



STUDY ON THE LEARNING STYLES OF B.ED STUDENTS

¹Rebeck Lalrinpuii, ²Liantluangpuii Sailo, ³Lalduhzuali Zadeng, ⁴Lalruatfeli Zadeng

¹Research Scholar, ²Research Scholar, ³Research Scholar, ⁴Research Scholar

¹Institute of Advanced Studies in Education, Aizawl, India

Abstract : The study deals with an objective to find out the learning styles of B.Ed students of Institute of Advanced Studies in Education (IASE), Aizawl, Mizoram. Descriptive survey method was adopted for this study and the tool used for data collection was Learning Channel Preference developed by O'Brien (1985). Simple percentage method was used for analyzing the data. The results showed that Kinesthetic learning style was most common among the students which indicate that they are experiential learners and they learn best by doing or by direct involvement. When comparing male students with female students it was found that most males and females both preferred Visual and Kinesthetic learning styles, some preferred Auditory learning style while very little number of female and no male students favoured a combination of Visual, Auditory, Kinesthetic (VAK) learning style. Finally, comparison was done based on the subject background of the students; it was found that students having science subject and commerce subject backgrounds were mostly Kinesthetic learners whereas students having arts subject background were by and large Visual learners.

IndexTerms - Learning, Learning styles, B.Ed Students.

I. INTRODUCTION

Learning is a term used in the modification of behaviour of the learner which occurs as a result of training or experience. Hunt (1979) stated that learning is a permanent change in behavior induced by life. Learning is important in every stage of a person's life, for social and personal development. A person's learning style refers to the method by which he or she processes, internalizes, and concentrates on new information. It has been observed that when students are engaged in their studies, they learn more effectively. Learning style refers to an individual's preferred way of processing new information for efficient learning (Huston and Huston, 1995). Everyone has a separate learning style like a fingerprint. Students learn by adopting different styles or methods which can be referred to as learning styles. A learning style is the method a person uses to learn. A teacher can apply teaching strategies that optimize student learning by being aware of each student's preferred learning style. Students can use recognition of their individual learning styles to find what study methods, environment, and activities help them learn best.

To describe the various ways that humans learn, various systems have been employed; one common approach to learning styles is called the VARK approach, which focuses on learning through different senses: Visual, Aural or Auditory, Reading or Writing, and Kinesthetic (Nakano, 2016):

1. Visual learners prefer images, charts, and the like.
2. Aural/Auditory learners learn better by listening.
3. Reading/writing learners learn better through written language.
4. Kinesthetic learners learn through doing, practicing, and acting.

II. RATIONALE OF THE STUDY

A student's level of success is greatly influenced by their learning style; a good learning style results in an efficient method of learning and knowledge retention. Students' learning preferences have a big impact on how successful they are.

It is pretty obvious that pupils can be efficiently classified based on their learning preferences. Learning styles completely take into account a learner's perceptual as well as intellectual functioning. A study of learning styles will make it easier to comprehend the numerous process problems in the teaching and learning process. The investigators believed that a study on students' learning styles will aid in identifying the teaching strategies that are more successful for students with different cognitive traits.

III. OBJECTIVES

1. To find out the learning styles of B.Ed students of IASE.
2. To compare the learning styles of male and female B.Ed students of IASE.
3. To compare the learning styles of B.Ed students of IASE according to their subject background.

IV. RESEARCH METHODOLOGY

4.1 Method

Descriptive survey method was used for this study.

4.2 Population

The population of the study comprised of all the B.Ed regular students of Institute of Advanced Studies in Education (IASE), Aizawl, Mizoram.

4.3 Sample

The sample consisted of 110 B.Ed students (50 male and 60 female) of IASE.

4.4 Tool used

For collecting the data, the investigators used Learning Channel Preference developed by O'Brien (1985).

4.5 Data Analysis

Simple percentage method was used for analyzing the data.

V. ANALYSIS AND INTERPRETATION

TABLE 1: Learning styles of B.Ed students of IASE.

LEARNING STYLES	NO. OF STUDENTS (N=110)	PERCENTAGE (%)
VISUAL (V)	34	30.9
AUDITORY (A)	8	7.27
KINESTHETIC (K)	43	39.09
VISUAL, AUDITORY (V,A)	7	6.36
VISUAL, KINESTHETIC (V,K)	9	8.18
AUDITORY, KINESTHETIC (A,K)	8	7.27
VISUAL, AUDITORY, KINESTHETIC (V,A,K)	1	0.9

Table 1 shows that out of 110 students, 43 students (39.09%) scored Kinesthetic (K) level of learning style. 34 students (30.9%) scored Visual (V) level of learning style. 9 students (8.18%) scored Visual and Kinesthetic (V,K) level of learning style. Auditory (A) and Auditory & Kinesthetic (A,K) levels were scored by 8 students (7.27%). Only 1 student (0.9%) scored the Visual, Auditory, Kinesthetic (VAK) level.

TABLE 2: Comparison of learning styles of male and female B.Ed students of IASE.

