

ABSTRACT

This study aims to assess and carry out an evaluation of the students' perceptions of their learning styles and of their teachers' styles of teaching at Luzon Nazarene Bible College for school year 1995 – 1996.

This was conducted in the month of February during the second semester where 70 student respondents were involved.

The descriptive method was used in this study with the survey questionnaire and personal interviews as the primary instruments for gathering data.

The statistical tools used in this study were percentages, frequency counts, weighted mean and chi-square for the purpose of interpreting data.

There are six areas into which the study was made: The profile of the student respondents regarding sex and age; the perception of the student respondents of their own learning styles; the students' perceptions of their responsibilities as learners; and the students evaluation of their instructors' general effectiveness and the value of the course.

The findings of the study show that the teaching styles of the teacher do not affect the learning style of the students. The General Point Average (GPA) of the student is a contributory factor to his or her learning style. The effectiveness of the teaching style and the value of the course are rated excellent. As a result of these findings, there is no significant relationship between learning style and teaching style at Luzon Nazarene Bible College. But there is a significant relationship between learning style and GPA of students at LNBC.

Recommendations were made as a result of this study, that teachers of LNBC should learn to improve their teaching styles/methods of teaching by faculty development programs. Students should endeavor to improve their learning styles to help fully enjoy the benefits of teaching styles of their teachers. Teachers of Bible Colleges / Schools should continue to endeavor for the improvement of their personal and professional qualities for more effective teaching style. Administrators and teachers must also pay attention to the individual differences especially in learning and instructional needs of their students.