



LEARN TO TEACH AND TEACH TO LEARN

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ABSTRACT

Learning style or styles of learning is the way a student perceives, process, understands, retrieve and responds to information . The study was done with the objective to to assess perceptual learning style and to find out the association.. For accomplishment of objectives n= 96 subjects were selected. The tool used for collecting the data was Self- structured demographic tool and VARK scale.. distribution on the basis of learning preference of the respondents on different modals, 59(65.55%) were unimodal, 27(30%) were bimodal and 4 (4.44%) were multimodal. Table 8 (fig 9) showing the distribution of students according to unimodal learning style 5(8.47%) were visual, 26(44.06%) were auditory, 8(13.55%) were reading and 20(33.89%) were kinesthetic. This study concludes that students styles of learning are different so teaching styles should also be made compatible with learning style.

Keywords

Learning style, learning preference, VARK scale

INTRODUCTION:-Styles of Learning refers to the way of perceiving the information by students. This based on the concept that each and every student belong to different background and understanding of the fact that each and every student learn differently. Technically speaking learning style or styles of learning is the way a student perceives, process, understands, retrieve and responds to information that varies from student to student This novice concept of personalized learning styles has gained a huge recognition in educational settings and is a very useful concept to understand the styles, need and interest of students. It is necessary for teachers to recognize and accept the differences the styles of perceptual learning .The concept of learning styles can be understood with the model given by theorist Neil Fleming – VARK’S Model that stands for Visual, Auditory, Readers and Kinesthetic styles of learning The VARK model identifies that students have different way of how they process information referred to as “perceptual learning styles”

NEED OF THE STUDY

Teachers uses monotonous style while teaching the students. The need or demand of the situation is to identify the styles and interest of the student and make teaching compatible with student's learning .. This study was done with aim in mind to identify different styles of learning adopted by the nursing students use or adopted while they are trying to learn through second language.

STATEMENT OF PROBLEM

“A descriptive study to assess perceptual learning style adopted for second language learning by nursing students of parul institute of nursing , limda , Vadodara”

OBJECTIVES OF THE STUDY ARE:

- 1) To assess perceptual learning style adopted for second language learning by nursing students.
- 2) To find out the association of perceptual learning style with socio-demographic variable.

HYPOTHESIS-

H0- There is no association of learning style with socio-demographic variable

Ha- There is association of learning style with socio-demographic variable

ASSUMPTION

It is believed that each and every student will have their unique style of learning

By understanding what kind of learner your students are, you can now gain a better perspective on how to implement these learning styles into your lesson plans and study techniques.

RESEARCH APPROACH

Research approach used for the study was descriptive

POPULATION OF THE STUDY

The study population comprised of B.Sc Nursing 1st year & GNM 1st year students

VARIABLES

Research variable- Perceptual learning style

SETTING OF THE STUDY

In this study research setting is Parul institute of Nursing, Limda, Vadodara.

SAMPLING TECHNIQUE

In this study the non-probability convenient sampling technique is used.

SAMPLE SIZE

In this study sample size is 96

DESCRIPTION OF THE TOOL

Self- structured demographic tool was used to collect demographic variables and questionnaire & VARK scale to assess the perceptual learning style of students

ETHICAL CONSIDERATION

- The research problem and objectives were approved by the guide
- Due permission from authorities was sought and obtained.
- Informed written consent was taken from the administration.
- Anonymity of the participation was ensured.
- Confidentiality of the data was maintained.

SECTION –A

TABE- 1 DESCRIPTION OF SOCIO DEMOGRAPHIC VARIABLES IN FREQUENCY AND PERCENTAGE

Age in Years	Frequency	Percentage
18-20 years	63	70%
20-22 years	19	11.11%
22-24years	05	05.55%
>24 years	03	03.33%

Table -1 showing the distribution of students according to age ,63(70%) of students belongs to 18-20 year of age, 19(11.11%) of students belongs to 20-22 year of age, 5(05.55%) of students belongs to 22-24 year of age and 03(03.33%)of students belongs to above 24 year of age.

