

A CONCEPTUAL STUDY ON LEARNING STYLES

Dr. K.Vidyalakala¹, Dr. Nithyakala², Dr. J.Deepa³, Agalya⁴, P.Nandhini⁵

¹HoD, Department of Business Administration, PSGR Krishnammal College for Women, Coimbatore, Tamil Nadu, India.

²Assistant Professor, Department of Business Administration, PSGR Krishnammal College for Women, Coimbatore, Tamil Nadu, India.

³Assistant Professor, Department of Business Administration, PSGR Krishnammal College for Women, Coimbatore, Tamil Nadu, India.

⁴BBA Student, Department of Business Administration, PSGR Krishnammal College for Women, Coimbatore, Tamil Nadu, India

⁵ Research Scholar (FT), Department of Business Administration, PSGR Krishnammal College for Women, Coimbatore, Tamil Nadu, India

ABSTRACT:

Each generation has a unique learning style and preferences, as well as specific motivators for engaging in the learning process. The changing nature of college students and their needs in an increasingly global-oriented society are the primary force for educational change, because the success of higher education will depend upon its ability to respond successfully to such change. The ultimate goal of education is helping students gain the skills to live, learn, and work successfully within society. There are many important things about knowing why teachers should understand student's learning style.

KEYWORD: Learning Style.

INTRODUCTION:

Learning occupies a very important place in human life. It is a lifelong process. Learning is said to be equivalent to change, modification, development, improvement and adjustment. It is not confined to school learning, cycling, reading, writing or typing but it is comprehensive term which leaves a permanent effect or impression on the individuals. Man is a rational animal. He has got the power of reasoning. This power enables him to learn things quickly. Learning plays a very important role in determining behaviour of an individual. It is the basis of success in life. The miracles of present day civilization are the result of learning. Learning occupies very important role in the field of education. By improving the use of the assessment of learning styles among students will help them to perform better. Assessment of the learning preference of students enhances the way a student learns and helps the teachers to conduct their lessons. Although further research is needed, the original research on learning styles has greatly impacted learning preferences in education.

Objectives of the Study:

- To provide awareness to the students and teachers about the students learning style.

- To find out the preferred learning style of students.

Research Methodology

The analysis of this paper is based on secondary data collected from the related websites, books and articles from different journals

REVIEW OF LITERATURE:

Whai (2018) investigated the perceptual learning styles of 103 Commerce and 60 Engineering in Malaysia using Reid's (1984) Perceptual Learning Styles Preferences Questionnaire (PLSPQ). The results of the study based on the mean scores revealed the kinesthetic learning style as the most preferred learning style, and followed by the group learning style whereas the least preferred learning style was the individual learning style. Results t-test showed a significant difference in the learning styles adopted by the Commerce and Engineering students; Commerce students favored individual learning style. The study suggested that educators need to pay attention to their students' perceptual learning styles in order to engage them in a more effective learning and teaching process, as well as to encourage student-oriented learning process to take place.

Nordin et al., (2016) assessed the diversity of learning styles among students in engineering technology and business university in Peramu, Pekan, Pahang using VARK modalities and found that preferred learning styles of learners are different, and it is attributed to inclination, mental and as well as physical conditions; identification and employment of appropriate learning styles play an important role in selection of teaching styles, which can indeed improve education.

Aruna and Shermila (2015) in their article focused on the influence of the learning style on the academic achievement of higher secondary commerce students. The study used Asa Grant Hilliard tool for data collection among 903 students using simple random sampling technique. The results of the study revealed that the higher secondary commerce students with global and analytical learning style differ significantly in their academic achievement. The higher secondary commerce students with analytical learning style have better academic achievement.

CONCEPTUAL FRAMEWORK:

When talking about learning styles it is important to include the use of technology in the classroom. Due to the fact that technology is highly used outside of education, classrooms that take advantage of the use of technology will keep the attention of their students. According to **Lohri-Posey (2003)**, "Learning styles indicate an individual's preferential focus on different types of information, the different ways of perceiving information, and the rate of understanding information". Understanding the learning style preferences of

students provides effective learning strategies for teachers to use. Students who share a learning style that is attuned with the teacher remember information longer and are more optimistic about learning.

Types of Learning Styles

Visual (V):

This preference includes the depiction of information in maps, spider diagrams, charts, graphs, flow charts, labelled diagrams, all the symbolic arrows, circles, hierarchies and other devices that people use to represent what could have been presented in words, it does not include still pictures or photographs of reality, movies, videos or power point. It does include designs, patterns, shapes and the different that are used to highlight and convey information. When a whiteboard is used to draw a diagram with meaningful symbols for the relationship between different things that will be helpful for those with a visual preference.

STRENGTHS OF VISUAL LEARNERS:

- Instinctively follows directions
- Easily visualizes objects
- Has a great sense of balance and alignment
- Is an excellent organizer
- Has a strong sense of colour, and is very colour-oriented
- Can see the passage from a page in a book in his or her mind
- Notices minute similarities and differences between objects and people easily
- Can envision imagery easily



Aural (A):

This perceptual mode describes a preference for information that is ‘heard or spoken’. Learners, who have this as their main preference, report that they learn best from lectures, group discussion, radio etc. The aural preference includes talking out loud as well as talking to oneself. Often people with this preference want to sort out things by speaking first, rather than sorting out their ideas and then speaking. They may say again what has already been said, or ask an obvious and previously answered question. They need to say it themselves and they learn through saying it – their way.

STRENGTHS OF AUDITORY LEARNERS:

- Good at explaining ideas out loud
- Knack for understanding changes in tone of voice
- Skilled at oral reports and class presentations
- Unafraid to speak up in class
- Follows verbal directions well
- Effective member of study groups
- Gifted storyteller



- Able to work through complex problems by talking out loud

Read/Write (R):

This preference is for information displayed as words. Many students and teachers have a strong preference for this mode. This preference emphasizes text-based input-output, reading and writing in all its forms but especially manuals, reports, essays and assignments. People who prefer this modality are often addicted to power-point, the internet, lists, diaries, dictionaries, quotations and words.

STRENGTHS OF READ/WRITE LEARNERS:

- More self-dependent
- Long-time learners
- Learns by themselves



Kinesthetic (K):

This modality refers to the 'perceptual preference related to the use of experience and practice (simulated or real)'. Although such an experience may invoke other modalities, the key is that people who prefer this mode are connected to reality, 'either through concrete personal experiences, examples, practice or simulation'. It includes demonstrations, simulations, videos and movies of 'real' things, as well as case studies, practice and applications. The key is the reality or concrete nature of the example.

If it can be grasped, held, tasted, or felt, it will probably be included. People with this as a strong preference learn from the experience of doing something and they value their own background of experiences and less, so the experiences of other. It is possible to write or speak kinesthetically if the topic is strong based in reality. An assignment that requires the detail of who will do what and when is suited to those with preference, as is a case study or a working example.

KINESTHETIC LEARNING STYLE:

- Great hand-eye coordination
- Quick reactions
- Excellent motor memory
- Excellent experimenters
- Good at sports
- Perform well in art and drama
- High levels of energy



CONCLUSION:

Learning style is gaining importance not only in institutions but also in the organisation. We conclude that there is a variety of learning styles present in the classroom, here are some students who are not addressed by the standard lecture format. Furthermore, this study demonstrated that students prefer Visual learning style. Whereas it may differ for the organisation. There are any variables in the learning styles but the VARK is the most important of all others because it comprises of all types of learners with four aspects of learning. if we are aware of their learning style we can help students more effectively both in and out of the classroom, and can assist them in determining their preferences

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