

## **LEARNING STYLE PREFERENCES OF STUDENTS**

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### **ABSTRACT**

*Every student has their own individual style of learning. Learning style of an individual refers to the preferential way in which the student takes in information, processes, understands and retains the information. Some students prefer to learn at their own pace while some like to learn in groups, some learn by viewing while some learn by listening. So there is a need to know the learning styles preferences of students. This study focuses on the three major learning styles entitled as VAK. VAK is an acronym that refers to the three major learning styles visual, auditory and kinesthetic. Students mainly fall under these three main categories of learning styles. This study was conducted for standard nine students to determine their learning style preferences in relation to Mother's educational qualification and occupation. The methodology used for the study was survey method. To achieve the objectives of the study O'Brien's (1985) Learning channel preference questionnaire was administered on 200 ninth standard school students in Chennai. To find the learning style preferences in relation to Mother's educational qualification and occupation F-test was employed and the result indicated that there is relation between the learning style preferences of students and Mother's educational qualification and occupation.*

**Keywords:** learning styles, visual, auditory, kinesthetic.

### **INTRODUCTION:**

"Every child has a different learning style and pace. Each child is unique, not only capable of learning but also capable of succeeding" – Robert John Meehan

Learning styles are the preferred way by which students take in and process information. There are three major learning styles visual, auditory and kinesthetic often referred to as VAK learning styles.

*Visual Learning Style:* They learn by seeing and observing. They visualize using their imagination and see what teacher teaches.

*Auditory Learning Style:* They learn best through hearing and listening.

*Kinesthetic Learning Style:* They learn by physical activities and hands on training.

Each learner has one dominant learning style, and it is important for teachers to know the preferred learning styles of students, to implement best strategies in teaching-learning process.

### **REVIEW OF LITERATURE:**

Yemane Y, Ambaye E, Alehegn A, Sahile E, Dimtsu B, Kebede S, Genetu A and Girma A (2017) have conducted a study on the topic "Assessment of Gender Difference on Learning Styles Preferences among Regular Undergraduate Students of Mekelle University Collage of Health Science." The study was conducted in Ethiopia among 415 undergraduate students. The findings revealed that 67(27.7%) of the male and 38(24.7%) of the female students dominantly preferred visual learning style.

Veena N and ShailajaShastri (2013) have conducted a study on the topic, "Learning Preferences among students". The study was conducted in Bangalore city among 656 undergraduate students. The findings revealed that 80% of students preferred single mode of information presentation and 20% preferred multiple mode.

### **OBJECTIVES:**

- To find out the significant difference in the preferred learning styles of IX standard students with respect to Mother's educational qualification.
- To find out the significant difference in the preferred learning styles of IX standard students with respect to Mother's occupation.

### **HYPOTHESIS:**

- There is no significant difference in the preferred learning styles of IX standard students with respect to Mother's educational qualification.
- There is no significant difference in the preferred learning styles of IX standard students with respect to Mother's occupation.

## METHODOLOGY AND TOOL:

The methodology employed for the study was survey method. The sample for the study was 200 IX standard students from selected schools, in Chennai. The sampling strategy used for the present study was stratified random sampling. The tool used for study was O'Brien's (1985) "Learning Channel Preference Questionnaire".

## SCORING:

The tool contained 30 statements, with 10 statements under each learning style. The statements were measured in a 3 point scale. The students were asked to select their degree of agreement for each statement by selecting any one of the three responses: *Often-3, Sometimes-2 and Never-1*.

## FINDINGS OF THE STUDY:

**Table -1**  
**Mean and Standard deviation for preferred learning styles**

Sub samples		N	Visual		Auditory		Kinesthetic	
			Mean	SD	Mean	SD	Mean	SD
Mother's Educational qualification	Below 12th	127	32.61	3.627	31.77	3.714	32.88	3.894
	Degree	233	33.04	3.240	32.30	3.723	33.52	3.355
	Illiterate	50	35.30	3.598	34.64	3.624	35.34	3.645
Mother's occupation	Business	25	21.72	2.836	21.20	3.262	21.04	3.039
	Government	13	23.15	3.977	22.08	4.141	23.77	4.117
	Non-govt	32	23.03	2.921	22.28	2.949	23.84	3.183
	Not working	130	23.73	2.958	22.92	3.347	23.96	3.069