TABLE-2 DISTRIBUTION OF STUDENTS ACCORDING TO GENDER

GENDER	FREQUENCY	% PERCENTAGE
MALE	18	20%
FEMALE	72	80%

Table-2 showing distribution of students are per gender 18(20%) were male and 72(80%) were female students.

TABLE – 3 DISTRIBUTION OF STUDENTS ACCORDING TO RELIGION.

RELIGION	FREQUENCY	% PERCENTAGE
HINDU	88	97.77%
MUSLIM	00	0.0%
SIKH	00	0.p0%
OTHERS	02	2.22%

Table .3 showing religion of students in that maximum 88 (97.77%)are Hindu and 2(2.22%) are others.

TABLE -4 DISTRIBUTION OF STUDENTS ACCORDING TO TOTAL PRECENTAGE IN PREVIOUS YEAR

% OBTAINED	FREQUENCY	% PERCENTAGE
40-50	12	13.33%
50-60	31	34.44%
60-70	37	41.11%
>70	10	11.11%

Table .4 showing the distribution of students according to total previous percentage 12 (13.33%) of students belongs to 40-50 of percentage ,31(34.44%) of students belongs to 50-60 of percentage, 37(41.11%)of students belongs to 60-70 of percentage and 10(11.11%) of students belongs to more than 70 percentage

TABLE:5 DISTRIBUTION OF STUDENTS ACCORDING TO TOTAL TIME SPEND IN STUDY

TIME SPENDING IN STUDY	FREQUENCY	% PERCENTAGE
0-1	37	41.11%
1-2	37	41.11%
2-3	12	13.33%
>3	4	4.44%

Table 5 showing distribution of students are time spend in study 37(41.11%) of students belongs to 0-1 hour, 37(41.11%) of students belongs to 1-2 hour, 12(13.33%) of students belongs to 2-3 hour and 4(4.44%) of students belongs to more than 3 hours time spend in study

SECTION-B

First objective of the study was To assess perceptual learning style adopted for second language learning by nursing students. Findings are discussed as:-

TABLE: 6 DISTRIBUTION OF LEARNING PREFERENCE OF THE RESPONDENTS ON DIFFERENT MODALS

LEARNING STYLE	FREQUENCY	PERCENTAGE(%)
Unimodal	59	65.55
Bimodal	27	30.00
Multimodal	04	04.44

