



RESEARCH ARTICLE

COMPARATIVE STUDY OF LEARNING STYLE PREFERENCES OF SENIOR SECONDARY SCHOOL STUDENTS WITH REFERENCE TO THEIR MEDIUM OF INSTRUCTION

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ABSTRACT

In this study Learning Style preferences of Sanskrit and Hindi Medium senior secondary school students have been compared. A sample of 624 (206 Sanskrit medium and 416 Hindi medium) senior secondary school students was selected through random non-proportionate sampling technique from Jaipur district of Rajasthan state. Learning Styles preferences of the students were measured through Learning Style Inventory (LSI) developed and standardized by Agrawal (1987). To find out the association in the learning style preference of Sanskrit and Hindi medium senior secondary schools, seven 2×2 contingency tables were prepared for the data obtained and chi-square values were calculated respectively. Findings of the study show that Sanskrit medium students do not show significantly different preferences from their counterparts with regard to their preference for all learning styles i.e. Flexible vs. Non flexible, Individualistic vs. Non individualistic, Visual vs. Aural, field dependent vs. field independent, Short attention vs. span Long attention span, Motivation centered vs. Motivation non centered and Environment oriented vs. Environment free learning styles.

Key words: Comparative Study, Learning Style Preferences, Sanskrit Medium, Hindi Medium, School Students.

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INTRODUCTION

It is notorious that learning processes vary from person to person due to the existence of biological and psychological differences. In the early 1900's, numerous personality theories and classifications for individual differences were advanced; these focused especially on the relationship between memory and visual or oral instructional methods. From last three decades, there has been a renewed interest in learning styles research and many educators are endeavoring to apply the results within the classroom. Learning styles can be defined, classified, and identified in many different ways. 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. The learning styles can be defined 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 Keefe (1979). Jowkar (2012) conducted a study to explore the Relationship between Perceptual Learning Style Preferences and Learning

Comprehension Strategies of Iranian Intermediate EFL Learners and found that Perceptual Learning Style Preferences and Learning Comprehension Strategies are positively correlated. Brahmakasikara (2013) found that there was no significant difference in the grades of the students with respect to their learning styles. Ehrman's (1994) study related to reveal the relationship between learning styles and foreign language performance suggested that introverts and intuitive had higher performance in speaking, while introverts, intuitive, and thinkers performed comparatively better in reading. In another study Sunderland (1992) concluded no association between learning style and language proficiency among students learning English as a second language (ESL). Arora and Mishra (2007) on the basis of review of studies concluded that both Teaching Styles and Learning styles are relative term in reference to Teaching-Learning Process. Tsai (2012) found learning styles, motivation and reading strategies were inter-correlated with each other. The above-mentioned studies indicate learning styles, learning motivation and reading strategy use may be correlated with each other to act on students' reading comprehension performance. However, various investigators have investigated isolated dimensions and how the interrelationship is manifested among Hindi and

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Sanskrit medium students exhibit their learning style preference is less known. Researchers have identified the role of learning styles in foreign language achievement. However, Mishra (2010a, 2010b, 2010c, 2011, 2011a) studied Learning style preferences of Sanskrit medium senior secondary school students with reference to their gender difference, rural-urban school background, intelligence and achievement motivation and academic achievement. Mishra (2011b, 2011c, 2012, 2012a, 2012b, 2013) conducted his studies to get idea of learning style preferences of Hindi medium senior secondary school students with reference to their rural-urban school background, achievement motivation, gender, intelligence and academic achievement. These studies give answer of learning style preferences of Sanskrit medium and Hindi medium senior secondary school students in isolated way. Thus, two research questions are raised as follows:

- What are the differences between learning styles preferences of senior secondary school students with reference to their Medium of Instruction.
- Do learning styles preferences of Sanskrit medium and Hindi medium senior secondary school students' independent from their Medium of Instruction.

By keeping above discussion and questions in mind this study was focuses on comparing learning style preferences of Sanskrit medium and Hindi medium senior secondary school students with reference to their Medium of Instruction.

