

## EFFECT OF GENDER ON LEARNING STYLES OF DISABLED STUDENTS

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### **Abstract**

*The present study was undertaken to investigate the Effect of Gender on Learning Styles of Disabled Students. The sample of the study consisted of 60 Disabled Students studying in class IX to XII in Senior Secondary School of Kangra and Mandi District of H.P. Grasha-Riechmann's scale of Learning Styles was used for data collection. Analysis of data was done with 't' test. The results of the study revealed that gender had significant influenced on Avoidant Learning Style of Disabled School going students. However no influence of gender emerged with reference to other Learning Styles.*

### **INTRODUCTION:**

Learning is an important process of life. This process starts from the individual is born and continues till his death. Almost every aspect of an individual's development is related to 'learning'. The meaning of the learning is generally regarded as reforming the behaviour. Reform in behaviour does not mean only the reform of external behaviour, but it brings change in thinking and imagination as well, thus, any act which develops the individual and modifies his behaviour and experience can be called learning.

The disabled have represented a segment of population that is most backward, least served and grossly neglected thus having been customarily denied their right to self-assertion, identity and development. Although it has been shown in literature that no two disabilities are similar in nature yet people with any form of disability continue to be treated as a separate category of people with characteristics similar to each other but different from the rest.

Though it is difficult to generalize the patterns of historical representations of disability in literary, artistic and visual media due to differentiations among cultures in giving meaning and form to it, a survey of disability representations helps us to visualize the extent to which human differences posed substantial conflicts for all communities. **Tiber. Corbett (1996)** mentioned that children with disabilities were seen as less than human and were subsequently vulnerable to less than humane treatment. **Barton (1995)** exhibited that stereotyping and stigmatization through negative labelling have been a constant part of the experiences of disabled people. According to Dr. G. N. Karna 'In the Hindu doctrine of *Karma Phala* disability is sought to be linked with the retribution for the sins committed by individuals in the past'. After independent in 1947 that the Government of India took positive steps in various areas from physical to vocational rehabilitation for the disabled citizens. In spite of Legislations like *Persons with Disabilities Act 1995 (PWD Act)*, *National Trust Act 1999 (NTA Act.)*, the general attitude of the society towards the disabled did not yet changed. Now the Government of India "*The Rights of Persons with Disabilities Bill - 2016*" passed in 2106. New Bill will replace the existing PwD Act, 1995, which was enacted 21 years back. The types of disabilities have been increased from existing 7 to 21 and the Central Government will have the power to add more types of disabilities. Social values norms and attitudes are not static and are liable to change depending upon a wide range of factors and forces that operate at macro and micro level. Consistently, the formal notion of disability has under gone revisions to accommodate changes in social norms and attitudes. **Jilardi Damavandi, et. al. (2011)** significant difference in the academic achievement of the Iranian students that correspond to the four learning styles. found that gender difference existed in learning styles of senior secondary students. **Purnima (2008)** found that Female students showed stronger preference for learning through collaborative and participant style than their counterparts. In a study by **Ekici (2013)** divergent

learning style was the dominant learning style whereas assimilator learning style was the least preferred learning style for both females and males in a sample of preservice teachers. Coffield et al., 2004). As a result, several researches has been conducted to explore learning styles especially in college students. One of the most important social progresses in human life is learning, the child at the beginning comes to the world with some instinctive and physiological capacities, then, besides instinctive and natural capacities like growth and reflections, that which makes up his character is an outcome of his learning (Karimi, 2010).

**OBJECTIVE:** The main objective of the study was to find out the influence of gender on Learning Styles. Independent, Dependent, Competitive, Collaborative, Participant and Avoidant of Disabled School going Students.

**HYPOTHESIS:** There would be significant difference in Learning Styles of Male and Female Disabled School going students.

**SAMPLE:** the sample comprised of 60 disabled students of class IX to XII studying in Senior Secondary School of District Kangra and Mandi in Himachal Pradesh. The School were selected through lottery method and students were drawn through random sampling. These students were of both genders.

