ABSTRACT

The present study is mainly designed to examine the gender difference in learning styles of senior secondary school students. For this 400 students (200 girls and 200 boys) were selected from eight schools of Haryana. Selected students were tested with Karuna Shankar Misra’s inventory. Obtained data were analyzed by descriptive statistics and t-test. Results revealed that female have scored significantly high on reproducing learning styles than their counter male school students. No significant difference was found on constructive learning styles. In case of total learning styles female students also scored high as compared to male school students.

Keywords: Learning Style, Senior School Students.

INTRODUCTION

Learning styles plays a key role in the process of learning because the success in learning is related the style of learning. A good learning is dependent on the learning style. A successful learning of an individual is associated with numerous factors such as age, intelligence, motivation, gender and learning styles etc. Different individuals have different learning styles (Khanun, 2014). It has been found that learning styles preferred by girls and boys are different. Both genders possess different method to make information in process. It specifies two broad categories male and female who opt different methods of learning styles. Some studies find that boys like to relate with the objects and girls likes to relate with the people (Howe, 1997). Girls feel difficulties in academics in a different ways than the boys feel. For the failure in learning, girls think that they disappointed their adult and boys see their failure relevant to the particular area which is not related to the feeling of adults (Pomerantz, Alterman & Saxon, 2002). It has been found that girls are more serious about their performance in classroom than the boys (Feingold, 1994).

It is a general faith that psychomotor skills requires more stamina and more physical power and can be very well managed by boys than the girls (Aggarwal,2010).

Learning style adapted by any individual plays a very vital role in learning process. It becomes more important when we talk about gender difference in learning style. So it is very important to understand the different learning styles of different individuals. It is undeniable (Khanun,2014).

LEARNING STYLE

The term learning style is defined as the combination of features of perceptual and physiologic factors which behave as a symbol that how a individual perceives and understand, and how it reacts to the environment (Khanun,2014). Learning style refers to the term in which every individual learn in their own way. As the researchers, have discussed different dimensions of the term learning style, therefore a large spectrum of explanations have been given about the term learning style. The preferred way of an individual to perceive the information and understanding of the content is the learning style of an individual (Boneva, Mihova, Fernando, 2012 ). Learning styles are the preferences of the individual to learn in a particular mode and environments. It is purely the individual choice that where he wants to learn, with whom he will be more comfortable and what he wants to learn, for example he will enjoy the learning while listening to the music, while eating food etc. the way he choose, will work effectively in learning (Woolfolk, 2011).

Role of learning style in a learning process

Learning style is consisted of different related factors, which are considered as the features of learning style because learning style cannot be treated as a single term. (Boneva, Mihova, Fernando, 2012 ). Learning in a different way by very individual is due to the different learning styles. Every individual's learning approach tells us about the way of perceiving information, interpret the information and reacts to the environment. Therefore understanding of different individuals learning style leads to effective teaching. Applying learning styles concepts and accordingly the teaching style in every classroom is very profitable at
every level of education due to various reasons. Therefore understanding of learning style is very important (Csapa & Hayen, 2006).

To find the best learning style, different learning styles have been developed. Therefore, a number of learning styles have developed among which we are using a learning style inventory developed by Karuna Shankar Misra. According to which there six styles of learning namely - Enactive Reproducing, Enactive Constructive, Figural Reproducing, Figural Constructive, Verbal Reproducing and Verbal Constructive. By grouping these styles we can mainly classified them in two types: Reproducing Learning Style and Constructive Learning Style.

**Reproducing Learning Style**

The term reproducing learning style refers to copy, close imitation and duplication of a subject-matter that is to be learnt by an individual or to make representation of the existing work. Reproducing learning style means to produce the learnt subject in the same manner as it was. It also means to recall to the brain or have a mental image of past incident or scene, as by the aid of memory or imagination.

