

LEARNING STYLES OF SECONDARY SCHOOL STUDENTS IN RELATION TO GENDER AND MANAGEMENT

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ABSTRACT

Learning styles are preferred ways of learning by the individual. The present study describes the learning styles of secondary school students which are Enactive, Figural and Verbal. The study was conducted on 600 students from Hyderabad and Ranga Reddy districts of Telangana State. The result reveals that there is a significant difference in learning styles with respect to gender and management among secondary school students.

KEYWORDS: Enactive Learning Style, Figural Learning Style, Verbal Learning Style

INTRODUCTION

Learning styles suggest the ways or methods by which students acquire learning. It is a consistent way of responding to and using stimuli in context of learning. There are inherent variations of learning styles that every individual reflects. Learning style is a personality characteristic that is innate and affected by environmental factor and evolves over a period of time. It is also determined by many variables such as mental abilities, child rearing practices, school environment, peer interaction, self-awareness, involvement in learning on the part of students etc. It gradually develops from birth and stabilizes at certain age i.e. adolescent age. Students reveal their learning style preference by everything they say or do. A student may possess one or more than one learning style. Some learners may be very receptive to visual forms of information such as pictures and diagrams, while others prefer written and spoken explanations. Some people prefer to learn actively and interactively, while others work better on their own. The idea of learning styles usually refers to a preferred way of learning.

Enactive Learning Style

Enactive Learning Style describes a way of interacting with the environment that is based on knowledge gained through physical actions and motor skills. The preference for action based concrete experiences, imitation and practice, reproducing the information, conceptualizing one's experience based on the processing of enactive information is followed. Based on the scores obtained for each individual, the Enactive learning style was divided into three levels i.e. Poor, Moderate and Good.

Figural Learning Style

Figural Learning Style children are strongest in the area of figural intelligence, where they can perform their best with concrete, tangible information that they can see, touch and manipulate. The key descriptor for these learners is Hands-On. These children learn easily when they are given images, charts, visuals, graphs, and when images are embedded in their symbols (letters and numbers).

They do best if they can see what you are teaching them, rather than just listening. They do better Figural if they can see a visual example of what you are describing to them. These people are most comfortable with figural, spatial or graphic material - concrete representations of information in the form of pictures, models, drawings, etc. The preference for visual experience related to making diagrams, charts, pictures, maps and photographs, imitation and practice, reproducing the information, conceptualizing one's experience based on the processing of figural experiences is followed in this type of learners. Based on the scores obtained for each individual, the Figural learning style was divided into three levels i.e. Poor, Moderate and Good.

Verbal Learning Style

Verbal Learning Style learners are most comfortable with verbal information - written or spoken representations of information in the form of words, ideas, expressions, etc. Verbal learners learn most thoroughly and efficiently, when material is presented to them audibly. They retain information if they repeat it audibly to themselves what they were taught. Verbal learners often retain the information given through repetition when they discuss or explain the material to others. They would rather have someone explain in detail how to accomplish a task, rather than view a physical, visual demonstration. Verbal learners often prefer to learn through reading. They may read aloud to themselves for more efficient comprehension. They express themselves well and are usually good listeners with a well-developed memory for material they've read and recall of spoken information. Verbal learners are also referred to as auditory learners and prefer a course that is presented in the form of a lecture or class discussion. Verbal learners have the tendency to read out loud, repeat information and ask a variety of questions for clarification. They learn best through online forums, verbal instructions, webinar lecture and Email. Based on the scores obtained for each individual, the Verbal learning style was divided three levels i.e. Poor, Moderate and Good.

Objectives

- To find the preferred Learning Styles with respect to gender among secondary school Students.
- To find the preferred Learning Styles among Government, Aided and Private Secondary School Students.

Hypothesis

- There is no significant difference in the levels of preferred Learning Styles among boys and girls.
- There is no significant difference in the levels of preferred Learning Styles among Government, Aided and Private Secondary School Students.'

Sample of the Study

Students were selected from 24 Secondary schools of Hyderabad and Ranga Reddy districts of Telangana State, India. From each school, 25 students were selected randomly. Thus, the total student sample selected was 600 students.

Tool of the Study

Learning Style Inventory (LSI) was developed by Prof. Karuna Shankar Misra (2012).

Analysis and Interpretation

Table 1: Showing Learning Styles among Students Gender Wise

Learning Styles	Gender	N	Mean	Sd	F Value	Sig P	Df
Enactive Learning	Boys	300	47.25	10.7	8.69**	0.01	1,598
	Girls	300	49.77	10.18			
Figural Learning	Boys	300	47.02	11.22	1.11	NS	1,598
	Girls	300	47.95	10.36			
Verbal Learning	Boys	300	48.21	11.05	4.55*	0.05	1,598
	Girls	300	50.12	10.90			
	Girls	300	73.29	16.07			
Overall Learning (Total)	Boys	300	142.47	31.47	4.62*	0.05	1,598
	Girls	300	147.84	29.63			

Level of Significance: ≥ 3.84 at $p=0.05^*$ level, and ≥ 6.63 at $p=0.01^{**}$ level

Table 1 shows different learning styles among Secondary School Students with respect to gender i.e. boys and girls.

