

Effects of the Mathcing between Learning and Teaching Styles on Learning with Happiness of College Students

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Abstract : The purpose of the study was to determine the relationship between learning style preferences, teaching style preferences, and learning with happiness of college students who were majors in five different academic areas at the Suansunandha Rajabhat University in Thailand. The selected participants were 729 students 1st year-5th year in Faculty of Education from Thai teaching, early childhood education, math and science teaching, and English teaching majors. The research instruments are the Grasha and Riechmann learning and teaching styles survey and the students' happiness in learning survey, based on learning with happiness theory initiated by the Office of the National Education Commission. The results of this study: 1) The most students' learning styles were participant style, followed by collaborative style, and independent style 2) Most students' happiness in learning in all subjects areas were at the moderate level: Early Childhood Education subject had the highest scores, while Math subject was at the least scores. 3) No different of student's happiness in learning were found between students who has learning styles that match and not match to teachers' teaching styles.

Keywords : learning style, teaching style, learning with happiness

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