



LEARNING STYLES AMONG SECONDARY SCHOOL STUDENTS

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Introduction

The concept of learning style has become an important area of educational research in recent times. The concept of learning styles has been defined as a certain specified pattern of behavior and performance according to which the individual approaches a learning experience, a way in which the individual takes in new information and develops new skills, and the process by which the individual retain new information or new skills. For example, an auditory learner learns best by listening; a visual learner does best with visual aids, where as a kinesthetic learner acquires knowledge through some physical activity, such as building a model, designing a project, or drawing a schematic. The terms 'auditory learner', 'visual learner' and 'kinesthetic learner' are not categorical. These terms are just convenient way to learners with certain strengths or natural predominant tendencies. Most people have combination of these strengths or tendencies.

There are three types of Learning Styles. They are

1. Visual Learning Styles.
2. Auditory Learning Styles and
3. Kinesthetic learning Styles.

IMPORTANCE OF LEARNING STYLES

At one staff development session at Monash, staffs were asked how they would solve a particular essay writing question. It was very interesting to notice the many different ways the question was interpreted and the approaches used to tackle the question.

This activity demonstrated that we do not process incoming information in the same way. Neither do we store it, organize it or retrieve it in the same way. Students and teachers have varying learning styles, and no single teaching style can fulfill all students' needs.

- A person's learning style has to do with the way he or she processes information in order to learn it and then apply it.

- No one approach or style is more or less effective than any other. What does matter is whether it is suited to a particular everyday task or academic situation.
- By understanding different 'learning styles' staff may gain insights into ways of making academic information more accessible to our diverse groups of learners.

OBJECTIVE OF THE STUDY

- To study the influence of Gender, Management and Locality Learning Style of Secondary school students.

HYPOTHESIS OF THE STUDY

- There is no significant difference in learning styles with respect to Gender, Management, Locality.

DELIMITATIONS

- The study has delimited to Khammam district only.
- The study has delimited to IX Secondary school students only.
- This Study has delimited to Learning Style only.

SAMPLE-DESIGN

The sample for the investigation consisted of 320 IX class students in khammam District. The stratified random sampling was applied in three stages. The first stage is management, Government, private and the second stage is locality i.e., rural and urban and third stage is gender i.e., boys and girls.

Table-1 Sample Design

S.NO	LOCALITY	RURAL		URBAN		TOTAL
	GENDER MANAGEMENT	BOYS	GIRLS	BOYS	GIRLS	
1	GOVERNMENT	40	40	40	40	160
2	PRIVATE	40	40	40	40	160
3	TOTAL	160		160		320

Results and Discussion

Gender

The relationship of learning styles with their gender is studied in the present investigation. On the basis of gender 'the whole sample is divided into two groups. The boys students form with the GROUP-I and GROUP-II FROM WITH THE GIRL STUDENTS. The learning style on IX class students of the two groups were analyzed accordingly. The learning style on IX class students for the two groups were tested for significance by employing 't' test.

The following Hypothesis is framed.

HYPOTHESIS-I

There would be no significant difference between boys and girls on the learning styles of IX class students.

The above hypothesis is tested by employing ‘t’ –test. The results are presented in TABLE-2.

TABLE- 2 Influence of Gender on the learning styles of IX class students

	Gender	N	Mean	Std. Deviation	t-test	p value	Sig
Score	Boys	162	70.14	5.99	2.273	0.024	*
	Girls	158	71.55	5.097			

*Significant at 0.05 level

From the table-2 It is observed that the t-value is 2.273, which is greater than the table t-value 1.97 for degree of freedom 238 at 0.05 level of significance . The null hypothesis was rejected .Hence we concluded that there would be no significance difference between boys and girls on learning styles of IX class students.

Therefore, there is a significant difference between boys and girls on learning styles of IX class students.

Management

The relationship of learning styles with their Management is studied in the present investigation .On the basis of management the whole sample is divided into two groups. The government students form with the GROUP-I and GROUP-II form with the private students. The learning style on IX class students of the two groups were analyzed accordingly. The learning style on IX class students for the two groups were tested for significance by employing ‘t-’ test.

The following Hypothesis is framed

HYPOTHESIS-2

There would be no significance difference between government and private on the learning styles of IX class students.

The above hypothesis is tested by employing ‘t’ –test .The results are presented in TABLE-5.

TABLE-3 Influence of management on the learning styles of IX class students

	Management	N	Mean	Std. Deviation	t-test	p value	sig
Score	Government	159	71.23	5.713	1.265	0.207	@
	Private	161	70.44	5.483			

@ not significant at 0.05 level

From the table-3 It is observed that the t-value is 1.265 which is lesser than the table t-value 1.97 for degree of freedom 238 at 0.05 level significance. Hence we concluded that there would be no significance difference between government and private on learning styles of IX class student's null hypothesis is accepted.

Therefore, there would be no significant difference between government and private on learning styles of IX class students.

Locality

The relationship of learning styles with their locality is studied in the present investigation. On the basis of locality the whole sample is divided into two groups. The rural students form with the GROUP-I and GROUP-II from with the urban students. The learning style on IX class students of the two groups were analyzed accordingly .The learning style on IX class students for the two groups were tested for significance by employing 't' - test.

The following Hypothesis is framed

HYPOTHESIS-3

There would be no significant difference between rural and urban on the learning styles of IX class students.

The above hypothesis is tested by employing 't' -test .The results are presented in TABLE-4

Influence of locality on the learning styles of IX class students

TABLE-4

	Locality	N	Mean	Std. Deviation	t-test	p Value	Sig
Score	Rural	160	69.92	5.538	2.958	0.003	**
	Urban	160	71.75	5.535			

** not significant at 0.01 level

From the table-4 It is observed that the t-value is 2.958, which is greater than the table t-value 1.97 for degree of freedom 238 at 0.01 level significance. The null hypothesis was rejected. Hence we concluded that there would be no significance difference between rural and urban on learning styles of IX class students.

Therefore, there is a significance difference between rural and urban on learning styles of IX class students.

MAJOR FINDINGS OF THE STUDY

- There is a significant difference in the Gender component with regard to the different learning styles of students. Females have Good Learning Styles than Boys.
- There would be no significant difference in management of learning styles among IX class students.
- There would be no significant difference in Locality of learning styles among IX class students.

EDUCATIONAL IMPLICATIONS OF THE STUDY

The following are some of the significant implications of the present study.

- The Gender is influence on the learning styles of IX class students. Girls have positive learning style then the Boys the administrator to conduct different programmes for boys students.
- Co- curricular activity is highly influence on the learning styles of IX class students Out door games have positive learning style than the Indoor games. The administrator to provide physical facilities for indoor games students.
- The locality is highly influence on the learning styles of IX class students. Rural students have positive learning styles than the urban students the administrators to conduct different programmes for urban schools students

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