

LEARNING STYLE PREFERENCE AMONG B.ED STUDENTS

***Dr. Harjinder Singh**

ABSTRACT

Learning is the change of behavior of the learners' thorough repetition and experiences. A learning style is a method that a person uses to learn. It is an individual's unique approach to learning based on his/ her strengths weaknesses and preferences. The purpose of this study is to determine the learning style preference among B.Ed. students. The study is conducted on 120 B.Ed. students. The findings revealed that B.Ed. students prefer auditory learning style more than kinesthetic or visual learning style.

Key words: Learning Style, B.Ed. students. Kinesthetic, visual learning style

INTRODUCTION

Human is capable of getting the power of gaining which enables him to acquire everything quickly. Learning is a continuous process which pervades our activities and is with us from cradle to grave .During the lifespan the human tries to acquire more and more knowledge. Learning influences our lives at every turn. Learning helps a learner to develop Cognitive, Affective and Psychomotor behavior. Learning provides new knowledge and experiences. The responsibility of imparting knowledge revolves around a teacher who plans, organizes and implements the teaching learning process. In the field of the teaching learning process, a student adopts various learning styles to learn based on his/ her strengths, weaknesses and preferences. A teacher can use his individual learning style to find what study method environment and activities help the students to learn their level best.

***Assistant Professor, Smt Jawala Devi College of Education, Sanghol, Distt. Fatehgarh Sahib (Punjab); E mail: harjindersingh.pu@gmail.com**

LEARNING

Learning is a term used as modification of behavior of the learner which occurs as a result of training or experience or both. With the modification in behavior, a learner can do something positive which was absent earlier. Learning is a lifelong process that commences at birth and continues till death.

Learning brings positive changes in our thinking and deeds. Such changes may be permanent or temporary depending on our perceptions of the importance and relevance of the gained knowledge.

Hillgard (1958) defined learning as a practical activity without which it is impossible to define it properly. A positive change or feedback is always expected from a learned person.

Crow and Crow (1973) defined learning as the acquisition of habits, knowledge and attitudes. It brings new changes and develops a spirit of positivity without which it is impossible to bring changes.

Crooks and Stain (1991) defined learning as a relatively enduring change in potential behavior that results from experience.

LEARNING STYLE

A learning style is the method a person uses to learn. Learning style is an individual's unique approach to learn based on his/her strengths, weaknesses and preferences.

Learning style is an individual's natural or habitual pattern of acquiring and processing information in learning situations. A core concept is that individuals differ in how they learn. Proponents of the use of learning styles in education recommend that teachers assess the learning styles of their students and adapt their classroom methods to best fit each student's learning style. A teacher can use his individual's learning style to find what study method, environment and activities help the students to learn best.

Keefe (1979) defined learning styles as the pattern of cognitive, affective and psychological behaviors that serve as relatively stable indicators of how learners perceive, interact with and respond to the learning environment.

Kolb (1984) defined learning styles as relatively stable attributes or preferences or habitual strategies used by individual learner to organize and process the information for problem solving.

Sims and Sims (1990) put forward that learning styles are typical ways a person behaves, feels and processes information in learning situations. Debellow (1990) defined learning style as the way people absorb process and retain information. Oxford et al. (1991) defined the learning style as the general approaches students used to learn a new subject or tackle a new problem.

Dingliang (1995) defined learning style as the way that a learner often adopts in the learning process, which includes the learning strategies that have been stabilized within a learner, the preference of some teaching stimuli and learning tendency.

REVIEW OF RELATED STUDIES

Uppal (2009) conducted a study on learning style among B.Ed. Students of Himachal Pradesh. The study revealed that male and female B.Ed. students did not differ significantly with respect to their precision and dynamic learning style. Further results showed that urban and rural B.Ed. Students do not differ significantly with regard to their imaginative and analytic learning style.

Sahoo and Chandra (2013) conducted a study on the learning style of B.Ed students of IGNOU and found that independent learning style students were found to be significantly larger than that of dependent learning style students of distance mode B.Ed. trainees. Learning style of Regular students were found to be significantly larger than that of students of distant mode .

Mohammadi and Thaghinejad (2014) identified the most common learning styles of nursing students in Iran. Kolb's learning styles inventory was used to collect the data. Results concluded that in order to enhance students learning, more attention has been required to different learning styles. It was also recommended for the teachers to pay more attention in student's learning styles and use appropriate teaching methods.

