

INVESTIGATE THE RELATIONSHIP BETWEEN
LEARNING STYLE OF IN AFFILIATED AND NON-
AFFILIATED CONTEXT WITH TEACHING STYLE
TEACHERS IN MEYMEH

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Abstract

The present study was designed to evaluate the impact of context-dependent learning style on teacher teaching methods in academic year 93-92 Meymeh done. For this purpose, a sample of 128 teachers who were Meymeh who were randomly selected proportional to size. The data collection tool was a Question. Cronbach's alpha reliability of the study 0/882, respectively. The data obtained in both descriptive and inferential analyzes were performed. The results showed that student-centered teaching style (holistic) learning style inversely related to the field of teacher learning styles, teaching methods, student-centered context-dependent way. But teaching styles with learning styles that are unrelated to

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the positive relationships suggest that student-centered teaching style (holistically) is. More field independent learning style is indicating Teachers with student-centered teaching style to student learning styles are context-dependent.

Keywords: learning styles, teaching methods, learning context-dependent, teachers

Introduction

Today, researchers in the field of education and psychology of the growing interest in the cognitive styles and teaching styles are shown. Cognitive style to describe the behavior of individuals in relation to the processing of data will be considered. The most effective approaches to the study of learning, learning styles, which in recent years with emphasis on the relatively new framework has been developed in the context of learning. Because of the interest in studying the effects of individual differences in learning styles learning process was started in the 1950s and early 1960s. Until the 1970s, extensive research was done in this regard, but then the amount decreased. In the past two decades has been increasing interest in the study of learning styles and now learning styles and promote effective learning environments is an issue of major research focus has been the domain of learning (Terry, 2001).

The term learning style in the first time, (quoting Kyfh 1979) proposed. Several definitions of learning styles is provided. Kyfh (1979) called the component relatively stable learning style and how students interact with the learning environment is described. Gravn Rubin and Horst (2007) Learning style is defined as the tendency for individuals to learn and adapt to their environment. Pham (2000) Learning styles in response to a proven method of learning and using stimuli in the context of defined learning. Duff (2004) the species differing learning styles, regarding coding, storage and processing are defined.

Despite the positive assessment of the role of learning styles on academic achievement, learning in school, academic motivation and training methods, its also been criticized. Among the criticisms is that accentuate the individual learning styles of students in the school system will result which will be imposed a heavy burden on the educational system. Stall Despite such criticism, the majority of studies in this field, the role of learning styles on students' achievement and motivation were positively evaluated (Hanygsfld and Sharing, 2004).

In connection with the subject of several research studies have been conducted Which typically refer to the number of their

Azizi and colleagues (1381) examined the learning styles based on Kolb theory in medical students of Qazvin Medical University in 1380, studied and results showed that the overall distribution of learning styles among medical students were assimilating (1/43 percent), convergent (1/38 percent), divergent (6.9 percent) and accommodating (2.9 percent) statistical analysis of the relationship between learning styles and learning styles in higher education so that the students while the students were assimilating basic science and clinical students have overcome convergent light.

Rahman Pour et al (1388) compared the learning styles of engineering students at the Faculty of Humanities at the University of Isfahan and the results have been reached between the different learning styles of students in humanities and engineering, there are significant. The prevailing style of humanities students were listening. While the technical-engineering students move-mobility-dominated genre. Compare styles for men and women suggests dominance style of movement between the two groups. Between learning styles of students at different educational levels were also significant differences.

Karimi (1391) examined the relationship between students' learning styles and performance in architectural design studio devoted to the conclusion. The students with diverging styles, students have the best performance and style converge, has been the weakest performance in architectural design studio. It was also found that the effects of educational programs on students absorbent and long-term planning in accommodating students have a greater impact.

Rezaee (1389) examined the relationship between learning styles Kolb and Honey and Mumford learning styles and academic performance of students with age. It has been found that the only way Kolb learning abstract conceptualization was a significant positive correlation with academic performance and none of Honey and Mumford learning styles had no significant relationship with academic performance.

Folder and Solomon (1997) on the Folder and Silverman Learning Style Model (1988), a questionnaire designed to measure students' learning styles and noted that the question of power and the ability to distinguish between students is and instructional approaches, teachers can improve the regularity. Moreover, it can be a valid measure of students' learning styles and to predict their academic performance results are valid.

A number of researchers, including Carver and Howard, 2006; Folder and Asparlyn, 2006, using a questionnaire, they report proposed profile learning styles of students and leading students to teachers in selecting training methods have provided.

