

**Students' Conceptions of Learning and Learning Styles and  
Teachers' Conceptions of Teaching and Teaching Styles**

A Research Paper

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Dr. Cynthia J. Ticao

Division of Social Sciences

College of Arts and Sciences

University of the Philippines in the Visayas

Miag-ao, Iloilo

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Sharon S. Alegario

Rhea Q. Palec

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This study aimed to identify the relationship that exists between students' conceptions of learning and their learning styles, teachers' conceptions of teaching and their teaching styles and students' learning styles and teachers' teaching styles. Respondents of the study were three (3) Communication II teachers, three (3) Mathematics 14 teachers and twenty of their respective students. It was conducted last February 7 to 18, 2000, AY 1999-2000 at the CAS Bldg. using a survey. There were two sets of questionnaire, one for the students and one for the teachers. The first set included the Conceptions of Learning Questionnaire and the Learning Style Inventory using a five-point scale and the second set included the Conceptions of Teaching Questionnaire and the Teaching Style Inventory. The Pearson Product Moment Correlation was used to determine the relationship that exists between students' conceptions of learning and their learning styles and the students' learning styles and their teachers' teaching styles. While the Spearman Rank-Order Correlation was used to determine the relationship that exists between teachers' conceptions of teaching and their teaching styles. Results of the study indicated that there is a positive relationship between students' conception of teaching as a complex process and their teaching style of an expert. The study also showed that there is a positive relationship between students' conceptions of learning as increasing one's knowledge and their active experimentation learning style. There is also a positive relationship between teachers' expert teaching style and their students' active experimentation learning style. It is recommended that future researchers would look into other different learning styles and teaching styles that match which will result to an improved learning environment and a higher academic achievement.