OBJECTIVE OF THE STUDY

To find out the significant difference in Visual, auditory and kinesthetic learning style preferences among B.Ed. students.

HYPOTHESIS OF THE STUDY

There is no significant difference in Visual, Auditory and Kinesthetic learning style Preference among B.Ed students.

METHOD

The study was carried out by employing descriptive survey method of research.

SAMPLE

The sample of the study consisted of 120 B.Ed. Students selected from two education colleges in Punjab.

TOOL USED

VAK Learning style scale by Cheslett & Chapman (2005)

STATISTICAL TECHNIQUES USED

Mean and standard Deviation were employed for the analysis of collected data pertaining to learning style preferences.

ANALYSIS AND INTERPRETATION OF DATA

Table -1 gives the calculated statistics for the difference of visual, Auditory and kinesthetic learning style preference among B.Ed Students

Learning style Preference	Mean	SD	T-ratio	Significance
Visual	15.21	2.34	0.98	NS
Auditory	15.50	2.16	2.37	Significant
Kinesthetic	16.60	2.03	0.76	NS

Significance = Significance at 0.05 level and NS = Non Significant

The table -1 shows that obtained 't' ratios for Visual (0.98), Kinesthetic (0.76) were found to be non- significant while auditory learning style preference (2.37) was found to be significant .

FINDINGS

The B.Ed. students prefer towards auditory learning style than visual or kinesthetic learning style.

EDUCATIONAL IMPLICATIONS

The study shows that the students from the sample focused more on auditory learning styles than other learning styles and it is not a preferred way to optimize learning outcome. Hence, B.Ed. students should focus on all the learning styles as all the styles are important which may lead to long terms benefits in the field of education and their professional lives.

REFERENCES

- Crow, L.D. & Crow. (1969). *Adolescent Development and Adjustment*. MC Grow-Hill Book Company ,United States.
- Crow & Crow. (1973). *Educational Technology*. Second Edition, Vikas Publishing House Pvt. Ltd. Noida ISBN 81-259-2293-8
- Dingliang, T. (1995). Essays, UK.(Nov.13) *Definitions of styles and learning styles*. Retrieved form [http://www/ Ukessays.com/ essays/ linguistics / definitions . of styles – and- learning – styles. Php? cref=1](http://www.Ukessays.com/essays/linguistics/definitions_of_styles_and_learning_styles.Php?cref=1).
- Debellow, T.C.(1990). *Comparison of Learning Style Models: Validity of instrumentation and Research Behind Them*. Journal of Reading Writing and Learning Disabilities International, 6(3), 203-222.
- Hilgard, E.R.(1958). *Theories of learning* .New York: Appleton – centre crafts , 958.1
- Keefe, J.W. (1979). *Learning style. An Overview in student learning styles Diagnosing and Prescribing Programs*. Reston Va ; NASSP (PP.1-17).

- Kolb, D.A. (1984). *Experimental learning: Experience as source of learning and development*. New Jersey: Prentice Hall Inc.
- Mahmendi, A.(2011). international conference on Themanities, society and culture, IPEDR vol20 (2011) IACSIT Press, Singapore Hawk, F.T & shah, J.A (2007). Using learning style instruments to enhance student learning. *Decision Sciences. Journal of Innovative Education* 5(1)
- Oxford, R.L., Lavine, R., Ebrahim, M., & Thacher, S.(1991). *Style Wars: Real examples of teacher- student style conflicts in the language classroom and what can be done to resolve these conflicts*. Paper presented at the American council on the Teaching of Foreign Languages, Washington, D.C.
- Sims, S.R. & Sims, S.(1995).*The importance of learning styles understanding the implications for learning course design and Educational*, west part . conn. Green word press 1995.
- Sahoo, P.K.& Chandra, S.(2013).*A study of Learning styles of B.Ed. Trainees of Indra Gandhi National open University (IGNOU)*. *MIER Journal of educational studies, trends and practices*. Vol 3, 33-45.
- Uppal, N. (2009). *A Study of Learning Style among B.Ed. Students of Himachal Pradesh*. M.Ed. dissertation. H.P.U Shimla