



## An Analysis of Learning Styles of Students Among Primary Schools

### KEYWORDS

Analysis, Learning styles, Students and Primary Schools.

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### ABSTRACT

Education is a service commodity, which involves the process of acquisition of knowledge, skills and attitudes which are essential for achieving success in one's life. It is a dynamic process, which involves imparting knowledge, generating interests and curiosity inculcating desirable attitudes and values and developing essential skills required for independent study. The idea of lifelong education is the keystone of learning society, in formal system of education discovering the relationship between the high mental process and the learning behavior has always been the major concern of the educationist and educational psychologists. There are different learning styles. Three of the most popular ones are visual, auditory and kinesthetic. Some students are visual learners, while others are auditory or kinaesthetic learners. A review of the literature will determine how learning styles affect the learning process. In this study analysis the learning styles from 200 primary school students in Karaikal district of Puduchery UT. The findings showed that most of the students preferred learning style was kinesthetic. The purpose of this study is to increase student's interest and understanding the effect of learning styles on the learning process.

### INTRODUCTION

A learning style is a student's consistent way of responding to and using stimuli in the context of learning. **Keefe (1979)** defines learning styles as the "composite of characteristic cognitive, affective, and physiological factors that serve as relatively stable indicators of how a learner perceives, interacts with, and responds to the learning environment." **Stewart and Felicetti (1992)** define learning styles as those "educational conditions under which a student is most likely to learn." Thus, learning styles are not really concerned with what learners learn, but rather how they prefer to learn. The existence of three distinct types of learning style is generally accepted by those who have researched this area in recent years. These are visual, auditory and kinesthetic. Visual learners learn through seeing. Auditory learners learn from the spoken word, the teacher's discourse and discussions. It is important for teachers to incorporate in their curriculum activities related to each of these learning styles so that all students are able to succeed in their classes.

And also learning styles can be defined, classified, and identified in many different way. Generally, they are 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.

**Garger and Guild (1994)** described learning styles as the characteristics of individuals which are stable and pervasive that is expressed through the interaction of one's behaviour and personality when he/she approaches a learning task.

In this study, the researcher discusses an Analysis of learning styles through visual, auditory and kinaesthetic learning styles among primary school students in Karaikal District will be discussed.

### OBJECTIVES OF THE STUDY

To find out the Percentage analysis of learning styles among Primary school students in terms of their sex, Locality of school and Parental Education.

### HYPOTHESIS OF THE STUDY

There exists a Percentage score of learning styles among Primary school students in terms of their sex, Locality of school and Parental Education.

### REVIEW OF RELATED LITERATURE

**Abbas Pourhossein Gilakjani (2012)** made a study on "Visual, Auditory, Kinesthetic Learning Styles and Their Impacts on English Language Teaching". This result revealed that one of the most important uses of learning styles is that it makes it easy for teachers to incorporate them into their teaching. There are different learning styles. Three of the most popular ones are visual, auditory, and kinesthetic in which students take in information. Some students are visual learners, while others are auditory or kinesthetic learners. The finding showed that Iranian EFL university students preferred learning style was visual.

**Trevor Hall. R (2014)** made a study on "Using Q-methodology to Better Understand Student Learning Styles a Comparative Analysis of Media Classes" This article presents the results of a study using Q-methodology to identify and compare different learning styles between video production and media studies undergraduate courses. Three groups emerged from the video production course compared to four groups from a previous study. These two sets of groups were compared. Results demonstrate distinctions and similarities between the different learning styles that emerged from the two types of courses. The article concludes that the use of Q-methodology can deepen understanding of students' learning preferences and improve instruction through more balanced and learner-focused curricular approaches.

**SAMPLE SELECTION AND DATA COLLECTION OF THE STUDY**

The investigator has chosen Randomly 200 students from various primary schools in Karaikal District for the Investigation. Stratified Random sampling was applied. The investigator personally visited schools with permission of the Headmasters of the schools. The teachers who attended to the school on the day of collection of data are considered for the purpose of the investigation. It was provided to the concerned teachers of the schools. The data on each variable in the investigation is properly coded to suit for the analysis.

