Original Article

Landscaping Learning Styles To Address Education For All

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Abstract

Learning style has an insightful impact on specific aspects of the teaching and learning process. Each student have their own preferred method of recognising, retaining, and retrieving information in order to excel academically. The present study explored the learning styles of male and female secondary school students. The objectives of the research were two fold. (1) To find out the learning styles of government and private secondary school students. (2) To find out and compare the learning styles of male and female secondary school students. The sample consisted of randomly selected 200 secondary school students from private and government institutions. The tool for data collection was learning style inventory constructed and standardized by K.S Mishra. Findings indicated that there were differences in learning style between male and female secondary school students as well as between government and private institutions. These disclosures can attribute to possible factors such as differential educational competence, outlandish artistry and aptitude, offbeat stratum of exposure, digital divide, unalike infrastructure, disparate inquisitiveness, etc.

Keywords- Learning Styles, Students, Gender, Education.

INTRODUCTION

Every individual is a lifelong learner. A Person's learning style differs from one another. The concept of learning styles emerged in the 1970s and has had a significant impact on education. Each person has a unique way of gathering and processing information, as well as solving problems in everyday situations. These personal cognitive abilities, acquired over a long period of socialisation, are referred to as "learning styles."(Reynolds, 1997). Learning occurs within an individual's heads in the mind, and it is a vastly multifaceted and complex process. Learning information can be gathered using logical techniques, and once verified, it is typically communicated as learning standards. Learning is a procedure that allows the educator to recognise that learning has occurred when they notice a change. Learning happens in stages, and understudies learn in different ways at each stage. According to Riding (2005), students are not all the same and that individual differences influence both their learning and academic achievement. Knowing one's learning style can lead to improved learning and help the learner focus on weaker points. Learning Styles analysis can also be used to improve achievement and inclusion by informing the teaching and learning process. Rose and Nicholl (1997). The study was conducted to analyse preferable learning styles among secondary school students of Purnia district of Bihar. The current study is a modest attempt to determine the effect of government and private institutions, as well as gender, on secondary school student's learning style preferences.

REVIEW OF THE LITERATURE

Liu Hai-ping (2022) studied the learning preferences of university-based medical students. The findings demonstrated that clinical medical students prefer visual information over verbal information (73.97% of the sample student picked this). These pupils analyse reflecting information (51.82%) over active information and prefer sensory information (67.15%) above intuitive knowledge. They choose sequential processing of information (59.85%) over global processing. Our findings also indicate that whereas female students appear to prefer a reflective learning style over an active learning style, male students appear to prefer an active learning style over a reflective learning style. The differences in these preferences between cohorts (gender) were not statistically significant. Sensing and vision are significantly different from other published studies in terms of the most popular styles of learning adopted by medical science students; however, preferences in other dimensions vary by group.

Ibrahim Norezan, et al(2022),The results showed that many majority biology students acquired good CGPA ranging from 3.00 to 3.49 displays they are good visual learners but the significant corelation between academic achievement and kinaesthetic (r= 0.304) , visual (r= 0.260) and individual (r= 0.189) spells weak relationship between the two variables . Kinaesthetic

learning style showed the visibility of gender differences. As far as auditory learning style considered statically significant differences were seen between the students who took up minor chemistry and mathematics as subjects. It can be advised for the lecturers to innovate different learning style for different group of students for better understanding and learning of science. It will boost their academic performances. An extensive investigation on the relationship between learners learning style and lecturers teaching is required based on large scale data. It will plug the loop holes in the science education and strengthen the teaching learning environment.

Mozaffari (2020) showed no significant relationship was found between academic achievement and learning style in the two groups of strong and weak students.

Nirjesh and Sharma (2018) analysed strong correlation between multiple intelligences, gender, age, family type, and the learning methods of male and female pupils. Additionally, Adnan, Abdullah, Ahmad, Puteh, Zawawi, and Maat (2013) found that notable variations in verbal, visual, sequential, and gender-based global learning preferences.

Harvinder (2016) found that Male and female students learning preferences appeared to be similar.

Palanivelu.G (2016) found that kinaesthetic learning style is more common than visual and auditory learning style. The academic success of secondary school students in mathematics showed a strong positive link with their kinaesthetic learning preferences. Academic achievement and visual and auditory learning modes did not significantly correlate.

Sirmaci (2010) found that no distinction in the learning preferences of the sample's male and female students. It was observed that both male and female students had a strong preference for visual learning.