A number of other researchers including Lytzyng et al (2007) in their study using the profile examines various aspects of student learning styles and performance and Students' attitudes and suggestions for improving students' attitudes towards school and learning using learning styles are offered.

Kalkyt, Lpyn and New (2000) in a review of research conducted in the course of twenty years in the field of learning, learning style and academic success as an important factor in motivating students as said. In addition, Hendry et al (2005), Hanygsfld and Sharing, Fargas (2003) the role of learning styles in school learning and academic achievement in reading and have evaluated it positively.

Another study compared the learning styles of learner training is conducted in person electronically. This study revealed that the presence of context-dependent learning, while learners are motivated more internal mail. Independent learners in e-learning and learning styles have more sense of greater achievement. While the personal learning styles of students who have learning and social action to achieve greater academic achievement. This research suggests that learning styles of the students marked the beginning of the school year, and if there's a choice of e-learning or in person, students in the learning guidance (Kartnal Diaz and 1999).

Their style is usually dominant in the field who are independent of the details of their attention. Before they judge to issue opinion on other refuse and prefer to rely on their standards (Brown, 2000). In contrast, those in whom the predominant style is field-dependent, usually did not pay attention to details and even more isolated areas are facing serious problems, Always taken note of before addressing the issues seem to be asking people (Bin 1990).

Abraham (1985) investigate the relationship between the dependent and field independent styles and teaching methods studied grammar. He found the people to be independent of the underlying tendency to classes dominant style of grammar and syntax are analyzed, Whereas those with low willingness to participate and attend classes related to the field of command and not the rule.

According to Varasy (1987) in cultures in which tight control of parents or work groups dominated mainly done in style, context is more dominant. For example, in Spanish, and Vietnamese, with these two characteristics, the style is seen in the background.

According to what was considered the following questions:

First question: Are you related to the field of learning styles and teaching styles are related?

Second question: Is independent learning style with teaching style is related to the field?

Research Methods

The objective of this research is descriptive method because it pays to check the status of their data. In terms of field performance. In terms of cross-sectional and time of data type quantitative and methods of collecting data in the field and through a questionnaire.

The population and sample size

The population of this study consisted of all teachers who are working in the schools of Meymeh the 93-1392 school year. They reported that the total number of undergraduate training in management education Meymeh was equal to 331.

Since the variance of the statistical uncertainties in the present study was a pilot study on a group of people was needed in order to determine the variance. For this purpose, a group of 30 subjects were randomly selected from the target population. The population is limited to a small number of variables of the formula used and questionnaires distributed among them, and then extract the data from the response group, subjects were assessed using the Cochran formula.

$P = \frac{\text{Mean observed}}{\text{Number of Questions}} \times \text{Maximum score a Question}$

84/P= 0

Q=0/16

t=1/96

d=0/05

$$n = \frac{t^2 pq}{d^2}$$

$$n = \frac{1}{1 + \frac{1}{331} \left(\frac{t^2 p}{d^2} - 1 \right)}$$

$$n = \frac{1.96^2 \cdot .84 \times .16}{.05^2} = 128$$

The sample size in this study, 140 questionnaires were distributed to 128 students who achieved a perfect 128 questionnaires were analyzed.

Sampling procedure

Sampling was stratified random sampling is proportional to the volume. This means that the schools are separate schools for boys and girls schools were randomly selected and the teachers were chosen randomly for the study were placed at their disposal.

Tools for data collection

In the present study with regard to the subject and how it is related to the field-independent learning style questionnaire was used to the field research questionnaire containing 20 questions. That the Likert response is given. High score of 100 and a low score of 20 for each style. For determining the reliability of Cronbach's alpha was used to calculate the alpha is 0.755 report.

Results

First question: context-dependent learning style and teaching style are related.

Table 1 summarizes the results of the Pearson correlation coefficient learning styles and teaching styles

Teachingstyle		
-0/457	Pearson correlation	Learningstyles Context-dependent
0/0001	Significance level	
128	Number	

Results Table 1 shows that the teaching style of a negative relationship ($p < 0.01$) with a field-dependent learning style. These findings suggest that the student-centered teaching style (holistic) is less context-dependent learning style.

Second question: independent learning style with teaching style related fields.

Table 2 summarizes the results of the Pearson correlation coefficient learning styles and teaching styles

Teachingstyle		
0/260	Pearson correlation	Learningstyles Independent of the underlying
0/003	Significance level	
128	Number	

Results Table 2 shows a significant positive relationship between teaching styles ($p < 0.01$) with Navale learning styles depending on the context. These findings suggest that

the student-centered teaching style (holistic) is independent of the underlying learning styles.

Resource

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