

A STUDY OF LEARNING STYLES OF HIGHER SECONDARY SCHOOL STUDENTS IN RESPECT TO THEIR GENDER AND LOCALITY

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Abstract

This study was an attempt to find out the different learning styles of the higher secondary students of Rajkot district of Gujarat state in respect to their gender and locality. In this study, it was tried to find differences in learning styles between girls and boys as well as in group of students of urban and rural locality. The population of the study was higher secondary schools with Gujarati medium of Rajkot district. The male-female and urban-rural students were selected as sample by static random group process. The survey method of research was used for the study. The Gujarati translated learning style Inventory of Felder and Solomon was used to know different learning styles of students. The individual data of students like name, gender, locality, age and aggregated percentiles in std. 10th were also collected. The computer excel software was used to analyze the data. The statistical functions like mean, standard deviation and t-value were used in calculating the result. At the end of the study. The significant difference found in learning styles between male and female students. So, it is said that boys and girls have different learning styles. Boys are more active, reflective, visual, verbal sequential and global as compare to girls. But, there was no significant different found in learning styles between the group of urban and rural students. So, it is said that the students of urban area and rural area have same learning styles. This study is beneficial to students, teachers, parents, school administrators and educators. Students may recognize their own learning styles. Teachers may know the different learning styles of their own students and manage the learning strategies according to learning styles of their students. Educators may get informed by

new trends in education. By obtaining the information regarding the learning style of students, instructor can design suitable learning environments for students.

Keywords: Learning style, Gender, Locality, Higher secondary School, Rural and Urban.

Learning is a cognitive development process and the central theme of educational psychology. It is contingent upon experience. It means any pupil's learning comes through what he himself experiences. Two pupils learning in the same stimulus situation, experience the situation differently, hence their responses and their learning vary. The learner would learn from any activity that would yield satisfaction he wants or would lead him to the goal he aspires for (Khanna,1999). Thus, the learners can be categorized into different areas as per their learning styles. Learning style is an attribute of an individual that interacts with instructional circumstances in such a way to produce differential learning achievement. The learning styles are the approaches to learn that work best for them vary considerably among students.

This study is very important. Here, it is tried to analyze the learning styles of higher secondary school students of Rajkot district of Gujarat state in respect to their gender and locality.

Statement of the Problem

The problem of the present study was "A study of learning styles of higher secondary school students in respect to their gender and locality."

The present study was conducted to find out the different styles of learning of Gujarati higher secondary male and female students as well as urban and rural area students of Rajkot district of Gujarat state in India.

Review of Literature

Review of study related literatures are as follows:

According to Felder and Solomon (1998), there are eight different types of learning styles namely:

1. **Active:** They mostly learning with discusses or acting or understanding others.
2. **Reflective:** They mostly learn by thinking. They like loneliness.
3. **Sensing:** They are realistic in learning process.
4. **Intuitive:** They like to work in different ways.
5. **Visual:** They like to learn with the use of pictures, charts, graphs, films, slides and demonstrations.
6. **Verbal:** They like to learn with the use of spoken and written words.

They understand lectures and learn with the help of friends very well.

7. **Sequential:** They understand subjects step by step. Their learning process is very slow.
8. **Global:** Their learning process is very fast. They solve problems very fast and take decisions very fast.

According to factor analysis of Felder and Solomon Learning style inventory (1998), there are four main components of learning style. Each Learning style has two sides first side is positive and other side is negative. For example Active learning style is positive and Reflective learning style is negative. Sensing is positive and Intuitive is negative. Visual is positive and verbal is negative. As well as Sequential is positive side and global is negative side of learning style.

According to Joshi H.O. (1999), learning style is the best way which student like to learn.

According to Joshi Bharat (1999), learning style is the way which students like to learn most easiest way.

According to Karoline (1999) in website wikipedia.org, learning style is the process of creating new ideas regarding past, present and future and comparing the learning experience.

Pandey A.N.(2001) had found the difference in the learning styles in English medium secondary school students in respect to gender and achievement.

Sudharma and Thomas (2007) had found different learning styles in higher secondary school students according to their academic achievements.

Vaidya S.P. (2007) also found the difference in the learning styles in English medium secondary school students in respect to gender and achievement.

According to Adobe reader (2014, lecture-3) in website wikipedia.org, Learning style is the process of developing new knowledge and skill.

Objectives

The objectives of the study are as follows:

1. To study the learning styles of higher secondary school students of Rajkot district.
2. To study the differences in learning styles of higher secondary school students of Rajkot district in respect to their gender.

3. To study the differences in learning styles of higher secondary school students of Rajkot district in respect to their locality.

Hypotheses

Hypotheses of the study are as follows:

1. There is no significant difference in learning styles of higher; secondary school students of Rajkot district.
2. There is no significant difference in learning styles of higher secondary school in respect to their gender.
3. There is no significant difference in learning styles of higher secondary school students in respect to their locality.

