

## LEARNING STYLE OF ARTS, SCIENCE AND LANGUAGE SUBJECT STUDENT TEACHERS

### Article Particulars

Received: 23.9.2017

Accepted: 27.9.2017

Published: 30.9.2017



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### Abstract

The present study was carried out to find out the learning style of Arts, Science and Language subject student teachers. The study was conducted on a representative sample of 1,014 student teachers of Thiruvananthapuram, Kollam and Alappuzha districts of Kerala. Data were collected using Learning Style inventory developed by the investigator based on Dunn and Dunn learning style theory. Gathered data were analysed using percentage and F test. Findings revealed majority of Arts, Science and Language subject student teachers possessed moderate emotional, social, physiological and psychological learning style and there was no significant difference among Arts, Science and Language subject student teachers in their emotional, social, physiological and psychological learning style.

**Keywords:** Learning Style, Arts, Science, Language, Student Teachers

### Introduction

Learning is a term of prime importance that it can cause modifications of behavioral tendencies, characteristics and habits of an individual and can transform him. There are many factors which affect and influence the process and mode of learning. Identifying the factors which facilitate and influence the process of learning have been great concern in the field of education. Learning is the dynamic process that includes the active involvement of individuals. Individuals who are involved in the process of learning often develop attitudes and behavior that determine their preferences in the way they learn. Learning styles are simply different approaches or ways of learning. It is the characteristic cognitive, affective, social and physiological behaviours of stable indicators which determine one's perception, interaction and

response to the learning environment (Mackeracher, 2004).Ahamad (2008) defines learning style as “the way in which a person receives, and process new information; a preferred way of problem solving, thinking or learning used by an individual”. According to Feldman (2004), “Learning style reflects our preferred manner of acquiring, using and thinking about knowledge”.

By analyzing various definitions and descriptions of leaning style the researcher came to the conclusion that learning styles are extremely important in the educational scenario, because all people have the potential to learn effectively and easily.

### Objectives

- To find out the level of learning style of student teachers with respect to optional subject such as Arts, Science and Language subject.
- To find out the significant difference among Arts, Science and Language subject student teachers in their emotional, social, physiological and psychological learning style.

### Hypothesis of the Study

- There is no significant difference among Arts, Science and Language subject student teachers in their emotional, social, physiological and psychological learning style.

### Methodology

Normative survey method was adopted for the study. The investigator collected data from a sample of 1,014 student teachers studying in teacher education institutions from Thiruvananthapuram, Kollam and Alappuzha districts of Kerala. The data were gathered using learning style inventory constructed and standardized by the investigator under the guidance of the supervising teacher. The analysis of data was done by utilizing statistical procedures such as percentage analysis and F test.

### Results

#### Objective Testing

To find out the level of learning style of student teachers with respect to optional subject

**Table 1 Level of Learning Style of Student Teachers with Respect to Optional Subject**

Learning Style	Optional Subject	Low		Moderate		High	
		N	%	N	%	N	%
Emotional leaning style	Arts	22	23.2	54	56.8	19	20.0
	Science	19	19.5	47	48.5	31	32.0
	Language	11	21.2	31	59.6	10	19.2
Social learning style	Arts	15	13.8	69	63.3	25	22.9
	Science	47	23.9	108	54.8	42	21.3
	Language	8	15.7	33	64.7	10	19.6

Physiological learning style	Arts	14	20.0	39	55.7	17	24.3
	Science	24	21.6	62	55.9	25	22.5
	Language	7	21.2	16	48.5	10	30.3
Psychological learning style	Arts	13	15.7	47	56.6	23	27.7
	Science	20	25.3	42	53.2	17	21.5
	Language	4	10.8	25	67.6	8	21.6