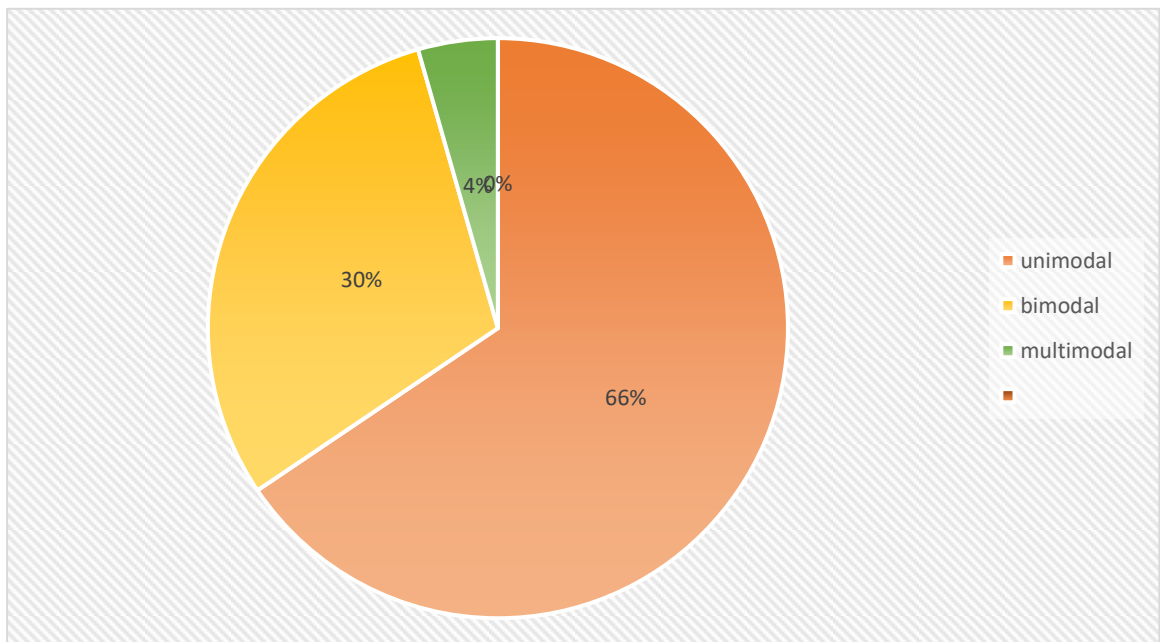


Fig:1 pie diagram showing the distribution of learning preference of the respondents on different modals.

Table.6 (Fig:1) showing the distribution of learning preference of the respondents on different modals, 59(65.55%) were unimodal, 27(30%) were bimodal and 4 (4.44%) were multimodal.

TABLE:7 DISRTIBUTION OF STUDENTS ACCORDING TO UNIMODAL LEARNING STYLE

UNIMODAL LEARNING STYLE	FREQUENCY	PERCENTAGE(%)
Visual	5	8.47
Auditory	26	44.06
Reading	8	13.55
Kinesthetic	20	30.89

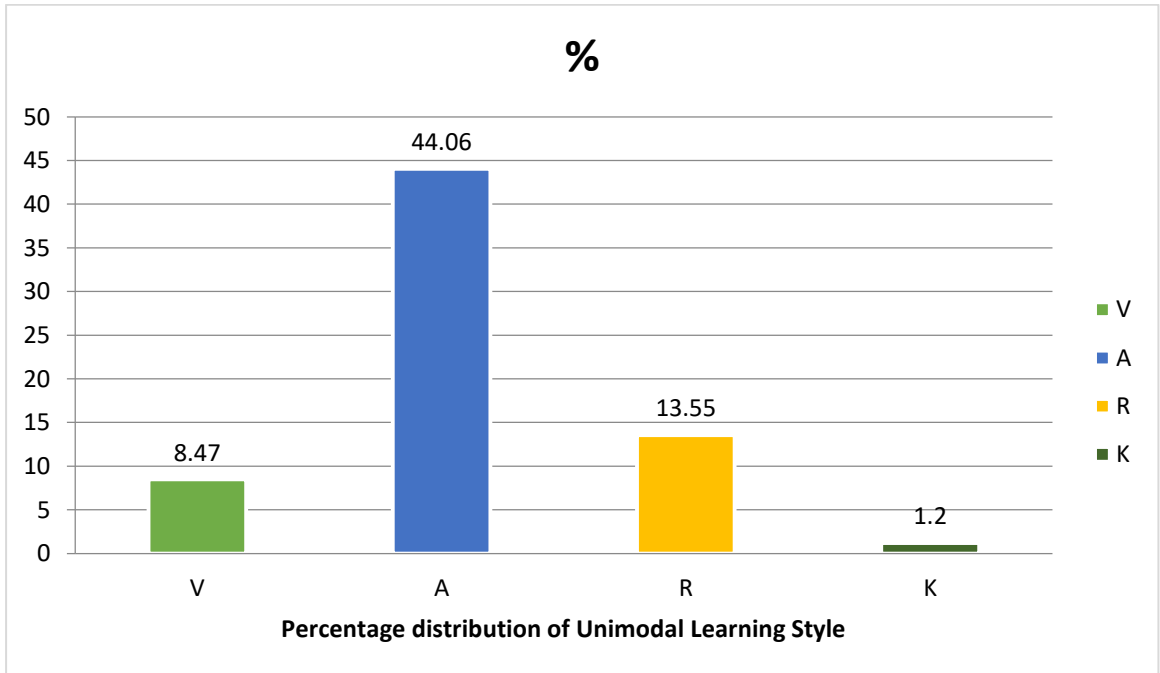


Fig:7 pie diagram showing the distribution of students according to unimodal learning style