**VARIABLES:** Six Learning Styles were regarding as dependent variables Gender was treated as independent variable.

**TOOLS USED:** in the present study Hindi version of short form of Grasha-Riechmann's Student Learning Styles Scale (GRSLSS) prepared by Dr. B.P. Verma was used. It contains 60 items with 10 items related to each of the six scales; Independent, Dependent, Competitive, Collaborative, Participant and Avoidant. Students were asked to judge themselves on a five points scale in terms of how much they agree or disagree with each statement, agreement being high. Here score can range from ten to fifty.

**RESULTS:** The obtained results of t' test have been given in table 1. Further mean scores of male and female disabled school going students have been presents in

table 2 for those learning styles where difference have been found.

**Table-1**

**Summary of 't' test in respect of Six (6) Learning Styles:-**

Sr. no.	Learning Style	Group	N	Mean	S.D	t- value	Significance Level
1	Independent	Male	30	33.34	6.11	0.50	NS
		Female	30	34.53	5.76		
2	Dependent	Male	30	22.80	9.69	0.90	NS
		Female	30	24.76	6.91		
3	Competitive	Male	30	38.50	5.88	1.21	NS
		Female	30	36.46	7.13		
4	Collaborative	Male	30	38.80	3.80	0.94	NS
		Female	30	37.73	6.21		
5	Participant	Male	30	36.88	5.84	1.42	NS
		Female	30	39.11	6.30		
6	Avoidant	Male	30	42.07	5.03	2.08	**
		Female	30	39.19	5.72		

*NS= Not Significant*

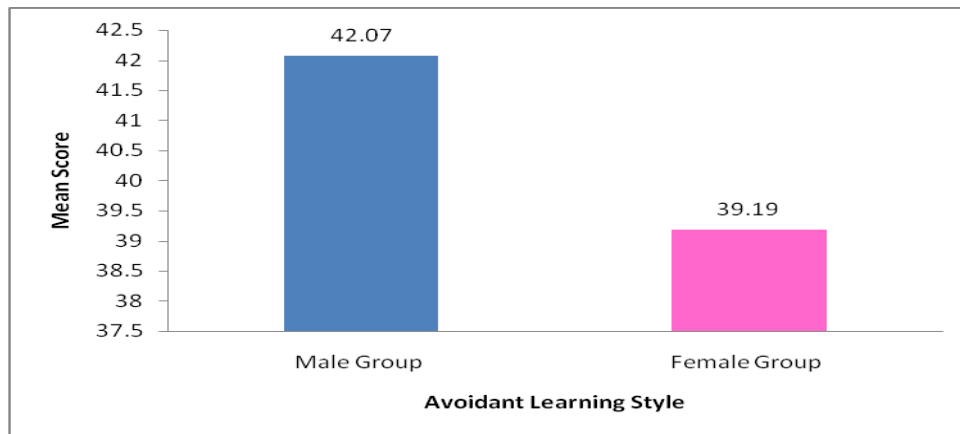
*\*\* Significant at 0.05 Level*

**The 't'- test disclosed that on Avoidant Learning Styles, Male and Female Disabled School going students differ significantly:**

**Table-2 Mean Score of Male and Female Disabled School going students**

Learning Style	Male Group (30)	Female Group (30)
Avoidant	42.07	39.19

**Figure-1 Mean score of Male and Female Disabled School going students**



As regard gender difference, from table 2 it is observed that the mean score value (42.07) for male disabled school going students is higher as compared to disabled school going students. (As depicted in Fig.1)

So our hypothesis is related only with respect to Avoidant Learning Style only which states that “There would be significant difference in Learning Styles of Male and female disabled school going students.

It may be further being concluded that Male disabled school going students are not much enthusiastic about attending class contents. They are typically uninterested and are sometimes overwhelmed by class activities as compared to their counterpart female disabled school going students.

#### **EDUCATIONAL IMPLICATIONS:-**

On one Learning styles viz. Avoidant Learning Style, male disabled school going students were found to be significantly more inclined than their counterpart female disabled school going students. This implies that some restrict this kind of avoidant behaviour among make disabled school going students. Further such instructional procedure may be used with avoidant male disabled students which match their capacities and capabilities. Assessment of performance of these students should also focus on tasks concerning to this Learning Style.

In addition to the above, the findings of the study suggest that gender differences in some Learning Styles should also be given proper gender may feel comfortable in Learning activities.

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