



A STUDY OF LEARNING STYLE OF B.ED. STUDENT TEACHERS IN RELATION TO GENDER, LOCALITY AND ADMINISTRATION

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ABSTRACT

In the present study researcher studied the Learning Style of B.ED student teachers. For this purpose researcher selected 600 students from private and government managed B.ED. training institute by stratified random sampling technique. Learning Style Inventory by K. S. Mishra (2012). was used. Findings reveal that (i) There existed no significant difference between learning style of male and female student-teachers of B. Ed.(ii) There existed a significant difference in learning style of urban and rural student teachers. (iii) There existed no significant difference between learning style of private and Government student-teachers.

Key words: Learning style, gender, locality, Administration

INTRODUCTION

The term 'learning style' means many things to many persons. Learning styles are qualities in the behaviour of individual learners that persist regardless of the teaching methods or content experienced. According to some it has specific implications and is different from cognitive style, personality style and affective style and to some others it is the umbrella term for cognitive style, meta-cognitive style (regulation and conception) and affective styles and use this term as synonymous of learning approach (Vermunt, 1989).

Kolb (1984) holds that learning styles are relatively stable attributes of preferences or habitual strategies used by an individual learner to organize and process information for problem solving.

Psychologists and researchers have defined the term 'learning style' in different ways depending upon their theoretical formulations, but as is evident from the overview of various definitions of 'learning styles' reveals that there is a confusing array of definitions. Though, one thing is quite clear that learning styles are consistent preferred ways of learning which the individual learner employs during learning of various tasks. The concept of 'learning style' has been elusive because of bewildering confusion of definitions surrounding

conceptualizations of learning style and the concomitant wide variation in scale or scope of behaviour claimed to be predicted by learning style models.

Learning Styles in Education

Learning style is a preferred way of learning of an individual. In education, it is the way in which students learn best. Following are the different types of learning styles:

Visual/Spatial learning style: It focuses on the visual depictions such as images, graphs and pictures related with spatial understanding.

Aural/ Auditory-Musical learning style: This style is related with listening. The learners learn best by listening to what others/teacher says.

Verbal/Linguistic learning style: It includes both verbal and written. The learners with this style prefer to learn through discussions because they give preference to reading and writing.

Physical/Kinaesthetic learning style: This style is related with whole body movements. The learners with this style learn through and are good at hands on approach.

Logical/Mathematical learning style: This style is related with use of brain for mathematical and logical reasoning. The logical learners are able to recognize patterns easily and they can also find the connections between content which seems meaningless.

Social/Interpersonal learning style: These learners are good at communicating with others (verbally or non-verbally) because they are good listeners, advisors and are sensitive to other's motivations and moods and enjoy counselling others.

Solitary/Intrapersonal learning style: these learners are private, independent and introspective individuals. They are aware of and focus on their own thinking and work alone and prefer self-study.

REVIEW OF RELATED LITERATURE

Bin Eid et al. (2022) conducted a study on, "Examining learning styles with gender comparison among medical students of a Saudi University." A VARK survey was conducted for medical students of IMBSU in Riyadh. Other questions regarding demographic data were also included in the questionnaire. The final sample consisted of 92 113 pupils who finished the survey. Out of those, 95 (84.1%) were males, and 18 (15.9%) were females. The results showed that the multimodal learning style had been chosen by 70% associated with the participants, with the remaining 30% having unimodal style. The aural (A) therefore the

kinesthetic (K) styles came out to be the most popular unimodal styles. The quad-modal (VARK type 2) design with 21.20% having this preference came out to be the most preferred style. No differences can be statistically significant observed between male and female pupils regarding their discovering preferences.

AAL Muhammad (2023) investigated the relationship among health sciences students' learning styles, college majors, and grade point averages (GPAs). A total of 247 male students belonging to King Saud bin Abdulaziz University at Riyadh were chosen intentionally for this study, which employed a quantitative procedure for collecting and analysing data. The study used a survey research design, and data were obtained from the Perceptual Learning Style Preference Questionnaire (PLSPQ), which the students had to answer online. The collected data were analysed using the Statistical Package for the Social Sciences (SPSS 16). Descriptive analysis methods – such as means, standard deviations, frequency counts, and correlations – were employed. The findings indicated that the students demonstrated a range of learning style preferences. The most frequently preferred style was the auditory learning style, followed by the kinaesthetic and individual learning styles. The least preferred style was group learning. The results also showed significant differences in the students' learning styles across colleges with preferences towards the auditory, individual, and group learning styles – and insignificant differences for the visual preference, kinaesthetic, and tactile preference learning styles. Finally, the relationship between learning style and GPA was only positive with the individual learning style and negative with the group learning style.

OBJECTIVES OF THE STUDY

1. To study the Learning style of Male and Female student-teachers of B.Ed.
2. To study the Learning style of Rural and Urban student-teachers of B.Ed.
3. To study the Learning style of Private and Government student-teachers of B.Ed.

