TEACHING STYLES, LEARNING STYLES, AND ACADEMIC PERFORMANCE IN SELECTED HIGH SCHOOLS IN NORTHERN CHIN STATE, MYANMAR

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TEACHING STYLES, LEARNING STYLES, AND ACADEMIC PERFORMANCE IN SELECTED HIGH SCHOOLS IN NORTHERN CHIN STATE, MYANMAR

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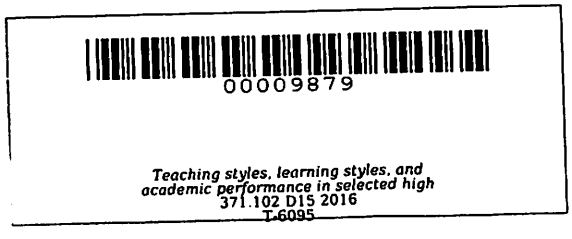
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ABSTRACT

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The study purposely sought to determine the teaching styles, learning styles, and academic performance in selected high schools in Northern Chin State. Specifically, it aimed to: (1) determine the demographic profile of teacher participants in terms of age, sex, civil status, monthly income, educational attainment and length of teaching experience; (2) determine the teaching styles of the teachers (3) the learning styles of the students; (4) determine the level of academic performance of the students; (5) determine the significant relationship between the teachers' socio-demographic profile and the teachers' teaching styles; (6) determine the significant relationship between the teaching styles of teachers and the learning styles of students; (7) determine the significant relationship between the teachers' teaching styles and the level of students' academic performance; and (8) determine the significant relationship between the students' learning styles and their level of academic performance.

Descriptive – correlational research design was employed in this study. The instruments used in gathering data were the Walter McKenzie's Multiple Intelligence Inventory for the Students and the Grasha-Richlinn's Teaching Style Survey for the teachers. Research-questionnaires were utilized in gathering data from the participants who consisted of one hundred eighty-eight (188) students and thirty-seven (37) teachers from all selected secondary schools at Northern Chin State, namely: Tonzang Basic Education High

School, No.1, Tiddim Basic Education High School and its extension No.2, Tiddim Basic Education High School. The data were interpreted using the frequency, percentage, mean, standard deviation, Pearson product correlation coefficient, contingency coefficient, chi-square computed and Spearman rank correlation coefficient statistical techniques were used to determine and interpret the data.

The study revealed that the participants were in young age group (39 years and below); majority were females; most of them were married; they received the high monthly income, Mmk. 240,000 and above; and majority were Bachelor's degree holder with most experienced in teaching. The teacher participants were most dominant in desmonstrator teaching style and they were more dominant in terms of hybrid, authoritative, facilitator and developer teaching styles. The student participants were most dominant in terms of natural and existential learning style. Moreover, they were more dominant in musical learning style, logical learning style, interpersonal learning style, verbal learning style, intrapersonal learning style, and visual learning style; and only dominant in kinesthetic learning style.The academic performance of the students was outstanding as rated by their teachers.

The teachers' teaching styles had no significant relationship to socio-demographic profile of the teacher participants as to age, sex, civil status, monthly income, educational attainment and length of teaching experience. However, the teachers' teaching styles had a significant relationship to the learning styles of the students. The teachers' teaching styles had a significant relationship to the academic performance of the students. Finally, the relationship between the students' learning styles and their academic performance was found significant.

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TEACHING STYLES, LEARNING STYLES, AND ACADEMIC PERFORMANCE IN SELECTED HIGH SCHOOLS IN NORTHERN CHIN STATE, MYANMAR

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A master's thesis submitted to the faculty of the Graduate School and Open Learning College, Cavite State University, Indang, Cavite in partial fulfillment of the requirements for the degree of Master of Arts in Education major in Educational Management with Contribution No. GS- 2016 -002. Prepared under the supervision of Dr. Liza C. Costa.

INTRODUCTION

Everyone has a philosophy in life. A teacher's philosophy of life includes his/her philosophy of education. His/her philosophy of education governs how he/she teaches, relates to his/her pupils/students, colleagues and superiors, and how he/she handles teaching job (Corpuz et al., 2002).

It has been argued that when students first enter the classroom, they do not have any learning preferences. It is the learning environment that shapes the use of specific styles in student learning. This means that students' learning styles can be developed by teachers' teaching styles, and specific students' learning styles play an important role in successful students' learning. Also, the relationship between learning styles and performance is still questionable (Biggs & Tang, 2007). In this respect, the purpose of the study was to examine the teachers' teaching styles on changes in students' learning styles and students' academic performance.