



A STUDY OF STYLE OF LEARNING OF B.ED. STUDENTS COMING FROM DIFFERENT ACADEMIC DISCIPLINES

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Abstract

Learning styles are closely associated with theories concerning cognitive development, intellectual tendencies, and individual personality traits. Several theories have been put forth to elucidate the formation of thinking styles and their impact on cognitive processes and collaborative endeavors. (Sabater., 2022) Learning styles refer to a range of theories that aim to account for differences in individuals' learning. Although there is ample evidence that individuals express personal preferences for how they prefer to receive information, few studies have found any validity in using learning styles in education. Many theories share the proposition that humans can be classified according to their "style" of learning, but differ in how the proposed styles should be defined, categorized and assessed. A common concept is that individuals differ in how they learn.

Keywords: Thinking Processes, Styles of Learning, Cognitive Structuring.

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Introduction:

Sullivan's concept suggests a progression of thinking modes from prototaxic (disordered and chaotic) to parataxic (associative and subjective) and finally to syntactic (rational and objective). These modes signify varying levels of experience integration and differentiation. (Fan, 2020). Bruner's theory proposes three modes of representation as the foundation of thinking: enactive (action-based), iconic (image-based), and symbolic (language-based). (Comht)Every student has a strategy they use to remember information more efficiently while studying. Some of them take notes; some make diagrams; some prefer to listen to lectures, etc. Since no learning style fits all students, scientists have conducted research in order to understand the way students learn new information best (University, 2021). Trainee teachers learn theories on learning and thinking styles but there is only an

assumption that they understand the thinking styles of their students. To find out whether they are aware of their own thinking styles the present study was taken up.

Rationale of the Study:

Learning Styles helps individual to understand and comprehend whatever they learn in the environment. One of the popular theories, to this day, is the VARK model. This model identifies four types of learners: visual, auditory, kinesthetic, and reading/writing. Visual learners are individuals who prefer to take in their information visually—be that with maps, graphs, diagrams, charts, and others. Auditory learners are individuals who learn better when they take in information in auditory form when it is heard or spoken. Kinesthetic learners are individuals who prefer to learn by doing. They enjoy a hands-on experience. Reading/writing learners consume information best



when it's in words, whether that's by writing it down or reading it. Most people are a combination of these four styles, but more times than not, they have a predominant style of learning. Each of these styles has a complementary way of teaching. Recent studies and theories from psychologists and experts in the field suggest that there are anywhere between 3 to 170 different types of learning styles. Other types of learning styles are based on one of the senses and a social aspect. (Hu, (2019).)

Need for the study:

B.Ed. is a very hectic professional course and student-teachers are expected to be on their toes for their day-to-day work in the academic life. This includes preparing to become teachers via internship and various practicum and learning theories. Such situations can create a lot of stress and understanding oneself is very important. This also calls for using better strategies to cope with various activities that are conducted and knowing one's learning styles makes it easier for students. It also helps the teacher to know what changes could be brought about in their teaching pattern.

1. Objectives of the Study

- i. To study the preferred style of learning amongst B.Ed. students coming from the disciplines of Arts, Science and Commerce
- ii. To compare the learning styles of B.Ed. students coming from the disciplines of Arts and Science.
- iii. To compare the learning styles of B.Ed. students coming from the disciplines of Arts and Commerce.

2. Hypothesis of the Study

- i. There is no significant difference between the learning styles of B.Ed. students coming from the disciplines of Arts and Science.

- ii. There is no significant difference between the learning styles of B.Ed. students coming from the disciplines of Arts and Commerce.

3. Research design used for the study:

For the present study descriptive research design was used. Researcher used the Random sampling approach to administer the test.

4. Tools for the Study:

The researcher used a self-made tool. To construct the tool the researcher referred to various tools like SOLAT (Styles of Learning and Thinking) constructed by D. Venkataraman in 1994 and Kolb's Learning styles inventory, and Jackson's Learning style profile. Six areas of learning styles were identified namely- Verbal, Content Preference, Class Preference, Learning Preference, Interest

5. Data Analysis:

Data Analysis for the present study was done through finding mean regarding the preferred learning styles of the students of different disciplines, and t-test to compare the learning styles of students from different academic disciplines .

6. Sample for the study:

The present study was conducted on trainee teachers doing their B.Ed. The tool was administered to 48 respondents though only 42 samples responded.

7. Limitations of the study:

- i. The study is limited to South Mumbai region.
- ii. The data has been collected only from B.Ed. students.

8. Findings of the study:

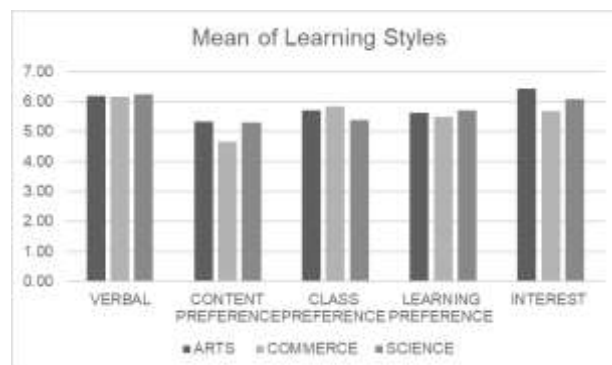
Objective 1 – Preferred Style of learning amongst B.Ed. students coming from the disciplines of Arts, Science and Commerce



Table 1- Preferred Style of learning.

