PREFERRED LEARNING STYLES AMONG FACULTY OF PHYSICAL EDUCATION STUDENTS IN MANAGEMENT, TRAINING AND TEACHING BRANCHES – COMPARATIVE STUDY

AHMED ELTANTAWY[1]

Abstract

Objective. In this period, the discourse of students 'style learning theory as a single theory, like other learning theories, is of interest to many educators, because it proposes to provide pedagogical experiences, teaching, and curriculum that is related to students' preferred learning patterns, Academic achievement.the aim of this investigation was to explore the Learning Styles for faculty of physical education students in management, training and teaching branches.

Methods. The sample of the research was randomly selected from the Faculty of Physical Education - Mansoura University. The total number of the sample was (180) college students, disturbed for three groups (Management group N= 52) (Training group N= 60) (Teaching group N= 68). (88 female student& 92 male student). The researcher conducted the average in High, weight and age.

Results. The results showed statistically significant differences:

1. between the students (management, training and teaching) in favor of the pattern of learning styles, the students in management department preferred to the audio learning style, while the students in training department preferred the kinetic learning style, in addition, the students in teaching department preferred the style visual learning style.

2. between the students (female and male) in favor of the pattern of learning styles, male student is more preferred to the kinetic learning style, while the female students preferred the visual learning.

Conclusion. In conclusion, time that suited a certain method of education some students may not necessarily fit others, the teacher must therefore give students the opportunity to learn in a way that has a positive impact in generating their motivation and increasing their motivation to learn.

Keywords: Learning Styles, Physical Education, Teaching.

Introduction

As teachers, we know that the needs of university students are different, that is why by the 70s the concept of "learning" as such changed radically. Soon "learning styles" emerged as well as "learning strategies" as models to follow for a correct and better option when transmitting and capturing knowledge.

In this period, the discourse of students 'style learning theory as a single theory, like other learning theories, is of interest to many educators, because it proposes to provide pedagogical experiences, teaching, and curriculum that is related to students' preferred learning patterns, Academic achievement (A. Ashraf, 2008).

The concept of Styles Learning is that all students differ in their intelligence, personality, way of thinking, and learning styles that they prefer. Knowledge of this difference helps to provide a climate and experience that encourages students to maximize their abilities and reach them to the highest degree of effective learning(GH. Mohamed, 2012).

Many of the theories dealt with learning patterns and differed in how they dealt with these patterns. Some focused on the personality traits of the learner and others focused on the learner's way of receiving, manipulating, organizing and storing information in memory, while others focused on the cognitive sensory medium preferred by the learner Information provided to him(A. Heba, 2012).

The names and terminology used by psychologists and educators are used to denote the concept of learning patterns. Some are called cognitive methods, cognitive strategies, cognitive processes or cognitive control methods, and although they differ in form, they are consistent in content

Mumford & Honey believes that the concept of learning pattern refers to a description of attitudes and behaviors that determine a person's preferred method of learning. (N.D. Fleming & C.C. Bonwell,

2002)defined preferred learning patterns as the way in which the learner receives knowledge, information and experience, then the way in which he registers, symbolizes, integrates and maintains this information in his knowledge repository, and then retrieves information and experiences in the way that he expresses them

(R. Ibrahim R., et al. 2010)believes that the learning pattern consists of cognitive, motivational, psychological and mood indicators that reflect how the learner receives, processes, responds to and responds positively to the learning environment. Abbas also points out that the pattern of learning reflects the way in which the individual perceives the learning experiences offered to him.

