A DESCRIPTIVE STUDY TO ASSESS LEARNING STYLE AMONG SCHOOL STUDENTS AT SELECTED SCHOOL OF SASARAM.

[1]Jyoti Kumari, [2]Kavya Singh,[3]Jyoti Kumari, [4]Himanshu Kumar, [5]Rajesh Kumar

[1]Nursing Tutor,[2]B.Sc. Nursing Student,[3]B.Sc. Nursing Student, [4]B.Sc. Nursing Student, [5]B.Sc. Nursing Student,

[1]Department Of Obstetrics and gynaecology Nursing,
[1]Narayan Nursing College, Gopal Narayan Singh University, Dehri On Sone, India.

Abstract: Introduction- Every individual has their own natural pattern of acquiring and processing information. The patterns by which people learn are known as their learning styles. Learning styles are a set of cognitive, emotional and psychological factors that serve as indicators of how a learner perceives, interacts with and responds to the learning environment. Everyone has different learning styles. Several people may find that they have a dominant style of learning, while others find that they use different styles in different situations. An important concept is that individuals differ in the ways they learn. The idea the idea of individualized learning styles was introduced in the 1970s and since then it has influenced education.

Methodology- A quantitative research approach and descriptive research design were used. Through purposive Sampling technique, 60 students of age groups 13-17years studying in 8th, 9th and 10th are selected from school of Sasaram. Data was collected via learning style questionnaire and analyzed by descriptive and inferential statistics.

Results- Finding of the present study reveal that out of 60 study participants, 64.30% of students preferred Visual learning style, some of them are preferred kinesthetic learning style about 62.27% students and rest of them are preferred auditory about 61.61% students. Base on the significant association between demographic variables with learning style present study so that significant association between demographic variable such as family monthly income (p value = .008), and no significant association between rest of demographic variables such as age,gender and types of family with learning style(p value >0.05).

Discussion and conclusion- Based on the demographic variables such as age, gender, types of family and family monthly income of school students it can be concluded that, most preferred learning style is visual followed by kinesthetic and Auditory learning style.

Index Terms - Assess, Learning style, School students

I. INTRODUCTION

Every individual has their own natural pattern of acquiring and processing information. The patterns by which people learn are known as their learning styles. Learning styles are a set of cognitive, emotional and psychological factors that serve as indicators of how a learner perceives, interacts with and responds to the learning environment. Everyone has different learning styles. Several people may find that they have a dominant style of learning, while others find that they use different styles in different situations. An important concept is that individuals differ in the ways they learn. The idea the idea of individualized learning styles was introduced in the 1970s and since then it has influenced education.

It is important that individuals should recognize their learning styles. Individuals who are aware of their own pattern of learning, they can take the responsibility for their own learning. When the learner understands his/her own learning, he/she can give meaning to the process of learning, and develops understanding of his/her own form of learning. This can help in acquiring information without any need for assistance. Generally, students acquire and process information in different ways: by hearing and seeing, reasoning rationally and intuitively, reflecting and acting, visualizing and analyzing etc. Teaching methods also vary by teachers, some focus on principles and others on applications; some apply instructions or lecture other students; some emphasis on memory and others understanding. When learning styles of most students mismatch the with teaching styles of the teachers, the students may become bored and inattentive in the class, do poorly on tests, they feel discouraged and lack interest in the studies, extracurricular activities and about themselves too.

Learning Style has been regarded as one of the most important factors that regulate the way people learn and understand. There is also a tendency to match students" learning styles to the "teaching styles" of concerned teachers. The importance has gradually shifted towards achieving a match between the way learning resource materials are presented and the learning styles of the learners. The teachers should pay keener attention to students" learning styles - by identifying them, and by designing teaching and learning interventions around them.

II. RESEARCH METHODOLOGY

2.1 Population and Sample

Population of study will be collected from the selected school of Sasaram from 8th, 9th and 10th standard students. Sample of the present study includes from the selected school of Sasaram the inclusive criteria and who are present during the time of data collection, age between 13-17 years. In the present study, non – probability purposive sampling technique was adopted to select the sample.

2.2 Data And Source Of Data

Data collection is the gathering of information from the sampling units. The data was collected famong 60 subjects who were selected by purposive sampling technique. The investigator given self- introduction explained the purpose of the study and written consent was obtained from the study. Tools were administered to the subjects with adequate information and collection the data.

2.3 Sample Criteria

The criteria of the study included Students of age group 13-17 years of 8th, 9th and 10th standard and who are available during the time of data collection.

2.4 Conceptual framework

A Conceptual framework is a bit like a recipe or a blueprint. It provides an outline of how to plan to conduct the research for the thesis, but it goes further then that by also positioning work within the larger field of research. Writing a conceptual framework can not only help to guide thesis to ensure that researchstays on the track, but it also helps it guide fellow researchers or advisers who are analyzing the thesis.

Polit and Hungler (1996) describe conceptual framework as a cohesive, supporting linkage of inter related concept, it is the device for organizing ideas and in turn brining order to related objects observations, event and experience. It serves as guide to research and spring board for the generation of research hypothesis.