HYPOTHESES

1. There is no significant difference between learning style of male and female student-teachers of B. Ed.
2. There is no significant difference between learning style of Rural and Urban student teacher of B. Ed.
3. There is no significant difference between learning style of private and Government student-teachers of B.Ed.

SAMPLE

Stratified random sampling technique has been adopted in this study. 600 Student teachers of B.Ed. colleges of Jharkhand state were included in the sample.

TOOLS

1. Learning Style Inventory by K. S. Mishra (2012).

ANALYSIS OF DATA AND INTERPRETATION OF RESULTS

H1. There will be no significant difference between learning style of male and female student-teachers of B. Ed.

A comparison was made to identify the difference in the level of learning style of male and female student teachers of B.Ed. The following statistical treatment was given

Table 1.1

Significance of Difference between learning style Scores of Male and Female

Sub Sample	N	Mean	S.D	“t”-value	Level of Significance
B.Ed. Student teachers					
Male	300	147.18	21.18	0.05	Not Significant
Female	300	147.9	23.20		

The statistics of the Table1.1 shows that the male and female student teachers of B.Ed. hold average level of learning style and possess almost equal level of all learning style. Standard Deviation is high in both groups i.e., 21.18 and 23.20 respectively. Both have an equal magnitude of learning styles. So, the null hypothesis may be accepted and it may be concluded that the hypothesis **“There is no significant difference between learning style of male and female student-teachers of B. Ed.”** can be accepted.

H2. There will be no significant difference between learning style of Rural and Urban student teacher of B. Ed.

A comparison was made to identify difference between rural and urban student teachers of B.Ed. in their learning style. The hypothesis was tested with the help of t-test and the results are presented in the following

Table 1.2

Significance of Difference between the Urban and Rural Student teachers

Sub Sample	N	Mean	S.D	“t”-value	Level of significance
B.Ed. Student teachers					
Rural	300	145.29	21.67	2.39	Significant at 0.05 level
Urban	300	148.99	22.59		

The statistics of the Table 1.2 shows the findings with regard to difference in learning style of urban and rural student teachers of B.Ed. Urban and rural student teachers hold average level of learning style. Urban students are holding higher level of learning style than the rural students. Standard deviation is high both in urban and rural student teachers of B.Ed. i.e., 22.59 and 21.67 respectively.

Table 1.2 discloses that 't' value of 2.39 is significant at .05 level of confidence. This suggests that urban and rural student teachers of B.Ed. are differed significantly with respect to their overall total learning style. So, it may be concluded that the hypothesis "There is **no significant difference between learning style of Rural and Urban student teacher of**

B. Ed." can be rejected. There exists a significant difference in learning style of urban and rural student teachers of B.Ed.

H3. There will be no significant difference between learning style of private and Government student-teachers of B.Ed.

A comparison was made to identify the difference in the level of learning style of private and Government Student teachers of B.Ed.

TABLE 1.3

Significance of Difference between Private and Government Student teachers

Sub Sample	N	Mean	S.D	"t"- value	Level of significance
B.Ed. Student teachers					
Government	300	51.29	8.56	1.30	Not
Private	300	51.69	8.96		Significant

The statistics of the Table 1.3 shows that Government and Private student teachers of B.Ed. Standard deviation is high in both groups i.e., 8.56 and 8.96 respectively. B.Ed. student teachers studying in Government and don't differ significantly with respect to their preference for learning. In Private educational colleges, the learning environment is almost similar to the Government educational colleges. That is why the student teachers of both educational colleges show the similarity in their learning styles preference. So, it may be concluded that the null hypothesis " **There is no significant difference between learning style of private and Government student-teachers of B.Ed..**" can be accepted.

Findings

1. There **existed no There significant difference between learning style of male and female student-teachers of B. Ed.** Male and female student teachers of B.Ed. hold average level of learning style and possess almost equal level of all learning style. In fact marginal differences in 'means' in the present study may be attributed to chance factor and male and female students are not different from each other with regard to all learning styles.

2. **There existed a significant difference in learning style of urban and rural student teachers of B.Ed.** The higher mean value is in favor of 'urban background' students which imply that student teachers hailing from urban background had significantly higher level of preference of learning style than their rural counterparts. Urban background student teachers appeared to have greater magnitude

of learning styles in comparison to 'rural background' students.

3. **There existed no significant difference between learning style of private and Government student-teachers of B.Ed.** Government and Private student teachers of B.Ed. Standard deviation is high in both groups i.e., 8.56 and 8.96 respectively. B.Ed. student teachers studying in Government and don't differ significantly with respect to their preference for learning. In Private educational colleges, the learning environment is almost similar to the Government educational colleges. That is why the student teachers of both educational colleges show the similarity in their learning styles preference.

EDUCATIONAL IMPLICATIONS

1. Teacher training institutions should prepare programmes on knowledge about learning styles to prepare the student teachers to meet the individual needs of students
2. The department of education should conduct regional level, state level and national level conferences on achievement motivation, learning style for teacher educators

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