SIGNIFICANCE OF THE STUDY

Previous research and studies in the field of learning have shown that individual differences exist in the learning process. Each person thinks, perceives, remembers, and solves problems in their own unique way. According to Trevathan (2002), learning style is an important aspect of the student learning process that can influence academic achievement. Boys (2003), Oswald (2003), and Maynes (2004) found a correlation between learning style and academic achievement.Many studies have found a link between learning style and achievement. Though many studies on learning styles and related variables have been conducted, few attempts have been made to explore the learning styles of government and private secondary school students. Furthermore, to provide insight and compare the learning styles of male and female secondary school students, the investigator attempted to conduct a study on secondary school students in this specific area, particularly the Purnia district of Bihar. The study's findings are expected to be useful in organising guidance and counselling programmes for school students in order to maximise their academic performance by adopting a proper learning style.

OBJECTIVES OF THE STUDY

1. To find out the learning styles of government and private secondary school students.
2. To find out and compare the learning styles of male and female secondary school students.

HYPOTHESIS

1. There is no significant difference between learning styles of government and private secondary school students.
2. There is no significant difference between the learning styles of male and female secondary school students.

METHODOLOGY

In this research, survey method under the Descriptive research was used.

Population

All students of secondary school level of Purnia district were considered as population.

Sampling Technique-

The sample was selected by using random sampling technique. A sample of 200 government and private secondary school students were selected for present study.

Tool used

The tool used for the present study was learning style inventory constructed and standardized by K.S Mishra.

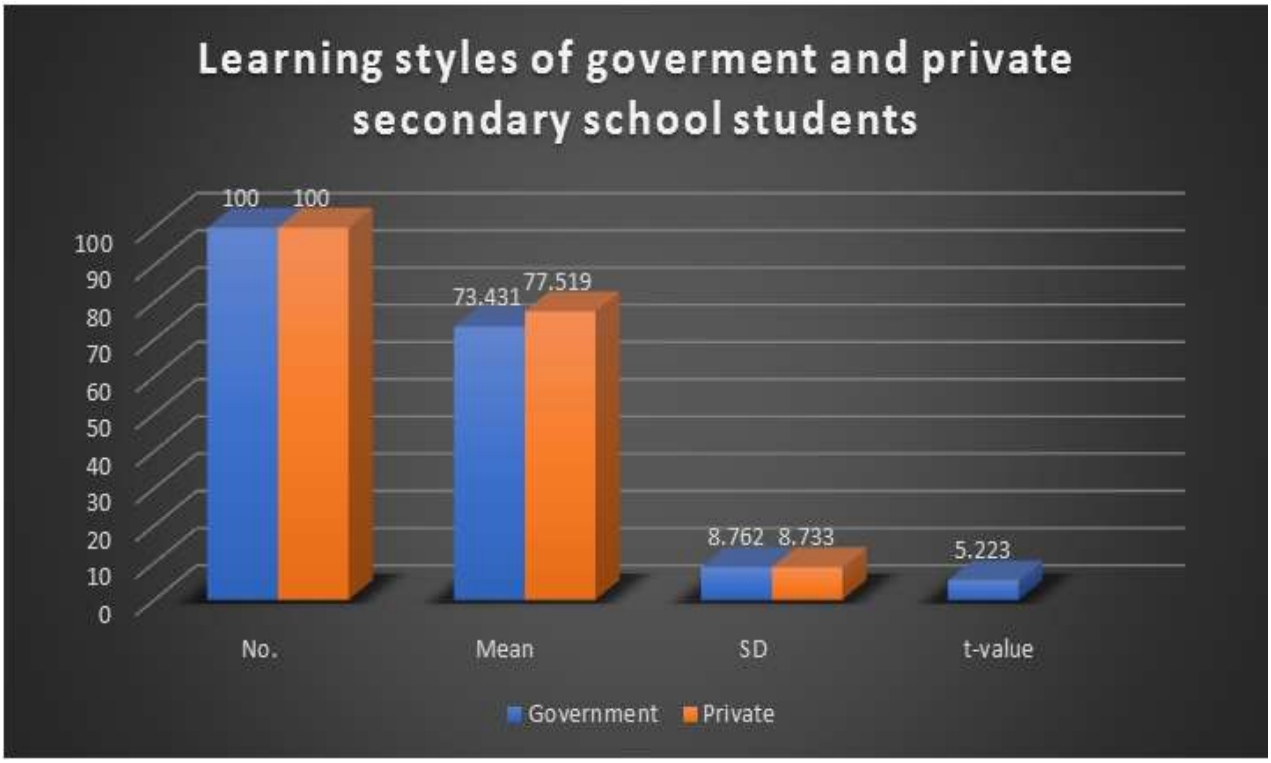
Statistical Analysis used The analysis and interpretation of the data was done by calculating the mean, S.D and t- value.

RESULTS AND INTERPRETATION

OBJECTIVE 1: To Compare the learning styles of government and private secondary school students.

Table 1: Mean, S.D and t-ratio of learning styles of government and private secondary school students.

