FACULTY OF ADMINISTRATIVE SCIENCE AND POLICY STUDIES

STUDENT'S LEARNING STYLE AND LECTURER'S TEACHING STYLE: DO THE TWO MEETS?

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ABSTRACT

Teaching and learning styles, either match or mismatch has become the main issue in higher education system. The match between teaching and learning will offer a good implication to the education system. It is due to the matching between teaching and learning styles could offer a good image to the higher institution since they are able to produce good students with a good CGPA achievement.

The researchers have conducted a research in higher education concerning any differences between the individual learners and lecturers teaching styles in term of styles and strategies. Therefore, by having a good teaching styles, it would encourage the students to perform better in their study and at the same time it could minimize the poor achievement during tests or exams.

This study has examined the teaching styles and learning styles, students' perception toward lecturers teaching styles and students learning styles as to identify whether both of the styles are match or mismatch. Other than that this study also is to identify the problem faced by the students due to the mismatch between teaching and learning styles. Thus, about 110 respondents were selected that consist 100 students i.e. 25 students from three faculties and another 10 are lecturers. For the students we have conducted sets of questionnaires whereas for the lecturers, an interview was conducted. The questionnaires are di8vided into two parts; the first part is the basic question meanwhile to the second part requires the students to think. On the lecturers' side, in interview question, which consist of eight questions, was conducted in order to get the lecturers perception toward the lecturers teaching styles and their perception towards their students learning styles.

All the relationship can be measured by using correlation method cross tabulation and the frequency method. Through the findings, we found that it can be either match or mismatch between teaching and learning styles.

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