

A Study on Learning Styles of B Voc Students in Coimbatore

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Abstract: Learning Style has been regarded as one of the most important factors that control the way people learn. There is also a propensity to match students learning styles to the “teaching styles” of concerned teachers. In the realm of instructional design, the emphasis has gradually shifted towards achieving a match between the way learning resource materials are presented and the learning styles of the learners themselves.

Keywords: Learning styles

I. INTRODUCTION

There is a strong tendency for teachers and course designers to pay closer attention to students’ learning styles – by diagnosing them, encouraging students to reflect on them and by designing teaching and learning interventions around them.

In face to face classrooms, evidence for the idea that students have individual learning styles appears to be offered when teachers notice that students vary enormously in the speed and manner with which they pick up new information and ideas, and the confidence with which they process and use them. In the domain of “lifelong learning” students might become more motivated to learn by knowing more about their own strengths and weaknesses as learners. In turn, if teachers can respond to individuals’ strengths and weaknesses, then retention and achievement rates in formal programs are likely to rise and learning to learn skills may provide a foundation for lifelong learning. Theoretical and empirical research on learning styles in the UK, the US and Western Europe began in the early years of the 20th century and is still producing ideas and an ever-proliferating number of instruments.

Some theories emphasize the dependence of learning styles on brain functioning, where claims are made that specific neural activity related to learning can be identified in different areas of the brain. Other theories focus on psychological aspects, such as personality traits, intellectual abilities and fixed traits which are said to form learning styles. From this latter perspective, it is claimed that learning styles can be defined accurately and then measured reliably and validly through psychological tests in order to predict behavior and achievement.

There is also a great variability in the degree of stability between theories. Some theories represent learning styles as flexibly stable arguing that previous learning experiences and other environmental factors may create preferences, approaches or strategies rather than styles. Learning styles as “fixed traits” imply that a valid and reliable measure is a sound basis for diagnosing individuals’ learning needs and then designing specific interventions to address them, both at the level of individual self-awareness and teacher activity. The downside is that it could lead to labelling and the implicit belief that traits cannot be altered.

In order to counter such problems, some theorists promote the idea that learning styles could vary from task to task and learners should develop a repertoire of styles, so that an awareness of their own preferences and abilities should not bar them from working to acquire those styles which they do not yet possess. Learning styles play a vital role in students’ learning process. Colleges and universities today show an increasing disparity between faculty and students, between teacher and learning. What suffers as a consequence is the learning process itself and the natural differences in learning patterns exhibited by new students are often interpreted by faculty as deficiencies. What may be happening, then, is a fundamental “mismatch” between the preferred styles of faculty and those of students. Students preferentially take in and process information in different ways: by seeing and hearing, reflecting and acting, reasoning logically and intuitively, analyzing and visualizing. Teaching methods also should vary accordingly. How much a student can learn is also determined by the compatibility of the student’s learning styles and the teacher’s teaching styles. It is important for teachers to

know their learners' preferred learning styles because this knowledge will help teachers to plan their lessons to match or adapt their teaching and to provide the most appropriate and meaningful activities or tasks to suit a particular learner group at different stages.

Objectives of the Study

- To analyze learning styles of among B Voc students

II. RESEARCH METHODOLOGY

The analysis of this paper is based on primary data collected from students and secondary data collected from the related websites, books and articles from different journals.

III. REVIEW OF LITERATURE

Alquhrani et al., (2018) examined the learning style preference of undergraduate student and determine the influence of gender on their section, using descriptive, cross sectional study was conducted at college in Saudi Arabia among 491 student. The result concludes that there is no significant difference could be found the model but significant difference in gender when learning style were compared most under graduate student preferred multimodal learning.

Chandrasekera and Tilanka (2018) in a study found that user characteristics such as preference for using an interface can result in effective use of the interface. Research has also suggested that there is a relationship between learner preference and creativity. This study uses the VARK learning styles inventory to assess students learning style.

Cuevas and Joshua (2018) analyzed two cognitive models, learning styles and dual coding, which make contradictory predictions about how learners process and retain visual and auditory information. Learning styles-based instructional practices are common in educational environments despite a questionable research base, while the use of dual coding.

Safika (2016) analyzed match teaching & learning method to make the learning easier. Using descriptive, cross, sectional study was conducted among 310 student to determine their preference of learning style & using VAK questionnaire. He finding of the study concluded that majority of the student (86%) preferred multimodal learning style; a variety of teaching method should be included in the curriculum according to students preference.

Liew (2015) investigated the relationship between learning preference & learning outcome among 470 per-clinical UG medical students, among these 230 belonged II year while 240 belonged to III year. This study revealed that the learning preference of student did not contribute significantly towards their learning outcome.

IV. ANALYSIS AND INTERPRETATION

Anova Analysis

Visual Learning Styles

Analysis of Visual Learning Styles of B.VOC (Beauty Therophy & Garment Designing) According to the Personal Profile of the Respondents

B.VOC (BEAUTY THEROPHY& GARMENT DESIGNING)							
VISUAL		Sum of Squares	df	Mean Square	F	Sig.	S/NS
DEMOGRAPHIC FACTORS							
Age	Between groups	.272	3	.091	.175	.914	NS
	Within groups	108.101	208	.520			
	Total	108.374	211				
Mother Tongue	Between groups	5.433	6	.906	1.803	.100	NS
	Within groups	102.940	205	.502			
	Total	108.374	211				
Nature of Family	Between groups	.990	1	.990	1.936	.166	NS
	Within groups	107.384	210	.511			
	Total	108.374	211				
Year of study	Between groups	1.120	2	.560	1.091	.338	NS
	Within groups	107.254	209	.513			
	Total	108.374	211				
Medium of Instruction in School	Between groups	.636	1	.636	1.239	.267	NS
	Within groups	107.738	210	.513			
	Total	108.374	211				
SOCIO-ECONOMIC FACTORS							
Parents Occupation	Between groups	5.655	6	.942	1.881	.086	NS
	Within groups	102.719	205	.501			

	Total	108.374	211				
Monthly income of Family	Between groups	1.227	3	.409	.794	.499	NS
	Within groups	107.147	208	.515			
	Total	108.374	211				

Interpretation

The f value and the significant value of the demographic profile and socio economic profile is higher than the acceptable value of 0.05. Thus the table concluded that the visual learning styles does not influence the demographic profile and socio economic profile.