**METHODOLOGY OF THE STUDY**

**Normative Survey method** of research way employed to investigate the analysis of learning styles of students among primary schools of the study

**DATA ANALYSIS**

**HYPOTHESIS TESTING.**

There exists a percentage scores of learning styles of students among primary schools in terms of their sex, Locality of school and Parental Education.

**Table: 1**

Variable	Category	Subgroup	N	Type of Learning Styles	Number of students using Learning Styles (Percentage)
Learning Styles	sex	Male	100	Audio	13%
				Visual	24%
				Kinesthetic	63%
		Female	100	Audio	17%
				Visual	28%
				Kinesthetic	55%
	Locality of School	Rural	67	Audio	13%
				Visual	16%
				Kinesthetic	38%
		Urban	33	Audio	5%
				Visual	9%
				Kinesthetic	19%
Parental Education	School Education	46	Audio	6%	
			Visual	9%	
			Kinesthetic	31 %	
	Degree Qualified and above	54	Audio	11%	
			Visual	17%	
			Kinesthetic	26%	

From the table, it is found that the number of students using learning styles as percentage analysis shows that the subgroup of male students has highest score in kinesthetic learning styles (63%) when compared to auditory (13%) and visual learners (24%) and also visual learners(24%) is higher than auditory learners (13%)Similarly, for female students the percentage analysis shows that the kinesthetic learners has highest percentage (35%) when compared to auditory (17%) and visual learners (28%).And also visual learners is higher (28%)than auditory learners (17%).

Therefore the percentage analysis shows that the learning styles of male students has high level interest using kinesthetic learning styles when compared to female students. Hence the percentage analysis of learning styles among male and female students has internally differ in their learning environment.

From the table, it is found that the number of students using learning styles as percentage analysis shows that the

subgroup of rural students has highest kinesthetic learners(38%) when compared to auditory (13%) and visual learners (16%) and also visual learners(16%) has higher than auditory learners (13% ).Similarly, for urban students the percentage analysis shows that the kinesthetic learners (19%) has highest percentage when compared to auditory (5%) and visual learners (9%). And also visual learners (9%) is higher than auditory learners (5%).

Therefore the percentage analysis shows that the learning styles of rural students has highest interest using kinesthetic learning styles when compared to urban students. Hence the percentage analysis of learning styles among rural and urban students has internally differ in their learning environment.

From the table, it is found that the number of students using learning styles as percentage analysis shows that the subgroup of student's parental education of School educated parents has highest kinesthetic learners (31%).

when compared to auditory (6%) and visual learners (9%) and also visual learners is higher (9%) than auditory learners (6%) Similarly, for Above degree qualified parents the percentage analysis shows that the kinesthetic learners has highest percentage (26%) when compared to auditory (11%) and visual learners (17%).And also visual learners (17%) is higher than auditory learners (11%).

Therefore the percentage analysis shows that the learning styles of school educated parents has highest interval using kinesthetic learning styles when compared to Above degree qualified parents. Hence the percentage analysis of learning styles among school educated parents and Above degree qualified parent's children has internally differ in their learning environment

#### FINDINGS OF THE STUDY

The percentage scores of male and female students has equal life styles. The percentage scores of urban area students are greater than the rural area students in respect to their locality of school. The percentage scores of life styles of school educated parents are greater than degree and above educated parents. Hence it is concluded that there exists a difference between the percentage scores of learning styles of Primary school students in terms of their sex, Locality of school and Parental Education. So most of

students has better achievement using Kinesthetic learning styles in classrooms.

#### CONCLUSION

Learning styles of primary school students are incompatible in several dimensions. Many or most primary school students are visual, sensing, inductive, and active, and some of the most creative students are global. Most school education is auditory, abstract (intuitive), deductive, passive, and sequential. These mismatches lead to poor student performance, professorial frustration, and a loss to society of many potentially excellent students. Although the diverse styles with which students learn are numerous, the inclusion of a relatively small number of techniques in an instructor's repertoire should be sufficient to meet the needs of most or all of the students in any class. It is important to recognize that there is no single learning style theory that is universally accepted, nor is there a 'right' way to study or 'best' way to teach. Teachers should also avoid the temptation to try to categories or confine individual pupils to one learning style. The aim is not to match teaching style to learner preferences, but to help young people build their skills and capacities to learn well in both preferred and less preferred modes of learning.

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