



# A Study of Learning style of Higher Secondary Science Stream Students in Relation to Certain Variables

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## 1. Introduction

A learning style is the way that different students learn. A style of learning refers to an individual's preferred way to absorb, process, comprehend and retain information. The four key learning styles are: visual, auditory, tactile and kinaesthetic. Visual learners prefer to use pictures, graphs and images to organize and communicate their thoughts and learn best from using flash cards. Auditory learners prefer to listen, discuss, memorize and debate in class. They learn best from audiobooks rather than print ones. Tactile learners learn best by touch and movement—they find opportunities to take part in demonstrations, writing or building models. Kinesthetic learners prefer to use their whole body in the learning process—they use gestures to communicate ideas and learn best in a hands-on environment.

A learning style refers to an individual's method of making sense of new material, commonly done through sight, touch and sound. Taste and smell, although not as frequently used as the last three, can still be effective when aiming to solidify ideas in our brain.

overall patterns that provide direction to learning and teaching. Learning style can also be described as a set of factors, behaviors, and attitudes that facilitate learning for an individual in a given situation.

## 2. Statement of Problem

A Study of Learning style of Higher Secondary Science Stream Students in Relation to Certain Variables

## 3. Objectives of the Research

- 1.To study Learning style of Higher secondary science stream students.
- 2.To study Learning style of Higher secondary science stream students in relation to Gender.
- 3.To study Learning style of Higher secondary science stream students in relation to Study Group.

## 4. Variables of the Research

In the present study variables are learning style, gender and Study group. Out of which Learning style is dependent Variable where gender and Study group are independent Variable.

## 5. Hypotheses of the Study

Hypothesis of the present study are as follows

- Ho<sub>1</sub>** There is no significant difference between mean scores of Learning style of boys and girls of Higher secondary science stream students of Ahmedabad.
- Ho<sub>2</sub>** There is no significant difference between mean scores of Learning style of Higher secondary science stream students of A and B group of Ahmedabad.

## 6. Population

The Population of the present study consist of all Higher secondary science stream students of Aanand city.

### 7. Sample

In the present Study the probability Sampling technique are used to select 320 students as the Sample subjects from the given Population by Multistage sampling method.

### 8. Tool of the research

In present research the researcher has prepared self made questionnaire of Learning style of higher secondary science stream students.

### 9. Method of research

There are Various kinds of research methods in Education. The method of the present study will be the descriptive method of which Descriptive Survey method is used for this research.

### 10. Techniques of Analysis

The statistics such as mean, standard deviation, t - value will be used.

### 11. Testing of Hypothesis

**Ho<sub>1</sub>** There is no significant difference between mean scores of Learning style of boys and girls of Higher secondary science stream students of Ahmedabad.

**Table 1: Analysis of Learning style among Boys and girls of higher secondary science stream School**

| Group | Number | Mean  | S.D. | t value | Remarks         |
|-------|--------|-------|------|---------|-----------------|
| Boys  | 52     | 42.48 | 8.85 | 0.91    | Not significant |
| Girls | 48     | 43.46 | 8.58 |         |                 |

From the table it is evident that the  $t = 0.91$  is less than  $t_{0.05} = 1.96$  which indicates that the difference is not significant at 0.05 level of significance. Thus, the hypothesis that There is no significant difference between mean scores of Learning style of boys and girls of Higher secondary science stream students of Ahmedabad. Has not be rejected at 0.05 level. It means that there is no significant difference in the Learning style among the higher Secondary science stream students of Ahmedabad.

**Ho<sub>2</sub>** There is no significant difference between mean scores of Learning style of Higher secondary science stream students of A and B group of Ahmedabad.

**Table-2: Analysis of Learning style among Boys and girls of higher secondary science stream School**

| Group | Number | Mean  | S.D. | t value | Remarks     |
|-------|--------|-------|------|---------|-------------|
| A     | 44     | 44.52 | 9.78 | 3.36    | significant |
| B     | 56     | 41.32 | 7.18 |         |             |

From the table it is evident that t value 3.36 is more than  $t_{0.05} = 1.96$  and  $t_{0.01} = 2.58$  which indicates that the difference is significant at 0.05 level and 0.01 level of significance. Thus, the hypothesis that “There is no significant difference between mean scores of Learning style of Higher secondary science stream students of A and B group of Ahmedabad.” is rejected at 0.05 level and 0.01 level. It means that there is significant difference in the Learning style among Higher Secondary science stream students of A and B group.

### 12. Findings

The findings of present research are as under

1. There is no significant difference in learning style of boys and girls’ students of higher secondary science stream students. It means there is no effect of gender on learning style.

2.The learning style of higher secondary science stream students of A group is better than learning style of Students of B group. It means there is effect of Study group on learning style of higher secondary science stream students.

### 13. Educational Implications/ Suggestions

To improve learning style of the students the following suggestions are recommended by the researcher

1. The students have to vary their learning routine, locations and materials.
2. Students should take good night's sleep.
3. Students should space their study time and use self testing.
4. Students should take notes in classroom and review them frequently.
5. Students have to watch video on the topic and also used flash cards.
6. Students should take frequent, short study breaks.
7. Students should look for ways to actively apply their learning.

### 14. Conclusions

The quench for Learning style is a never quenching thirst. Efforts in the direction have been done by many scholars and experts, and are still undergoing by many. Such efforts will continue as long as there is innovation and creativity in the work method of students.

From the present research we can conclude that many factors affect the learning style. However, the variable understudies like study group affected learning style of higher secondary science stream students.

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