(D.A. Kolb, 1984)believes that learning patterns are a term that reflects individual variables and differences in students. It is a combination of genetic and experiential life experiences and environmental factors that combine with each other to produce individuals their learning style through two dimensions: First dimension: How to receive information: It has cognitive experiences and stimuli, and is received here through direct sensory experiences, abstract concepts. Second dimension: How to process information: It relates to the way in which the learner processes and processes experiences, and this is done through active experimental experimentation and reflective observations. The students' learning pattern includes four aspects: their cognitive style, attitudes, interests, attitudes towards learning situations that match their learning patterns and the use of specific learning strategies

The preferred learning patterns of students are based on several assumptions, which educators should consider. Each learner has a distinctive pattern of learning reflected in his ability to receive, process and process information more effectively. Learning is more effective and efficient if experiences are presented and presented to match learner learning. The curriculum can be adapted to the preferred learning style of students through presentation of learning experiences and strategies for addressing them. Adapting any curriculum or curriculum to match learners' preferred patterns makes learning easier and more effective. The preference of learners for cognitive senses when receiving, processing and processing information determines their preferred pattern ratio. These ratios vary according to the control of each pattern on the sensory perceptions of the learner according to specially prepared standards.

As a result of the increasing interest in learning patterns and their importance in facilitating and speeding up students' education and learning, several classifications and models have emerged: Dunn and the Form of McCarthy (the model of Hill, The VAR model) etc. There are many commonalities among these models, all of which stressed the need to consider the individual differences between the learners, in addition to these models stressed that to be effective education must be designed and organized to fit the different learning styles of learners

The most learning styles would be the following:

- The system of visual representation: preference for visual contact. They are not good with texts, but they learn better by seeing images, videos, etc. They are usually students who are good at drawing what they are learning. Sometimes we can see that they make symbols in their notes, precisely because they feel an extra visual aid in their way of learning. For this type of students who have more developed this style, a very effective way to learn is with educational videos that exist today on the Internet, no doubt they will end up finding themselves more comfortable.The auditory system: preference for auditory contact, noted for having a learning preference based on listening. For example, face-to-face discussions where they are forced to listen are very beneficial situations for this type of students with this predominant learning style. Many students also take advantage of this style to record their lessons and then listen to them quietly. They usually have a more developed auditory memory.

- The kinesthetic system: preference for interacting with the content. For example, laboratory classes are ideal for these people. Another example would be to learn to write with a keyboard, people with this learning learn better if they interact with the content. They need to feel the learning. It is said that these people are slower learning, however this is not so, these people when they learn, the content is recorded in a much deeper and possibly never forget them, it would be called as muscle memory.

- The reading / writing system: preference for reading, writing notes, learning mode is based on reading texts, brochures, long lists of details, etc ... They are people who need to constantly point.

- The multimodal system: It is a style that is based on having several predominant styles, many people have this type of style that usually includes some characteristics of each one.(F. Talafah, & Z. Emad 2009).

One of the best-known learning models is the VAK of Bandler (1950) and Grinder (1940), by which three modalities are determined by which the subject will perceive learning better(E. Azza, 2009).

These modalities are: auditory, kinesthetic and visual.

Visual style.

the student relates and learns better when they can see the information. Your ability to imagine and plan is totally related to your ability to visualize.

Characteristics.

- They learn better by looking or creating images.
- Process and memorize more easily the information given in diagrams or drawings.
- They learn better with demonstrations.
- They learn very well with notes, synthesis and summaries.
- Prefer written information to the auditory.
- Manage mental maps.

They are people who understand the world as they see it, remembering what they do in the form of images, therefore they must transform words into images and when they imagine something of the future, they visualize it.

These types of people excel in drawing, literature or design.(A. Salem & F. Mohamed, 2013).

Auditory style.

Based on the ability of the person to speak and listen, is a type of person who learns better when they receive information orally or must convey orally to other people.(E. AL-Balhan, 2007).

Characteristics.

- They learn better when they must explain things orally.
- They have good gifts for music and languages.

- They are faster than the visual ones but slower than the kinesthetic ones.
- When studying, they prefer to do it out loud.
- It responds very well to the activities of debates or oral defenses of works.
- Follow oral instructions very quickly.
- They learn through repeating themselves step by step knowledge, if they skip a step they are lost.
- Work very well with audio recordings.
- This type of people like to tell and listen to stories or short stories, talk, ask and answer as well as a great facility to reproduce what they hear.