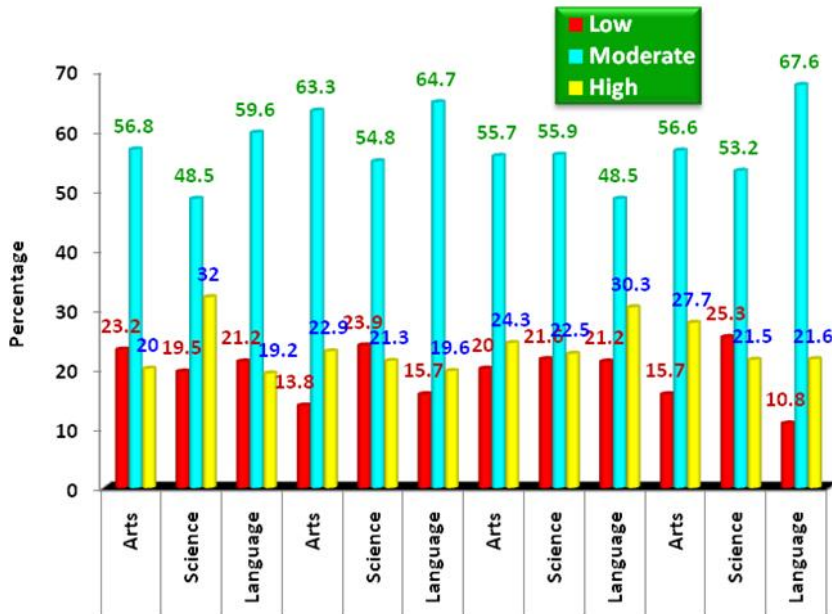
It is inferred from the above table that 23.2% of arts subject student teachers have low, 56.8% of them have moderate and 20.0% of them have high level of emotional learning style. Regarding the science subject student teachers, 19.5% of them have low, 48.5% of them have moderate and 32.0% of them have high level of emotional learning style. Regarding the language subject student teachers, 21.2% of them have low, 59.6% of them have moderate and 19.2% of them have high level of emotional learning style.

13.8% of arts subject student teachers have low, 63.3% of them have moderate and 22.9% of them have high level of social learning style. Regarding the science subject student teachers, 23.9% of them have low, 54.8% of them have moderate and 21.3% of them have high level of social learning style. Regarding the language subject student teachers, 15.7% of them have low, 64.7% of them have moderate and 19.6% of them have high level of social learning style.

20.0% of arts subject student teachers have low, 55.7% of them have moderate and 24.3% of them have high level of physiological learning style. Regarding the science subject student teachers, 21.6% of them have low, 55.9% of them have moderate and 22.5% of them have high level of physiological learning style. Regarding the language subject student teachers, 21.2% of them have low, 48.5% of them have moderate and 30.3% of them have high level of physiological learning style.

15.7% of arts subject student teachers have low, 56.6% of them have moderate and 27.7% of them have high level of psychological learning style. Regarding the science subject student teachers, 25.3% of them have low, 53.2% of them have moderate and 21.5% of them have high level of psychological learning style. Regarding the language subject student teachers, 10.8% of them have low, 67.6% of them have moderate and 21.6% of them have high level of psychological learning style. This has been shown in the figure 1.

Figure 1 Level of Learning Style of Student Teachers with Respect to Optional Subject



**Null Hypothesis 1**

There is no significant difference among Arts, Science and Language subject student teachers in their emotional, social, physiological and psychological learning style.

**Table 2 Difference among Arts, Science and Language Subject Student Teachers in their Learning Style**

Learning Style	Source of Variation	Sum of Squares	DF	Mean Square	Calculated F Value	Remarks
Emotional learning style	Between	305.223	2	152.612	2.05	NS
	Within	17889.760	241	74.231		
Social learning style	Between	44.308	2	22.154	0.40	NS
	Within	19576.941	354	55.302		
Physiological learning style	Between	24.527	2	12.264	0.17	NS
	Within	15102.482	211	71.576		
Psychological learning style	Between	88.735	2	44.368	0.64	NS
	Within	13408.541	196	68.411		

**(For (2, 241) DF the table value of F is 3.03, NS - Not Significant)**

**(For (2, 354) DF the table value of 'F' is 3.02)**

**(For (2, 211) DF the table value of 'F' is 3.03)**

**(For (2, 196) DF the table value of 'F' is 3.04)**

It is inferred from the above table that the calculated F value (2.05, 0.40, 0.17, 0.64) is less than the table value (3.03, 3.02, 3.03, 3.04) for the df(2, 241), (2, 354), (2, 211), (2, 196) at 0.05 level of significance. Hence the respective null hypothesis is accepted.

Thus, the result shows that there is no significant difference among Arts, Science and Language subject student teachers in their emotional, social, physiological and psychological learning style.

### Findings Revealed that

- Majority of Arts, Science and Language subject student teachers possessed moderate emotional, social, physiological and psychological learning style.
- There is no significant difference among Arts, Science and Language subject student teachers in their emotional, social, physiological and psychological learning style.

### Conclusion

Learning style is the particular way the learner chooses or own in acquiring different learning task. The study showed that majority of Arts, Science and Language subject student teachers possessed moderate emotional, social, physiological and psychological learning style and there is no significant difference among Arts, Science and Language subject student teachers in their emotional, social, physiological and psychological learning style.

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