Total	46.90	10.60	20.20	13.10	9.20

TABLE 3:
MEAN, STANDARD DEVIATION, AND SATISFACTION LEVEL OF LEARNING IN EACH SUBJECT

Subject	$\overline{X}$	SD	Satisfaction Level
Thai	3.66	0.48	Moderate
Eng	3.63	0.54	Moderate
Math	3.55	0.48	Moderate
ECE	3.68	0.48	Moderate
ETI	3.61	0.51	Moderate
SE	3.56	0.49	Moderate
Total	3.62	0.50	Moderate

4.3*Learning with Happiness of students*

The analytic results were found that overall students were moderate level ($\overline{X}$ = 3.62, SD = 0.50) considered by subjects. The students' satisfaction is moderate level to all subjects. The Early Childhood Education subject had the highest scores ($\overline{X}$ = 3.68, SD = 0.48), meanwhile Math subject was at the least scores ($\overline{X}$ = 3.55, SD = 0.48) respectively.

4.4 The results of match between learning style and teaching style

The analytic results were found that most learning style matched with teaching style for 319 students equally 65.10%, meanwhile not match was 171 students equally 34.90%. With considered by faculty, all faculties' students were relevant to teaching style.

TABLE 4:
A MATCH BETWEEN LEARNING STYLE AND TEACHING STYLE CATEGORIZED BY SUBJECT

Subject	A match between learning style and teaching style		Grand Total
	Match	Not match	
Thai	32(33.0)	65(67.0)	97(100)
Eng	39(37.1)	66(62.9)	105(100)
Math	11(17.2)	53(82.8)	64(100)
ECE	27(31.0)	60(69.0)	87(100)
ETI	30(43.5)	39(56.5)	69(100)
SE	32(47.1)	36(52.9)	68(100)
Total	171(34.9)	319(65.1)	490(100)

TABLE 5:
THE RESULT OF COMPARATIVE ANALYSIS OF A MATCH OF LEARNING STYLE AND TEACHING STYLE AGAINST LEARNING WITH HAPPINESS OF STUDENTS

A match between learning and teaching style	n	$\overline{X}$	SD	F	p	t	P
Match	319	3.62	0.49	.363	.547	.265	.791
Not match	171	3.61	0.51				

significant difference (P≤0.05)

4.5 The result of a match between learning style and teaching style against learning with happiness for college students.

Analyzed by its comparative. In case of not match both of them, it was found that learning with happiness was not different significantly 0.05

CONCLUSIONS

The population of this study was 490 college students from five different academic program areas. Findings were a match between learning and teaching style. College students, who were participant, conformed to expert style teachers [4] and give the learning with happiness to all students influenced by teachers, provided activities and enjoyable learning

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