LEARNING STYLES	ARTS	COMMERCE	SCIENCE
Verbal	6.19	6.17	6.23
Content Preference	5.33	4.67	5.31
Class Preference	5.71	5.83	5.38
Learning Preference	5.62	5.50	5.69
Interest	6.43	5.67	6.08

Figure 1: Preferred Style of learning.



Finding 1: The finding indicates that students from the three disciplines prefer a more Verbal style of learning though Arts and Science students also prefer the interest in learning. Commerce students on the other hand have preferences majorly for Verbal style and lower on content preference. Class preference and learning preference are in the same range.

Analysis 1: The Indian system of education requires students to learn more content and write the content thus verbal styles is the most preferred style irrespective of any discipline. It is found that discipline wise differences in learning styles are mostly non-significant (Hu J, (2021)). There could be some difference which may be significant but that does not amount to a major difference.

Objective 2: To compare the learning styles of B.Ed. students coming from the disciplines of Arts and Science.

Table 2: Comparison of learning styles of Arts and Science discipline students

Variable	Groups	N	Df	Mean	SD	Table Value	't' value	Level of significance
Learning Styles	Arts Discipline	22	40	0.60	0.48	2.423	0.23	Not significant at 0.01 level
	Science Discipline	13		0.55	0.37			

Finding 2: Table 2 shows that the Mean of Arts and Science group undertaken for learning styles comparison are 0.60 and 0.55 respectively and SD of Arts and Science undertaken for learning styles comparison are 0.48 and 0.37 respectively. The students' t-test administered on this data shows that t- value is 0.23. As obtained t- value is less than (2.42) table T-value, the t-value is not significant at 0.01 level. Therefore, the null hypothesis is accepted.

Analysis 2: The result shows that there is no significant difference between the learning styles of students from Arts and Science discipline.

Objective 3: To compare the learning styles of B.Ed. students coming from the disciplines of Arts and Commerce.



Table 3- Comparison of learning styles of Arts and Commerce discipline students

Variable	Group	N	Df	Mean	SD	Table Value	't' value	Level of significance
Learning Styles	Arts Discipline	22	40	0.61	0.48	2.423	0.19	Not significant at 0.01 level
	Commerce Discipline	7		0.55	0.49			

Finding 3: To compare the learning styles of B.Ed. students coming from the disciplines of Arts and Commerce. Table 2 shows that the Mean of Arts and Commerce undertaken for learning styles comparison are 0.61 and 0.55 respectively and SD of Arts and Commerce undertaken for learning styles comparison are 0.48 and 0.49 respectively. The students' t-test administered on this data shows that t- value is 0.19. As obtained t- value is less than (2.423) table T-value, the t-value is not significant at 0.01 level. Therefore, the null hypothesis is accepted.

Analysis 2: The result shows that there is no significant difference between the learning styles of students from Arts and Commerce discipline.

Discussion:

The results suggest opposite to the earlier research wherein it is found that the process by which a student selects an academic discipline (Cherry, 2022) aligns with their preferred learning style. On the other hand, socialization entails a student's learning style adapting to match the established learning norms of a specific academic field once they are immersed in it. Consequently, various academic fields tend to favor different learning styles. Additionally, there are secondary norms that influence personal styles, attitudes, and social interactions. Over time, the interplay of selection and socialization pressures results in the development of a distinct and tightly knit disciplinary culture, as well as specialized student orientations towards learning.

Some research shows that learning styles do affect the academic performance of students. Recognizing and adapting to diverse learning styles in the classroom can significantly enhance the effectiveness of teaching. Trainee teachers who are aware of different learning preferences can tailor their instructional strategies to meet the needs of all students, resulting in improved learning outcomes.

Catering to various learning styles can make learning more engaging and enjoyable for students. When trainee teachers incorporate a variety of teaching methods and materials that align with different learning styles, students are more likely to stay motivated and actively participate in their learning.

Conclusion:

Understanding learning styles promotes inclusivity in the classroom. Trainee teachers who are sensitive to the diverse ways in which students learn can create a more inclusive learning environment where every student feels valued and accommodated, regardless of their learning preferences. Learning styles provide a basis for personalized instruction. Trainee teachers can use this knowledge to differentiate instruction and offer individualized support to students who may struggle with traditional teaching approaches. Recognizing different learning styles can improve communication between trainee teachers and their students. It enables trainee teachers to explain concepts in ways that resonate with each student, fostering better teacher-student relationships. Understanding learning styles is a valuable skill for trainee teachers that can contribute to their professional growth. It encourages them to



continually adapt and refine their teaching methods to meet the evolving needs of their students.

Trainee teachers who appreciate the significance of learning styles are better prepared to be lifelong learners themselves. They are more likely to seek out professional development opportunities and continually refine their teaching practices to stay relevant in the field of education.

In conclusion, understanding and accommodating learning styles is a fundamental aspect of effective teaching and essential for trainee teachers. It enhances the learning experience for students, promotes inclusivity, and contributes to the overall success of both teachers and learners in the educational process.

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