Population

The population of the study is higher secondary schools with Gujarati medium of Rajkot district of Gujarat state.

Sample

There were 315 students of Gujarati medium higher secondary school students selected by static random group process. In this sample, there were 158 boys and 157 girls students. There were 160 students of urban area and 155 students of rural area of Rajkot district. Students of std.11th and std.12th were included in the study.

Tool

The Gujarati translated Felder and Solomon learning style inventory was used to find the learning styles of students.

Research Method

The research was done by Survey method of research.

Data Collection

Researcher had collected responses from students on the learning style inventory. The details of students like name, gender, locality and percentile of standard 10th were collected in the sheet of learning style inventory.

Data Analysis

The data was analyzed by the computer excel program. Mean, Standard deviation and t-value were calculated by the use of excel computer program.

Result and Discussion

Results according to null hypotheses are as follows:

Table: 1: General Pattern of Learning Style

No	Learning styles	Mean	S.D	t-value
1.	Active	6.19	1.57	16.54**
2.	Reflective	4.96	1.62	
3.	Sensing	5.82	1.74	9.93**
4.	Intuitive	5.14	1.74	
5.	Visual	4.71	1.76	6.32**
6.	Verbal	4.27	1.78	
7.	Sequential	7.8	1.82	12.38**
8.	Global	6.9	1.87	

Significant at 0.01 level

Table: 1 shows the General pattern of learning style of the students of whole sample.

The significant difference is found in mean of active and reflective learning styles at 0.01 level. The means are 6.23 and 4.76. So, it is said that students are more active than reflective in learning style.

The significant difference is found in mean of sensing and intuitive learning styles at 0.01 level. The means are 5.82 and 5.14. So, it is said that students are more sensing than intuitive in learning style.

The significant difference is found in mean of visual and verbal learning styles at 0.01 level. The means are 4.71 and 4.27. So, it is said that students are more visual than verbal in learning style.

The significant difference is found in mean of sequential and global learning styles at 0.01 level. The means are 7.9 and 3.9. So, it is said that students are more sequential than global in learning style.

Here, significant differences found between various learning styles of students of higher secondary schools of Rajkot district. So, a first null hypothesis of this study is not accepted. So, It is said that there is significant difference in learning styles of students of higher secondary school of Rajkot district.

Table 2: Learning Styles of the Students in Respect to Gender

No.	Learning style	Boys		Girls		t-value
		mean	s.d.	mean	s.d.	
1	Active	6.14	1.41	6.31	1.60	2.85**
2	Reflective	4.85	1.40	4.68	1.62	2.83**
3	Sensing	5.79	1.78	5.85	1.70	0.88
4	Intuitive	5.17	1.17	5.12	1.72	0.85
5	Visual	4.93	1.86	4.48	1.68	6.49**
6	Verbal	6.06	1.84	6.49	1.65	6.30**
7	Sequential	6.82	1.99	7.36	1.59	7.72**
8	Global	4.17	1.96	3.63	1.58	6.96**

**significarit at 0.01 level

Table 2 shows the different values of learning styles of boys and girls students of higher secondary school of Rajkot district. There is significant difference found in learning style of Active, Reflective, Visual, Verbal, Sequential and global between boys and girls at 0.01 level. But, there is no significant difference found in the Sensing and Intuitive learning style in boys and girls. So, the second null hypothesis of this study is not accepted. It is said that there is significant difference in learning styles in Boys and Girls of Higher secondary school of Rajkot district.

Table 3: Learning styles of the students in respect to locality

No.	Learning style	urban		rural		t-value
		mean	s.d.	mean	s.d.	
1	Active	6.31	1.56	6.24	1.62	1.12
2	Reflective	4.69	1.52	4.76	1.60	1.14
3	Sensing	6.18	1.72	6.14	1.76	0.58
4	Intuitive	4.82	1.75	4.86	1.72	0.59
5	Visual	4.72	1.67	4.70	1.68	0.30
6	Verbal	6.28	1.66	6.30	1.66	0.31
7	Sequential	7.07	1.63	7.04	1.60	0.47
8	Global	3.98	1.65	3.96	1.58	0.79

Table 3 shows the different values of learning styles of students of higher secondary school of urban and rural area of Rajkot district. There is no significant difference in mean values of various learning styles of students of urban

and rural area. So, the third null hypothesis of this study is accepted. It is said that there is no significant difference in learning styles in students of urban area and rural area of Rajkot district.

Conclusions

1. In learning styles, higher secondary school students of Rajkot district are different. They have different learning styles like active, sensing, verbal and sequential more than Reflective, Intuitive, visual and global.
2. There is significant difference in the learning styles of Boys and girls of higher secondary school students of Rajkot district. In other words it is said that boys and girls have different learning styles. Boys are more active, reflective, visual, verbal sequential and global as compare to girls.
3. There is no significant difference in the learning styles of higher secondary school of urban and rural area locality. So, it is said that the students of urban area and rural area have same learning styles.

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