**Table 2:**  
**F-test for preferred learning styles of students**

SUB SAMPLES		Visual		Auditory		Kinesthetic	
		F- VALUE	SIG.	F- VALUE	SIG.	F- VALUE	SIG.
Mother's Educational Qualification	Below 12 <sup>th</sup>	10.188	0.000*	10.879	0.000*	7.600	0.001*
	Degree						
	Illiterate						
Mother's Occupation	Business	2.987	0.032*	2.232	0.086	6.531	0.000*
	Government						
	Non-govt						
	Not working						

\*The mean difference is significant at the 0.05 level

## HYPOTHESIS: 1

**There is no significant difference in the preferred learning styles of IX standard students with respect to Mother's educational qualification.**

From table 1 and table 2

- It is inferred that the p-value for **Mother's qualification** is 0.000, which is lesser than the significant value 0.05. Hence the null hypothesis is rejected and there is significant difference in the **visual learning style** preference of IX standard students with respect to their Mother's educational qualification. From the Post hoc test, it is inferred that there exists a significant difference in the visual learning style preference of IX standard students, whose Mother's educational qualification is below XII standard and illiterate and whose Mother's are illiterate and degree holders. Students whose Mother's are illiterate prefer visual learning style than whose Mother's educational qualification is below XII standard and degree holders.
- It is inferred that the p-value for **Mother's qualification** is 0.000, which is lesser than the significant value 0.05. Hence the null hypothesis is rejected and there is significant difference in the **auditory learning style** preference of IX standard students with respect to their Mother's educational qualification. From the Post hoc test, it is inferred that there exists a significant difference in the auditory learning style preference of IX standard students, whose Mother's

educational qualification is below XII standard and illiterate and whose Mother's are illiterate and degree holders. Students whose Mother's are illiterate prefer auditory learning style than whose Mother's educational qualification is below XII standard and degree holders.

- It is inferred that the p-value for **Mother's qualification** is 0.001, which is lesser than the significant value 0.05. Hence the null hypothesis is rejected and there is significant difference in the **kinesthetic learning style** preference of IX standard students with respect to their Mother's educational qualification. From the Post hoc test, it is inferred that there exists a significant difference in the kinesthetic learning style preference of IX standard students, whose Mother's educational qualification is below XII standard and illiterate. Students whose Mother's are illiterate prefer kinesthetic learning style than whose Mother's educational qualification is below XII standard and degree holders.

## HYPOTHESIS: 2

**There is no significant difference in the preferred learning styles of IX standard students with respect to Mother's occupation.**

From table 1 and table 2,

- It is inferred that the p-value for **Mother's occupation** is 0.032, which is lesser than the significant value 0.05. Hence the null hypothesis is rejected and there is significant difference in the **visual learning style** preference of IX standard students with respect to their Mother's occupation. From the Post hoc test, it is inferred that there exists a significant difference in the visual learning style preference of IX standard students, whose Mother's are doing business and working in non-government sectors. Students whose Mother's are not working prefer visual learning style than whose Mother's are working.
- It is inferred that the p-value for **Mother's occupation** is 0.086, which is greater than the significant value 0.05. Hence the null hypothesis is accepted and there is no significant difference in the **auditory learning style** preference of IX standard students with respect to their Mother's occupation.
- It is inferred that the p-value for **Mother's occupation** is 0.000, which is lesser than the significant value 0.05. Hence the null hypothesis is rejected and there is significant difference in the **kinesthetic learning style** preference of IX standard students with respect to their Mother's occupation. From the Post hoc test, it is inferred that there exists a significant difference in the kinesthetic learning style preference of IX standard students, whose Mother's are doing business and working in non-government sectors and whose Mother's are doing business and not working. Students whose Mother's are not working prefer visual learning style than whose Mother's are working.

## DISCUSSION AND CONCLUSION:

The Research findings highlighted the learning style preferences of IX standard students in Chennai city with respect to Mother's educational qualification and occupation. It has been inferred from the study that students whose Mother's are illiterate prefer all three types of learning styles and the most preferred learning style is kinesthetic learning style. With regard to Mother's occupation, students whose Mother's are not working prefer all three types of learning styles and the most preferred learning style is kinesthetic learning style. The second most preferred learning style is visual learning style. Visual learners learn by seeing and observing, kinesthetic learners learn by physical activities. So, teachers can use more visual aids and physical activities in their teaching to strengthen the teaching-learning process.

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