Institution	No.	Mean	SD	t-value
Government	100	73.431	8.762	5.223
Private	100	77.519	8.733	



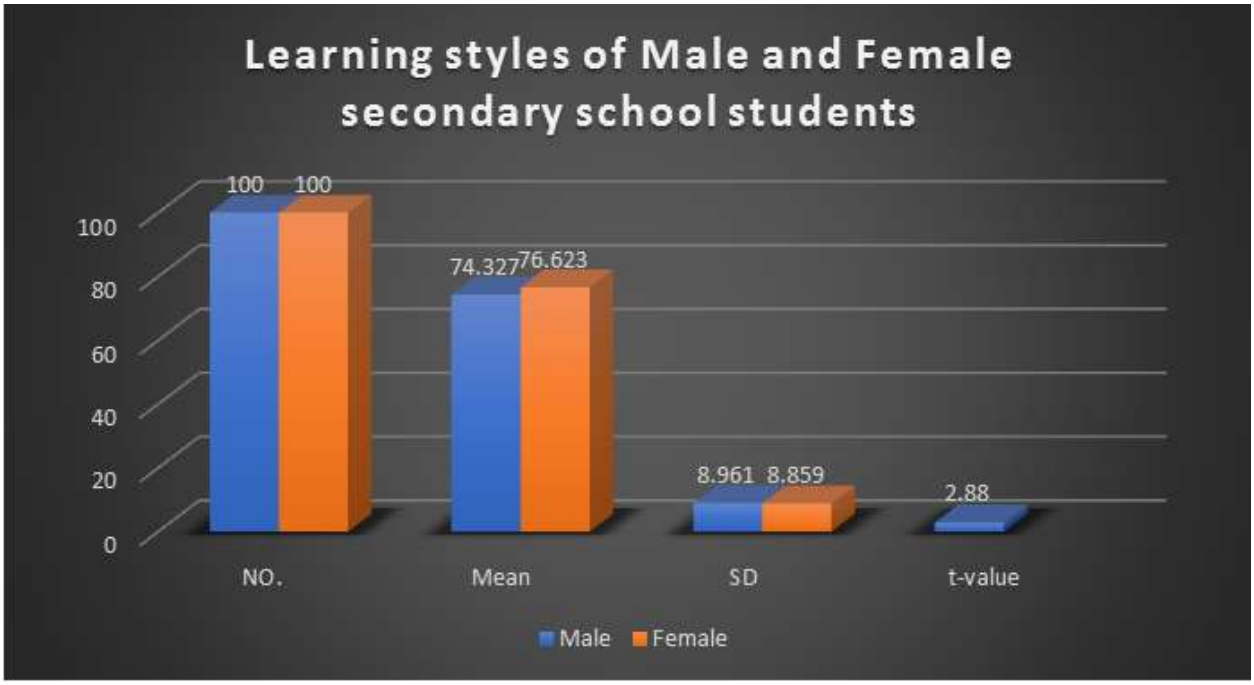
The Table-1 reveals that the calculated value of t- ratio 5.223 which is greater than the table value of t-ratio at 0.5 level of significance. Therefore the null hypothesis is rejected at 0.5 level of significance that there is no difference in learning styles government and private secondary school students and the research hypothesis is accepted that there is difference in learning styles between government and private secondary schoolstudents. Hence it is stated that there is significant difference in learning styles between government and private secondary school students. It is observed from table- 1 that mean of learning style of government secondary school students is 73.431 and the mean of learning style of private secondary school students is 77.519. It indicates that there exists significant difference in learning style between government and private secondary school students. So, It stated that private secondary school students of level having better learning style than government secondary school students.

OBJECTIVE 2 :To find out and compare the learning styles of male and female secondary school students.

Table 2: Mean, S.D and t-ratio of learning styles ofmale and female secondary school students.

Gender	NO.	Mean	SD	t-value
Male	100	74.327	8.961	2.880

Female	100	76.623	8.859	



The Table -2 indicates that the calculated value of t-ratio 2.880 which is greater than the table value of t-ratio at 0.5 level of significance. Therefore the null hypothesis is rejected at 0.5 level of significance that there is no difference in learning style between male and female secondary school students and the research hypothesis is accepted that there is difference in learning style between male and female secondary school students . Hence it is stated that there is significant difference in learning style between male and female of secondary school students. It is observed from table-02 that the mean of learning style of male students of secondary school level is 74.327 and the mean of learning styles of female students of secondary school level is 76.623. It indicates that there exists significant difference in learning style between male and female students of secondary school level. So it is stated that female students of secondary school level having better learning style than male students of secondary school level.

CONCLUSION

The findings of the present study have brought to light that there is significant difference in learning style between male and female students of secondary school level. It also avowed that female students of secondary level have better learning style than male students of secondary school level. It is stated that there is significant difference in learning style between government and private students of secondary school level. So it is stated that private students of secondary school level have better learning style than government students of secondary school level. So we can say that there are many factors that affect student's learning and we ought to provide equal opportunities to male and female students of government and private institutions.

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