MATERIALS AND METHODS

Objective

To compare learning style preferences of Sanskrit medium and Hindi medium senior secondary school students with reference to their Medium of Instruction.

Hypothesis

Based on the above mentioned objectives, the hypothesis "Learning style preferences of Sanskrit and Hindi medium senior secondary school students are independent from their medium of instruction" was formulated:

Delimitation

This study was conducted on Sanskrit and Hindi medium school students studying in Class XI of senior secondary schools in situated in Jaipur district of Rajasthan state.

Design of the study

The survey design was used to compare learning style preferences of both Sanskrit and Hindi medium school students. Consequently, descriptive survey method was adopted to conduct this study.

Sampling and Sample

All the students studying in Class XI of Sanskrit and Hindi medium senior secondary schools of Jaipur district of Rajasthan state constituted the population. It was not shows promising to collect the information on the absolute population. By taking this fact into account initially total 7 Sanskrit medium senior secondary schools and 12 Hindi

medium senior secondary schools were selected by random sampling method. A representative sample of 206 Sanskrit medium and 416 Hindi medium was selected through random non-proportionate sampling technique.

Tool for Data Collection

Learning Styles preferences of the Sanskrit and Hindi medium senior secondary schools students were measured through Learning Style Inventory (LSI) developed and standardized by S.C. Agrawal (1987). This inventory consisted of two 63 items. The test-retest reliability co-efficient was calculated for each seven learning styles. The calculated coefficient of correlation ranged from 0.841 to 0.912 indicates high level of reliability. Validity of LSI was also found quite satisfactory.

Procedure and Statistical Technique Used

The learning style inventory (LSI) was administered on both Sanskrit and Hindi medium senior secondary schools students. Scoring was done with the help of respective scoring key. Frequency analysis has been done and consequently a separate score obtained for each of learning styles. To find out the association in the learning style preference of Sanskrit and Hindi medium senior secondary schools, seven 2×2 contingency tables were prepared for the data obtained from both Sanskrit and Hindi medium senior secondary schools students and chi-square values were calculated respectively.

RESULTS AND DISCUSSION

The obtained results have been presented in following table: Above table evident that Chi-square values obtained of Sanskrit and Hindi medium School Students preferences for all learning styles namely flexible vs. non flexible, individualistic vs. non individualistic, visual vs. aural, field dependent vs. field independent, short attention span vs. long attention span, motivation centered vs. motivation non centered and environment oriented versus environment learning style are not significant even at .05 of confidence. This indicates the fact that Sanskrit and Hindi medium School Students was found to be significantly associated to their preferences in case of all learning styles. Alternatively it may be stated that no significant difference was found between Sanskrit and Hindi medium School Students with regard to their preferences for flexible vs. non flexible, individualistic vs. non individualistic, visual vs. aural, field dependent vs. field independent, short attention span vs. long attention span, motivation centered vs. motivation non centered and environment oriented versus environment learning styles. Consequently the hypotheses of independence concerning to all contingency tables i.e. 1 to 7 were not rejected. By means it may be accomplished that Sanskrit and Hindi medium School Students do not demonstrate significant differences in preference for flexible vs. non flexible, individualistic vs. non individualistic, visual vs. aural, field dependent vs. field independent, short attention span vs. long attention span, motivation centered vs. motivation non centered and environment oriented versus environment free learning styles from their counterparts. Above figure apparent that both Sanskrit and Hindi medium School Students preferred to display more disposition for Flexible, Non-individualistic, Visual, Field dependent, Long attention span, Motivation centered, Environment oriented learning styles respectively. Frequencies shown in contingency tables and figure however point out that pattern of

preferences does not appeared the same while Sanskrit medium students inclined to show more inclination for Individualistic, Aural and Field independent learning styles but Hindi medium students inclined to show more inclination for Short attention span and Motivation non centered learning style from their counterparts.