This type of people stands out in music, dramatizations and languages(J. M. Furner, et al. 2005; A. Yahaya, & N. Yahaya, 2010).

Kinesthetic style.

His learning is based on the experience of playing and doing. They prefer to make demonstrations themselves and use physical objects whenever possible.

It processes information through action and movement, so it usually uses a lot of body language and gestures when communicating.However, they have a slower learning style than visual or auditory.

Characteristics.

- Learn better doing the simulations.
- Capture information better through sensations or movement.
- Relate what they learn with areas of their real life.
- Tend to be good at sports activities.
- Its learning is slow but exhaustive, because when we learn with muscle memory, it is more difficult for us to forget.

This type of people like to experiment, activities that have to do with movement and have great gestural communication skills.

Figure 1. show VAK learning styles

One of the important measures in encouraging students to participate in the educational process is to identify their preferred methods and styles of learning. It is important facts that colleges often ignore that individuals have different styles in

learning things and thinking about them(P.Dasari, 2006).

Therefore, the aim of this investigation was to explorethe Learning Styles forfaculty of physical education students in management, training and teaching branches.

Methods.

The sample of the research was randomly selected from the Faculty of Physical Education - Mansoura University. The total number of the sample was (180) college students, disturbed for three groups (Management group N= 52) (Training group N= 60) (Teaching group N= 68). (88 female student& 92 male student). The researcher conducted the average in High, weight and age.

Tool.

Learning Style Questionnaire

The modality (learning channel preference) questionnaire reproduced here is by O'Brien (1985). To complete, read each sentence carefully and

consider if it applies to you. On the line in front of each statement, indicate how often the sentence applies to you, according to the chart below. the students respond to all (30) questions.

Never applies to me(1 Degree). Sometimes applies to me (2 Degree). Often applies to me (3 Degree).

This dominant style defines the best way to learn new information, this does not mean that it is the only channel through which you can do it.

Statistical analysis

All statistical analyses were calculated by the SPSS statistical package. The results are reported as means and standard deviations (SD). Differences between pre and posttests were reported as mean difference ±95% confidence intervals (meandiff ± 95% CI). Anovatest and Chi-Square test of independencefor the three groups was used to determine the differences in parameters. The $p < 0.05$ was considered as statistically significant.

Results.

Table 1 the High, weight and age of the subjects.

Groups	N.	High	Weight	Age
Management group	52	171.24± 5.33	66.36± 6.69	17.54± 0.64
Training group	60	168.55± 6.41	68.47± 5.87	17.68± 0.78
Teaching group	68			

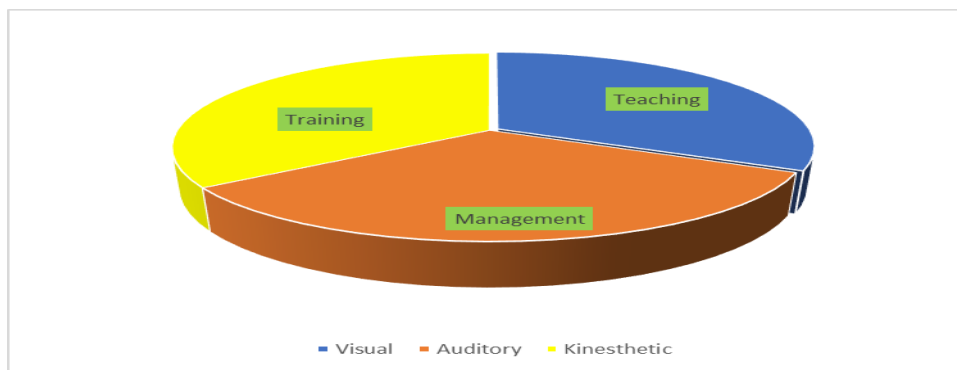Table 1 shows no significant differences were observed in the all characteristics of the subjects