Auditory Learning Styles

Analysis of Auditory Learning Styles B.VOC (Beauty Therophy & Garment Designing) According to the Personal Profile of the Respondents

B.VOC (BEAUTY THEROPY& GARMENT DESIGNING)							
AUDITORY		Sum of Squares	df	Mean Square	F	Sig.	S/NS
DEMOGRAPHIC FACTORS							
Age	Between groups	.767	3	.256	.441	.724	NS
	Within groups	120.436	208	.579			
	Total	121.203	211				
Mother Tongue	Between groups	3.893	6	.649	1.134	.344	NS
	Within groups	117.309	205	.572			
	Total	121.203	211				
Nature of Family	Between groups	.424	1	.424	.737	.392	NS
	Within groups	120.779	210	.575			
	Total	121.203	211				
Year of study	Between groups	1.212	2	.606	1.055	.350	NS
	Within groups	119.991	209	.574			
	Total	121.203	211				
Medium of Instruction in School	Between groups	.002	1	.002	.004	.953	NS
	Within groups	121.201	210	.577			
	Total	121.203	211				
SOCIO-ECONOMIC FACTORS							
Parents Occupation	Between groups	1.749	6	.291	.500	.808	NS
	Within groups	119.454	205	.583			
	Total	121.203	211				
Monthly income of Family	Between groups	.645	3	.215	.371	.774	NS
	Within groups	120.558	208	.580			
	Total	121.203	211				

Interpretation

The f value and the significant value of the demographic profile and socio economic profile is higher than the acceptable value of 0.05. Thus the table concluded that the auditory learning styles does not influence the demographic profile and socio economic profile.

Kinesthetic Learning Styles

Analysis of kinesthetic Learning Styles of B.VOC (Beauty Therophy & Garment Designing) According to the Personal Profile of the Respondents

B.VOC (BEAUTY THEROPHY& GARMET DESIGNING)							
KINESTHETIC		Sum of Squares	df	Mean Square	F	Sig.	S/NS
DEMOGRAPHIC FACTORS							
Age	Between groups	.081	3	.027	.056	.983	NS
	Within groups	100.139	208	.481			
	Total	100.219	211				
Mother Tongue	Between groups	3.984	6	.664	1.415	.210	NS
	Within groups	96.235	205	.469			
	Total	100.219	211				
Nature of Family	Between groups	.059	1	.059	.123	.726	NS
	Within groups	100.161	210	.477			
	Total	100.219	211				
Year of study	Between groups	.610	2	.305	.640	.528	NS
	Within groups	99.609	209	.477			
	Total	100.219	211				
Medium of Instruction in School	Between groups	.003	1	.003	.007	.933	NS
	Within groups	100.216	210	.477			
	Total	100.219	211				
SOCIO-ECONOMIC FACTORS							
Parents Occupation	Between groups	3.412	6	.569	1.204	.305	NS
	Within groups	96.808	205	.472			
	Total	100.219	211				
Monthly income of Family	Between groups	.373	3	.124	.259	.855	NS
	Within groups	99.847	208	.480			
	Total	100.219	211				

Interpretation

The f value and the significant value of the demographic profile and socio economic profile is higher than the acceptable value of 0.05. Thus the table concluded that the kinesthetic learning styles does not influence the demographic profile and socio economic profile.

Read and write Learning Styles

Analysis of Read and write Learning Styles B.VOC (Beauty Therophy & Garment Designing) According to the Personal Profile of the Respondents

B.VOC (BEAUTY THEROPHY & GARMET DESIGNING)							
REEAD AND WRITE		Sum of Squares	df	Mean Square	F	Sig.	S/NS
DEMOGRAPHIC FACTORS							
Age	Between groups	1.431	3	.477	.799	.495	NS
	Within groups	124.086	208	.597			
	Total	125.516	211				
Mother Tongue	Between groups	5.332	6	.889	1.516	.174	NS
	Within groups	120.185	205	.586			
	Total	125.516	211				
Nature of Family	Between groups	.840	1	.840	1.415	.236	NS
	Within groups	124.677	210	.594			
	Total	125.516	211				
Year of study	Between groups	1.033	2	.517	.867	.422	NS
	Within groups	124.483	209	.596			
	Total	125.516	211				
Medium of Instruction in School	Between groups	.108	1	.108	.181	.671	NS
	Within groups	125.408	210	.597			
	Total	125.516	211				
SOCIO-ECONOMIC FACTORS							
Parents Occupation	Between groups	4.052	6	.675	1.140	.340	NS
	Within groups	121.464	205	.593			
	Total	125.516	211				
Monthly income of Family	Between groups	.650	3	.217	.361	.781	NS
	Within groups	124.867	208	.600			
	Total	125.516	211				

Interpretation

The f value and the significant value of the demographic profile and socio economic profile is higher than the acceptable value of 0.05. Thus the table concluded that the Read and write learning styles does not influence the demographic profile and socio economic profile.

V. CONCLUSION

The Personal Profile of B.VOC (Beauty Therophy & Garment Designing) respondents does not influence the Learning Style.