LEARNING STYLES	Gender (N=110)	
	Male (N=50) (%)	Female (N=60) (%)
VISUAL	28	35
AUDITORY	10	5
KINESTHETIC	36	41.66
VISUAL, AUDITORY	8	5
VISUAL, KINESTHETIC	12	5
AUDITORY, KINESTHETIC	6.67	6.67
VISUAL, AUDITORY, KINESTHETIC	0	1.67

The percentage distribution of students' learning style as shown in Table 2 revealed that more number of females (35%) scored Visual learning style compared to male students (28%). 10% of male students scored Auditory category whereas there are lesser number of female students (5%) who scored Auditory category. More number of female students 41.66% scored Kinesthetic category as compared to male students (36%). Visual, Auditory (VA) is scored by 8% male students and 5% female students. Again in the Visual, Kinesthetic (VK) learning style was scored by 12% male students and 5% female students. Same number of male and female students (6.67% each) are scoring Auditory, Kinesthetic (AK) learning style. No male students scored Visual, Auditory, Kinesthetic (VAK) category whereas 1.67% of female students scored VAK learning style.

TABLE 3: Comparison of the learning styles of B.Ed students of IASE according to their subject background

LEARNING STYLES	SCIENCE	%	ARTS	%	COMMERCE	%
VISUAL	5	13.88	27	41.54	2	22.22
AUDITORY	0	0	7	10.76	1	11.11
KINESTHETIC	28	77.78	10	15.38	5	55.56
VISUAL, AUDITORY	0	0	6	9.23	1	11.11
VISUAL, KINESTHETIC	1	2.78	8	12.3	0	0
AUDITORY, KINESTHETIC	2	5.56	6	9.23	0	0
VISUAL, AUDITORY, KINESTHETIC	0	0	1	2.78	0	0
TOTAL (N=110)	36		65		9	

From Table 3, 28 students (77.78%) out of 36 students having science background scored Kinesthetic K level of learning style. In case of 65 students with arts background there 27 students (41.54%) who scored Visual V level. 5 students i.e., 55.56% out of 9 commerce students scored Kinesthetic K level.

V. FINDINGS AND DISCUSSION

The findings from the data analysis and interpretation revealed that Kinesthetic learning style was most common among B.Ed students of IASE. This means that they are experiential learners and they learn best by doing or by direct involvement. This finding is in association with the findings observed by Joshi et al. (2017) where most students favoured multiple learning styles, with Kinesthetic learning style being the most common. However previous study done by Jayakumar et al. (2016) found that majority of the students are Visual learners.

When comparing male students with female students it was found that most males and females both preferred Visual and Kinesthetic learning styles, some preferred Auditory learning style while very little number of female and no male students favoured a combination of Visual, Auditory, Kinesthetic (VAK) learning style. However findings from previous study (Hess and Frantz, 2014) found that Visual-Verbal aspect of the students' learning style was more common in females whereas male students were more prone to Sequential-Global learning style.

Comparison of students based on their subject background indicated that students having science subject and commerce subject background were mostly Kinesthetic whereas students having arts subject background were mostly Visual learners. According to Nakano (2016) Kinesthetic (K) learners learn through doing, practicing, and acting and Visual (V) learners prefer images, charts, and the like.

VI. CONCLUSION

B.Ed students or student teachers are required to study every nuance of raising a child to become a responsible adult. Their learning styles have a significant impact on their ability to effectively teach. Their learning preferences are crucial. Moreover these students may still require assistance in improving their capacity to take in knowledge and assess how well those knowledge and information can be useful in practical settings. Teachers could connect the delivery of their courses with students chosen learning styles and study practices by using this information to better understand the preferences of their students for various learning styles.

REFERENCES

- [1] Hess, D., & Frantz, J. M. (2014). Understanding the learning styles of undergraduate physiotherapy students. *African Journal of Health Professions Education*, 6(1), 45-47. DOI:10.7196/AJHPE.226
- [2] Hunt, D. E. (1979). *Learning style and student needs: an introduction to conceptual level, student learning styles: Diagnosing and prescribing programs*. Reston, VA: National Association of Secondary School.
- [3] Huston, J. L., & Huston, T. L. (1995). How learning style and personality type can affect performance. *The Health Care Manager*, 13(4), 38-45. Retrieved from https://journals.lww.com/healthcaremanagerjournal/Abstract/1995/06000/How_learning_style_and_personality_type_can_affect.7.aspx
- [4] Jayakumar, N., Suresh, A., Sundaramari, M., & Prathap, D. P. (2016). Understanding learning style variations among undergraduate students. *Journal of Extension Education*, 28(4), 5727-5734. <http://dx.doi.org/10.26725/JEE.2016.4.28.5727-5734>
- [5] Joshi, A., Prabhakaran, A., Ganjiwale, J., & Palkar, P. (2017). Identification of learning styles in 1st year undergraduate MBBS students of a private medical school in western India. *National Journal of Physiology, Pharmacy and Pharmacology*, 8(1), 102-106. <https://njppp.com/fulltext/28-1502033095.pdf>
- [6] Nakano, C. (2016). *The four different types of learners and what they mean to your presentations*. Prezi Blog. Retrieved from <https://blog.prezi.com/the-four-different-types-of-learners-and-what-they-mean-to-your-presentations-infographic/>
- [7] VARK learning styles: Visual, auditory, read/write, kinesthetic. (n.d). Retrieved from <https://www.definedstem.com/wp-content/uploads/2017/05/VARK.pdf>