**Constructive Learning Style**

In constructive learning style approach, learning is an active, contextualized process of constructing knowledge rather than acquiring it. Knowledge is constructed based on personal experiences and hypotheses of the environment. Each person has a different interpretation and construction of knowledge process. Learner brings past experiences and cultural factors to a situation for constructing knowledge. Constructive learning style means that all the knowledge is constructed from the learner’s previous knowledge, regardless of how one is taught. Therefore even listening to a lecture involves active attempts to construct new knowledge (Misra, K.S., 2005).

**RESEARCH OBJECTIVE**

The aim of this study is to examine the gender difference in Learning Styles among senior secondary school students.

**METHOD**

The research was carried out by using Descriptive Survey Method.

**The Participants**

In this study, 400 Senior Secondary School Students were randomly selected for data collection among which 200 are male students and 200 are female students.

**Measuring Tool**

Learning Style Inventory (K. S. Misra) used for data collection.

**RESULTS AND DISCUSSION**

In the initial process of research, learning styles scores of the student were calculated. The two components of learning style named Reproducing Learning style and Constructive Learning Style were taken for computation. From the score obtained in the learning style whether it is reproducing or it is constructive, the level of learning style as extremely high, high, above average, slightly above average, average/moderate, slightly below average, below average, low and extremely low were decided. Total 400 students were taken for data collection among which 200 are female students and 200 are male students.

<table>
<thead>
<tr>
<th>GENDER</th>
<th>No. of Students (N)</th>
<th>Mean</th>
<th>SD</th>
<th>t-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>200</td>
<td>68.80</td>
<td>5.95</td>
<td>-6.030</td>
</tr>
<tr>
<td>Male</td>
<td>200</td>
<td>72.58</td>
<td>6.56</td>
<td></td>
</tr>
</tbody>
</table>

From Table 1 It is concluded that there is a significant difference between the Reproducing Learning style of female and male students. According to the mean score (M=68.80 for female; M=72.58 for male) and standard deviation (SD= 5.95 for female; SD= 6.56 for male) of reproducing learning style it is found that the level of reproducing learning style of female is slightly below average and the level of reproducing learning style of male student is average.

<table>
<thead>
<tr>
<th>GENDER</th>
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<th>Mean</th>
<th>SD</th>
<th>t-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>200</td>
<td>73.745</td>
<td>6.44</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>200</td>
<td>74.305</td>
<td>8.07</td>
<td>-0.767</td>
</tr>
</tbody>
</table>
Table 2 reveals that there is no significant difference between the Constructive Learning Style of Female and male Students. On the basis of mean score (M=73.745 for female; M=74.305 for male) and standard deviation (SD= 6.44 for female; SD= 8.07 for male) of constructive learning style it is found that the level of constructive learning style of both female and male student is average.

Table 3. Comparison of Mean Score on Total Learning Style

<table>
<thead>
<tr>
<th>GENDER</th>
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<th>Mean</th>
<th>SD</th>
<th>t-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>200</td>
<td>142.56</td>
<td>9.92</td>
<td>-4.015</td>
</tr>
<tr>
<td>Male</td>
<td>200</td>
<td>146.99</td>
<td>12.035</td>
<td></td>
</tr>
</tbody>
</table>

From table 3 it is clear that there is a significant difference between full learning style of female and male students i.e. when reproducing learning style and constructive learning are taken together for full learning style. The mean score (M=142.56 for female; M=146.99 for male) and standard deviation (SD= 9.92 for female; SD=12.035 for male) obtained tells that there is a difference in the style of learning of female and male students.

CONCLUSION

This study reveals that there exist a significant difference between the learning styles of male female students at senior secondary level. In the study conducted by Liu and Shi (2015) also revealed that gender affect the learning styles of the students, therefore it is good to have association between teaching style and learning style for the success of learning process, this study supports the gender difference in learning style of the students. But, Shuib and Azizan (2015) finds that there is no significant difference between learning styles of male and female students. Some studies supports and some contradict with this study of gender difference in learning styles. But every individual adopt his own style of learning for performance. Each student perceives the information, process it accordingly, and retain it in the memory only from their level of perception.

REFERENCES