Table 7 (fig 2) showing the distribution of students according to unimodal learning style 5(8.47%) were visual, 26(44.06%) were auditory, 8(13.55%) were reading and 20(33.89%) were kinesthetic

TABLE NO. 8 SHOWING ASSOCIATION OF DEMOGRAPHIC VARIABLES WITH LEARNING STYLES

VARIABLES	VISUAL	AUDITORY	READER	KINETHETICS	MULTI	CAL VALUE	TAB VALUE	D(F)	INFERENCE
GENDER									P>0.01
Male	0	7	3	5	3	5.934	7.779	4	H0 ACCEPTED
Female	5	19	5	15	28	5.934	7.779	4	
RELIGION									
Hindu	5	26	8	19	30	0.247	18.549	12	
Muslim	0	0	0	0	0	0.247	18.549	12	P>0.01
Sikh	0	0	0	0	0	0.247	18.549	12	H0 ACCEPTED
Other	0	0	0	1	1	0.247	18.549	12	
% OBTAINED									
40-50	0	5	0	3	4	12.22	18.549	12	P>0.01
50-60	3	5	2	7	14	12.22	18.549	12	H0 ACCEPTED
60-70	2	14	4	7	11	12.22	18.549	12	
>70	0	2	1	3	3	12.22	18.549	12	
AGE IN YEAR									
18-20	2	21	4	13	24	15.672	18.549	12	P>0.01
20-22	2	3	2	6	6	15.672	18.549	12	H0 ACCEPTED
22-24	1	1	2	0	1	15.672	18.549	12	
>24	0	1	0	1	0	15.672	18.549	12	
TIME SPEND IN STUDY									
0-1	1	14	0	8	14	15.856	18.549	12	P>0.01
1-2	3	10	4	9	11	15.856	18.549	12	H0 ACCEPTED
2-3	1	0	2	3	6	15.856	18.549	12	

DISCUSSION OF FINDINGS

SECTION- A

FINDINGS RELATED TO SOCIO-DEMOGRAPHIC VARIABLES:-

Distribution of students according to age, Table -1, showing the distribution of students according to age ,63(70%) of students belongs to 18-20 year of age, 19(11.11%) of students belongs to 20-22 year of age, 5(05.55%) of students belongs to 22-24 year of age and 03(03.33%)of students belongs to above 24 year of age.

Distribution of students according to gender, Table-2 showing distribution of students are per gender 18(20%) were male and 72(80%) were female students.

Distribution of students according to religion, Table .3 showing religion of students in that maximum 88 (97.77%)are Hindu and 2(2.22%) are others.

Distribution of students according to previous obtained percentage, Table .4 showing the distribution of students according to total previous percentage 12 (13.33%) of students belongs to 40-50 of percentage,31(34.44%) of students belongs to 50-60 of percentage, 37(41.11%)of students belongs to 60-70 of percentage and 10(11.11%) of students belongs to more than 70 percentage.

Distribution of students according to time spend in study, Table 5 showing distribution of students are time spend in study 37(41.11%) of students belongs to 0-1 hour, 37(41.11%) of students belongs to 1-2 hour, 12(13.33%) of students belongs to 2-3 hour and 4(4.44%) of students belongs to more than 3 hours time spend in study.

SECTION –B

FINDINGS RELATED TO PERCEPTUAL LEARNING STYLE :-

Table.6 showing the distribution of learning preference of the respondents on different modals, 59(65.55%) were unimodal, 27(30%) were bimodal and 4 (4.44%) were multimodal.

Table 7 showing the distribution of students according to unimodal learning style 5(8.47%) were visual, 26(44.06%) were auditory, 8(13.55%) were reading and 20(33.89%) were kinesthetic.

Table 8 showing association of learning style with socio-demographic variables which depicts that there is no association of learning style with socio-demographic variables

CONCLUSION- Nursing students learning preference of the respondents on different modals, 59(65.55%) were unimodal, 27(30%) were bimodal and 4 (4.44%) were multimodal. This study concludes that students styles of learning are different so teaching styles should also be made compatible with learning style.Further follow up studies are required to identify the perceptual learning style.

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