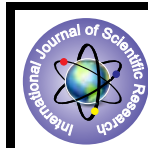


# Learning Styles of Secondary School Students



## Education

**KEYWORDS :** Figural, Verbal, Enactive, Reproducing and Constructive Learning Styles.

M. Ravi Babu

Senior Research Fellow Faculty of Education, Osmania University, Hyderabad

### ABSTRACT

*Learning styles are preferred ways of learning by the individual. For the present study, information was collected from the sample i.e. 600 students of class IX of Hyderabad and Ranga Reddy districts of Telangana State. Learning Styles comprise of Figural, Verbal, Enactive, Reproducing and Constructive Learning Styles. The findings of the study revealed that students were found to be learning better through figures than verbal and also seem to be better in reproducing learning than constructive learning.*

### Introduction

Learning styles suggest the ways or methods by which students acquire learning. It is a consistent way of responding to and using stimuli in context of learning. There are inherent variations of learning styles that every individual reflects. Learning style is a personality characteristic that is innate and affected by environmental factor and evolves over a period of time. It is also determined by many variables such as mental abilities, child rearing practices, school environment, peer interaction, self-awareness, involvement in learning on the part of students etc. It gradually develops from birth and stabilizes at certain age i.e. adolescent age. Students reveal their learning style preference by everything they say or do. A student may possess one or more than one learning style. Some learners may be very receptive to visual forms of information such as pictures and diagrams, while others prefer written and spoken explanations. Some people prefer to learn actively and interactively, while others work better on their own. The idea of learning styles usually refers to a preferred way of learning.

### Learning Styles

**Figural Learning:** Figural Learning Style refers to the student's preference for visual experience related to making diagrams, charts, pictures, maps and photographs, imitation and practice, reproducing the information and conceptualizing one's experience based on the processing of figural experiences.

**Verbal Learning:** Verbal Learning Style learners are most comfortable with verbal information written or spoken representations of information in the form of words, ideas, expressions, etc. Verbal learners learn most thoroughly and efficiently, when material is presented to them audibly. They retain information if they repeat it audibly to themselves what they were taught.

**Enactive Learning:** Enactive Learning Style performers absorb the information through all the senses of the body. It describes a way of interacting with the environment that is based on knowledge gained through physical actions and motor skills. It indicates one's preference for action based concrete experiences.

**Reproducing Learning:** Reproducing Learning Style refers to the student's preference for imitation and practice, memorizing the content and reproducing the information through reading aloud or writing or telling to oneself silently or through listening to others; seeing many figures related to content and making the figure in mind for reproducing the requisite information.

**Constructive Learning:** Constructive Learning Style refers to the students preference for comparing, relating and analyzing the content; reorganizing information and adding new ideas to it, constructing diagrams related to any activity and drawing out differences and similarities between figures; emphasizing self efforts in performing activities; comparing and relating new experiences to old one's for constructing the requisite information.

### Objectives of the Study

To assess the Learning Styles of Secondary School Students

### Sample of the Study

Students (Class IX) were selected from 24 Secondary schools of Hyderabad and Ranga Reddy districts of Telangana State, India. From each school, 25 students were selected randomly. Thus, the total student sample selected was 600 students.

### Tool of the Study

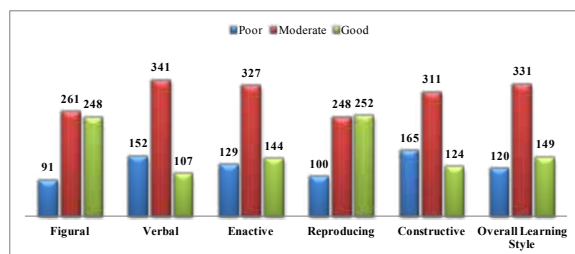
Learning Style Inventory (LSI) was developed by Prof. Karuna Shankar Misra (2012).

### Analysis and Interpretation

The student responses obtained were presented in the tabular form below:

**Table 1: Showing Learning Styles of students**

Styles	Poor	Moderate	Good	Total
Figural	91 (15.2)	261 (43.5)	248 (41.3)	600 (100%)
Verbal	152 (25.3)	341 (56.8)	107 (17.8)	
Enactive	129 (21.5)	327 (54.5)	144 (24)	
Reproducing	100 (16.7)	248 (41.3)	252 (42)	
Constructive	165 (27.5)	311 (51.8)	124 (20.7)	
Overall Learning Style	120 (20)	331 (55.2)	149 (24.8)	



**Fig 1: Showing distribution of students**

Table: 1 represents learning styles of class IX students. Learning styles among students were presented as figural, verbal, enactive, reproducing and constructive as follows:

**Figural:** Out of 600 students, 91 were poor, 261 were moderate and 248 were good in figural learning. It indicates that 41% of students were good in learning through figures while another 43% moderate and 15% were poor with figural learning style. Thus it may be said that most of the students (84%) seems to be moderate and good in learning through figures.

**Verbal:** From among 600 students in verbal learning style. 152 were poor, 341 were moderate and 107 were good. It implies that 18% were good, 57% were moderate and 25% were poor in verbal learning. Hence it may be concluded that around three fourth of

the students appear to be moderate and good in verbal learning.

**Enactive:** Out of 600 students, 129 were poor, 327 were moderate and 144 were good in enactive learning. It reveals that around 24% were good, 55% were moderate and 21% were poor in enactive learning. Therefore it may be inferred that most of the students (80%) appear to be moderate and good in enactive learning.

**Reproducing:** From among 600 students, in reproducing learning style, 100 were poor, 248 were moderate and 252 were good students. It indicates that 42% were good, 41% were moderate and 16% were poor in reproducing learning style. Thus it may be said that most of the students (83%) seems to be enormously good and moderate in retaining the information given through repetition.

**Constructive:** Out of 600 students, 165 were poor, 311 were moderate and 124 were good in constructive learning style. It implies that 21% were good, 52% were moderate and 28% were poor in constructing and reorganizing the new information obtained from different sources. Hence, it may be said that around three fourth of the students appear to be moderate and good in constructive learning style.

**Overall Learning Style:** Out of the total of 600, 120 were poor, 331 were moderate and 149 were good in their preference towards overall learning styles. It is clear from the above table that 55% of students were moderate, 25% were good and 20% were poor in their preference towards overall learning styles.

Therefore, it may be concluded that although three fourths of the students seem to be either moderate or good, still there were 25% of the students who were not able to learn through figural, verbal and enactive styles. However it may be said that students were found to be learning better through figures than verbal and also seem to be better in reproducing learning than constructive learning.

#### Findings:

**Figural:** Most of the students (84%) seem to be moderate and good in figural learning.

**Verbal:** Three fourth of the students appear to be moderate and good in verbal learning.

**Enactive:** Most of the students (80%) appear to be moderate and good in enactive learning.

**Reproducing:** Most of the students (83%) appear to be good and moderate in reproducing learning.

**Constructive:** Around three fourth of the students appear to be moderate and good in constructive learning.

**Overall Learning Style:** Students were found to be learning better through figural than verbal and also seem to be better in reproducing learning rather than constructive learning.

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