The conceptual framework of present study based on **General System Theory** developed by Ludwig vonBertalanffy, explain the concepts as input, process, output, feedback.**Input**: Input is something put into a system or expended in its operation to achieve output.In this study, assess the learning style among students by using learning style questionnaire (LSI Tool given by o' Brien). Which is relationship with variables such as, age,gender, types of family, Family monthly income.**Process**: The method by which the variables are collected and synthesized. It refers to the action needed to accomplished the desired active tasks that is energy and information for the maintenance of homeostasis of the system. Through dynamic interaction with the environment, the change information in different forms such as verbal and behavioural communication.

In this study, data is collected through learning style questionnaire (LSI tool) to assess learning style among students of selected school .**Output:** The output is a reflection of the research process and the work that has been done to investigate a particular topic or question, it is the tangible outcome of the research and provides evidence to support the thesis statement or research objectives. In this study, improved school performances from 8th,9th and 10th standard students' respondent by the use of most preferred learning styles.**Feedback**: This is achieve by observing and analyzing the responses received from the student's feedback by LSI tool. Within this framework, feedback for learning carries the objective: - to guide students towards the learning outcomes of the course.

II. Descriptive Statistics

Table Showing the study participants as per demographic profiles

AGE	Frequency	Percentage
13-15 year	41	68.3
15-16 year	13	21.7
Below 18 year	6	10.0
Total	60	100.0
GENDER	Frequency	Percentage
Male	33	55.0
Female	27	45.0
Total	60	100.0
Type of family	Frequency	Percentage
Nuclear Family	37	61.7
Joint Family	23	38.3
Total	60	100.0
Family monthly income	Frequency	Percentage
20000-30000	6	10.0
31000-40000	21	35.0
41000-50000	19	31.7
51000-above	14	23.3
Total	60	100.0

Table Showing the distribution of Learning Style among student.

Learning styles	N	Percentage
Auditory	60	61.61%
Kinesthetic	60	62.27%
Visual	60	64.30%

III. RESULTS AND DISCUSSION

The major finding based on the socio- demographic profile:

- From the above collected data, majority of the sample at 68% were in the category of between 13-15 years. Next majority of sample at 22% lies in the category of 15-16 years. About 10% of the collection of data were from category above 17 years of age.

- From the above collected data, majority of the sample at 55% were male. The rest of sample at 45% were female.

- From the above collected data, majority of the sample at 61.70% were in category of nuclear family. Next majority of Sample at 38.30% were in category of joint family.

- From the above collected data, majority of sample at 35% were in the category of 31000-40000. Next majority of sample at 31% were in category of 41000-50000 and another next sample at 23% were in category of 51000-above. The remaining minorities at10% were in the category of 20000-30000.

Finding base on the objectives:

1. **To assess the learning style of the students**
   Among the study, out of 60 study participants 64.30% of students preferred Visual learning style, some of them are preferred kinesthetic learning style about 62.27% students and rest of them are preferred auditory about 61.61% students.
2. **To find out the association between the selected demographic variable and learning style.**
   Illustrate that there was no significant association between age, gender and types of family and family monthly income etc. regarding the learning style among students (>0.05). Here it   depicts that the hypothesis (H1) was rejected.

CONCLUSION:

Everyone has their own style of learning; it is key to helping student learn is to realize that they all have different learning style and teachers should use a variety of methods to address the variety of learning styles. After the collection of data from 60 students which is studying in 8th, 9th and 10th standard, in which out of 60 study participants 64.30% of students preferred Visual learning style, some of them are preferred kinesthetic learning style about 62.27% students and rest of them are preferred auditory about 61.61% students. Based on the significant association between demographic variables with learning style (<0.05). Result was illustrated that there was no significant association between demographic variables such as age, gender and type of family and family monthly income etc. The result of study concluded that the most preferred learning style is visual followed by kinesthetic and auditory.

III. ACKNOWLEDGMENT

REFERENCES

1. Akdemir, O., & Koszalka, T. A. (2008). Investigating the relationships among instructional strategies and learning styles in online environments. Computers & Education, 50(4), 1451-1461.
2. Akkoyunlu, B., & Soylu, M. Y. (2008). A study of student's perceptions in a blended learning environment based on different learning styles. Educational Technology & Society, 11(1), 183-193.
3. Allen, M., J. Bourhis, N. Burrell, & E. Mabry. (2002). Comparing student satisfaction with distance education to traditional classrooms in higher education: A meta- analysis. The American Journal of Distance Education, 16(2), 83-97.
4. Ally, M., & Fahy, P. (2002, August). Using students' learning styles to provide support in distance education. In Proceedings of the Eighteenth Annual Conference on Distance Teaching and Learning. Madison, WI.

5. Aragon, S. R., Johnson. S. D., & Shaik. N. (2002). The influence of learning style preferences on student success in online versus face-to-face environments. The American Journal of Distance Education, 16(4), 227-243.