



LEARNING STYLES PREFERRED BY THE PARENT'S AMONG BSED A.P MAJOR INPUT TO A PROPOSE ACTION PLAN

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ABSTRACT

This study aimed to determine whether employing Learning Styles Preferred by the Parent's among BSED A.P major is effective. Understanding the learning styles of parents is crucial in creating effective partnerships between home and school. It is especially important for pre-service teachers pursuing a Bachelor of Science in Education (BSED) major in Preschool Education (BSED P) as they work closely with parents to support their child's learning and development. By recognizing and accommodating the diverse learning styles of parents, educators can foster positive relationships with families, leading to improved student outcomes. Research on the learning styles of parents in the context of early childhood education is limited but growing. Studies suggest that parental learning preferences can vary based on cultural backgrounds, educational experiences, and personal preferences.

The proposed study aims to examine the learning styles of parents among BSED A.P majors, with the intent of informing the development of an action plan to enhance the understanding of pre-service teachers in accommodating the diverse learning styles of parents. The study will employ a mixed-methods approach, combining quantitative surveys and qualitative interviews, to gather data on the preferred learning styles of BSED A.P majors as well as their experiences and perspectives. The survey instrument will be designed based on existing validated tools, such as the Index of Learning Styles and the Learning Style Inventory, to collect quantitative data on the preferred learning styles of BSED A.P majors and demographic information. The collected quantitative data will be analyzed using descriptive statistics to identify potential patterns or associations among the preferred learning styles of

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BSED A.P majors. This analysis will provide valuable insights into the dominant learning styles among this group of pre-service teachers. In addition to the quantitative data, qualitative data will be collected through open-ended survey questions and follow-up interviews. This qualitative data will be analyzed using thematic analysis, aiming to identify recurring themes and patterns related to the experiences and perspectives of BSED A.P parents. By gaining a deeper understanding of their preferred learning styles, the study will contribute to the broader understanding of how pre-service teachers can effectively engage and support parents in their child’s learning process.

The findings of this study will inform the development of an action plan to enhance the understanding of pre-service teachers regarding the learning styles of parents among BSED A.P majors. The action plan may include strategies such as professional development workshops, reflective practice activities, communication strategies, and parent education programs. These strategies will aim to improve the skills of pre-service teachers in accommodating the diverse learning styles of parents, ultimately fostering positive partnerships between home and school and leading to improved student outcomes. This study seeks to bridge the gap in the literature by exploring the learning styles of parents among BSED A.P majors and providing valuable insights for pre-service teachers to effectively engage and support parents in their child’s learning and development.

Keywords: *Collaboration, Engagement, Learning, Parental Learning, and Style of Parents*

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