Figure 2. show the differences between the students (management, training and teaching) in favor of the pattern of learning styles, the students in management department preferred to the audio learning style, while the students in training department preferred thekinetic learning style, in addition, the students in teaching department preferred thestylevisual learningstyle.
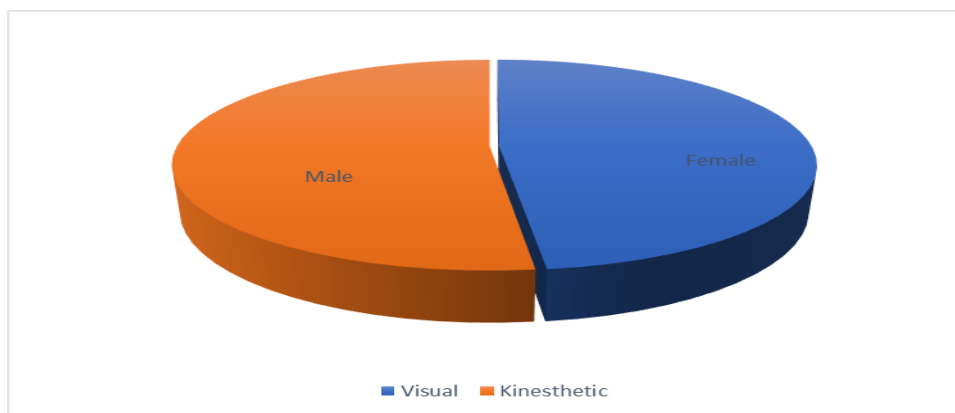
Figure 3. show the differences between the students (female and male) in favor of the pattern of learning styles, male student is more preferred to the kinetic learning style, while the female students preferredthe visual learning.

Discussion

The purpose of this article was to determine andexplore the Learning Styles for faculty of physical education students in management, training and teaching branches.

Our results indicated that the female students were more in favor of the pattern of visual learning, and the male student is more preferred to the kinetic learning style, while the degree of preference of female students and male students for both the audio style. Male students prefer to learn the types of sensory and motor activity and to simulate reality. They prefer to learn through direct experiences, use laboratories, and activity colors that require movement or practical training. Female Students prefer to use the sense of sight in dealing with situations and learning through them. Graphics, images, and color usage(W.J Mckeachie, 2003;M.Sywelem, & B.Dahawy, 2010).

This indicates a relationship between students' specialization and their preferences for the learning styles. This result is consistent with the outcome of the study (A. Ashraf, 2008)which revealed differences due to the variable specialization.

The learning patterns of the variables that must be aware of the importance of the teacher and take into account in the planning of educational situations, and perhaps justified by (F. Marwa,2015)pointed out that at a time that suited a certain method of education some students may not necessarily fit others, The teacher must therefore give students the opportunity to learn in a way that has a positive impact in generating their motivation and increasing their motivation to learn. Because the students differ in their characteristics, abilities and attitudes, the teacher must consider these differences by choosing the methods and teaching methods and directing them towards teaching the students

considering this and to achieve the desired learning. Many international institutions and bodies concerned with quality standards in education call for the importance and necessity of observing the conditions and patterns of learners and their right to be able to learn in the way they can learn. (S. Honey & A. Mumford, 2000).This is consistent with the recommendations of many studies that have confirmed the improvement of students' in different stages when addressing them in accordance with their wishes and preferred learning methods

The educational pattern is a key principle in the design of curricula and assessment of teaching and learning. Therefore, the role of the teacher should focus on awareness of the integration of the pattern. While teaching and learning. It is therefore possible to say that the teacher's consideration of the preferred learning patterns of students increases their level of education.(NCTM) (2000; NCATE. 2008).

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