Table 1. Chi-square values for learning style preference of Sanskrit and Hindi medium School Students

S. No.	Learning styles	Medium		Calculated Chi-square value
		Sanskrit	Hindi	
1.	Flexible	147	296	0.003*
	Non flexible	59	120	
2.	Individualistic	63	98	3.544*
	Non individualistic	143	318	
3.	Visual	175	364	0.774*
	Aural	31	52	
4.	Field dependent	140	289	0.147*
	Field independent	66	127	
5.	Short attention span	86	199	2.058*
	Long attention span	120	217	
6.	Motivation centered	184	357	1.493*
	Motivation non centered	22	59	
7.	Environment oriented	109	218	0.014*
	Environment free	97	198	

*Not Significant

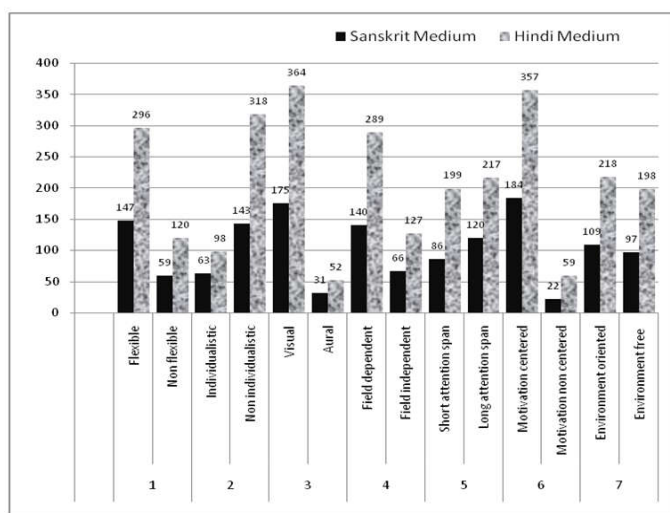


Figure 1. Learning Style preference of Sanskrit and Hindi medium School Students

Thus findings of the present study show that Sanskrit medium students do not shown significantly different preferences from their counterparts with regard to their preference for all learning styles i.e. Flexible vs. Non flexible, Individualistic vs. Non individualistic, Visual vs. Aural, field dependent vs. field independent, Short attention vs. span Long attention span, Motivation centered vs. Motivation non centered and Environment oriented vs. Environment free learning styles. No other research evidence available to either support findings of this research or state further. This result insist that more research studies should be carried out on the same line to have more affirmation in generalizations regarding the association of learning style preferences with medium of leaning or instruction.

Educational Implications

Both Sanskrit and English medium students exhibited overall same pattern of learning style preferences, though preferences are not identical. Understanding a student's learning style preference is a vital reflection when designing classroom instruction. The findings of the study have imperative inference for both Sanskrit and English medium Students. Curriculum designers, teachers, administrators and evaluators who are concerned with curriculum organization, instruction, planning and assessment for both male and female students may get benefit out of it. Present study suggests that both Sanskrit and English medium Students do not differ significantly on the basis of learning style preferences from their counterparts with regard to their preference for all learning styles included in the study. The preferences of majority of both Sanskrit and English medium Students were found prefer Flexible, Non-individualistic, Visual, Field dependent, Long attention span, Motivation centered, Environment oriented learning styles propose that teacher should make sure to create such learning situations that require patter of various approaches and sources to meet learning related challenges. Group based instructional strategies may helpful to the non individualistic students. Same time teacher concerned should make efforts to encourage independence and self confidence in learning.

Present study has shown the effect of language on learning styles is minimal. Students do not vary to a great extent depending on different medium of learning and instruction. Various studies suggest that learning styles do have important implications for both the teaching and the learning of language. thus, it is important on the part of the teachers, knowing about these factors, they can help their students effectively and systematically orient instruction variety in a language classroom and even in other content based subject areas and select an approach from diverse approaches that most matches with their students' learning style preferences. As for students themselves, with sufficient information of their own preference of learning styles and strategies, they can learn from the strengths and weaknesses of their approach and fiddle with it so that it fits to a particular section of language medium and learning environment and their own means.

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