Enactive Learning Style

In the Enactive Learning style, the mean score obtained for boys was 47.25 and that of girls was 49.77, the obtained F value 8.69, with a df 1,598 was found to be statistically highly significant at 0.01 level. Hence, it may be said that, the Enactive Learning style of girls appear to be better than that of boys and this was statistically significant.

Figural Learning Style

In the Figural Learning style, the mean score obtained for boys was 47.02 and that of girls was 47.95. The obtained F value 1.11, with a df 1,598 was found to be statistically not significant. However, the difference in the mean scores, gives the inference that the performance among girl students seems to be better than boys.

Verbal Learning Style

In the Verbal Learning style, the mean score obtained for boys was 48.21 and that of girls was 50.12. The obtained F value 4.55, with a df 1,598 was found to be statistically significant at 0.05 level. Hence, it may be inferred that, the Verbal Learning style of girls appear to be better than that of boys, and it was statistically significant.

Overall Learning Styles

In the overall learning styles, the mean score obtained for boys was 142.47 and that of girls was 147.84. The obtained F value 4.623, with a df 1,598 was found to be statistically significant at 0.05 level. Therefore, it may be concluded that, the overall learning styles among girls appear to be better than that of boys, and it was statistically significant.

It is clear from Table 1 that F-Ratio for the overall learning styles with respect to gender came out to be 4.62 which is significant at 0.05 level of significance with a df 1,598.

On the basis of this the Hypothesis - 1 stated as: 'There is no significant difference in the levels of preferred Learning Styles among boys and girls' is rejected.

Therefore, it may be interpreted that girls were found to be better than boys in their preferred learning styles.

Table 2: Showing Learning Styles of Students Management Wise

Learning Styles	Management	N	Mean	Sd	F Value	Sig P	Df
Enactive Learning	Government	200	46.46	13.88	5.82**	0.01	2,597
	Aided	200	49.37	8.95			
	Private	200	49.70	7.43			
Figural Learning	Government	200	44.99	13.80	8.62**	0.01	2,597
	Aided	200	48.24	9.12			
	Private	200	49.23	8.22			
Verbal Learning	Government	200	46.59	14.46	8.50**	0.01	2,597
	Aided	200	50.20	9.38			
	Private	200	50.70	7.59			
Overall Learning (Total)	Government	200	138.04	40.88	8.47**	0.01	2,597
	Aided	200	147.81	25.39			
	Private	200	149.63	20.84			

Level of Significance: ≥ 2.99 at $p=0.05^*$ level, and ≥ 4.60 at $p=0.01^{**}$ level

Table 2 shows different learning styles of secondary school student's management wise.

Enactive Learning Style

In the Enactive Learning Style, the mean score obtained for Government Schools was 46.46, for Aided Schools was 49.37 and that of Private Schools was 49.70, the obtained F value 5.82, with a df 2,597 was found to be statistically highly significant at 0.01 level. Hence, it may be concluded that, the Enactive Learning style among Private Schools appear to be better than that of Aided and Government Schools, and it is statistically significant.

Figural Learning Style

In the Figural Learning Style, the mean score obtained for Government Schools was 44.99, for Aided Schools was 48.24 and that of Private Schools was 49.23, the obtained F value 8.62, with a df 2,597 was found to be statistically highly significant at 0.01 level. Hence, it may be inferred that, the Figural Learning style among Private Schools appear to be better than that of Aided which in turn was better than Government Schools and it is statistically significant.

Verbal Learning Style

In the Verbal Learning Style, the mean score obtained for Government Schools was 46.59, for Aided Schools was 50.20 and that of Private Schools was 50.70, the obtained F value 8.50, with a df 2,597 was found to be statistically highly significant at 0.01 level. Therefore, it may be concluded that, the Verbal Learning style among Private Schools appear to be better than that of Aided and Government Schools, and it is statistically significant.

Overall Learning Styles

In the overall learning styles, the mean score obtained for Government Schools was 138.04, for Aided Schools was 147.81 and that of Private Schools was 149.63. The obtained F value 8.47, with a df 2,597 was found to be statistically highly significant at 0.01 level. Therefore, it may be concluded that, the overall learning styles among Private Schools appear to be better than that of Aided which in turn was better than Government Schools, and it is statistically significant.

It is clear from Table 4.20 that F-Ratio for overall learning styles with respect to management came out to be 8.47 which is significant at 0.01 level of significance with a df 2,597. On the basis of this the Hypothesis - 2 stated as 'There is no significant difference in the levels of preferred Learning Styles among Government, Aided and Private Secondary School Students' is rejected.

Therefore, it may be interpreted that Government, Aided and Private Secondary School Students differ significantly in their preferred learning styles.

Findings

- Girls were better than boys in Enactive Learning Style, Figural Learning Style, and Verbal Learning Style.
- Private Schools were better than Aided and Government Schools in Enactive Learning Style, Figural Learning Style, and Verbal Learning Style.

CONCLUSIONS

The result reveals that there is a significant difference in learning styles with respect to gender and management among secondary school students.

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