

A STUDY OF LEARNING STYLES OF TEACHERS

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Abstract

It seems reasonable to assume that teachers are those who are skilful in developing understanding of the world in which man lives, insightful with respect to the ways & means of stimulating intellectual appetites, and capable of patience, understanding and sincere feelings for others – may pave the way for an enlightened and productive society. Learning styles are not fixed personality traits, it shifts the emphasis towards encouraging a balanced approach to learning and perhaps more importantly, an explicit awareness of the range of approaches available to the learner. The present study is undertaken with a view to study and analyse the learning styles of the college / university teachers and to ascertain the differences in learning styles of male and female college / university teachers. The population of the present study comprised of 31 university / college teachers of OP – 114 Academic staff college, Himachal Pradesh University, Shimla -05, who belongs to different disciplines and from the different regions of India. To study the learning styles of college/ university teachers “Learning Styles Inventory” by David Kolb was used. It can be seen from the data that overall inclination of the teachers is towards assimilator Learning Style. It means that the teachers are good at erecting theoretical models and assimilating disparate observations into an integrated explanation. The male teachers are found more in case of assimilator learning style meaning thereby that their strength lies in the area of Reflective Observation (RO) and Abstract Conceptualization (AC). Also their learning style falls under perpetual learning environment which means they has the primary goal of understanding something and identifying relationships between concepts. There is a complexity and multiplicity of observational framework as they allow opportunities to view the subject matter from different perspectives. Therefore it can be said that their strength lies in

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the area of Reflective Observation (RO) and Abstract Conceptualization (AC). Also their learning style falls under perpetual learning environment which means they has the primary goal of understanding something and identifying relationships between concepts.

Key words: Learning, Styles, College / University Teacher.

INTRODUCTION

“Learning is the acquisition of habits, knowledge and attitudes. It involves new ways of doing things, and it operates in an individual’s attempt to overcome obstacles or to adjust to new situations. It represents progressive changes in behaviour..... it enables him to satisfy interests to attain goals”.**Crow and Crow (1973).**

A teacher affects eternity; he can never tell where his influence stops”. So observed the historian philosopher, Henry Adams (Ryans 1969).

For many teachers this is earnestly to be hoped; with regards to others it is a despairing thought. It seems reasonable to assume that teachers are those who are skillful in developing understanding of the world in which man lives, insightful with respect to the ways & means of stimulating intellectual appetites, and capable of patience, understanding and sincere feelings for others – may pave the way for an enlightened and productive society. Poor teaching contrariwise, would seem to be significant contributor of its unfortunate share to the preparation of ignorance, misunderstanding and intellectual & cultural stagnation. Both the lay public and professional educators generally agree that the “goodness” of an education programme is determined to a large extent by the teaching. The identification of qualified and able teaching personnel therefore, constitutes one of the most important of all educational concerns. Obtaining capable teachers is an intrinsic interest and obligation of education. If competent teacher can be obtained, a likelihood of attaining desirable educational outcomes is substantial. On the other hand , although schools may have excellent material resources in the form of equipments, buildings and text books and although curriculum may be appropriately adopted to community requirements, if

the teachers are misfits or are indifferent to their responsibilities, the whole programme is likely to be ineffective and largely wasted.

The place and importance of the secondary school teacher in the society can never be over estimated. As a person who imbibes, interprets and disseminates the cultures and traditions of the past, and as the maker of one and all, his position is unique and second to none. In the field of education, or in a specific teaching learning situation, he is the ultimate agents who dispenses knowledge, frames the time schedule, select reading materials, play the role of subject specialist, evaluates learning outcomes, and helps pupil to overcome their difficulties and personal problems. He influences his pupil by what he says, and even more by what he does. His attitude towards his pupils, towards his world of work and life in general, his philosophy of education put into practice, his interests, ideals and aptitude condition learning are therefore, important for pupil growth. A good teacher is many things to many people and many things even to himself. He has to keep a balance between his duty to serve the sovereign, the state and society and his task of advancing learning in such a way that it is used to criticize, control and guide the actions of sovereign, the state and the society.

The quantitative expansion and qualitative improvement of higher education has raised problems of selection of right type of teachers and enriching programmes of teacher preparation. The necessities not only improving knowledge and teaching competence of teacher but also inculcate in him healthy professional attitudes and desirable teacher-like qualities.

Teacher training institutes have initiated perhaps half-heartedly some schemes for stirring and stimulating the student teachers who enter their portal for receiving professional training. It is a good augury that educationists and educational planners in India have started realizing that only securing enough teachers will not do, as what is equally important is securing the right type of teachers. Unless such teachers are found, the higher education institutions cannot deliver the goods that are expected of them. Fundamentally the success of higher education does not depends either on definition of aims, statement of objectives or discussion of subject values but on the academic and professional preparation of teachers.

CONCEPT OF LEARNING

Learning occupies a very important place in human life. It is a lifelong process. It stands for all those changes and modifications in the behaviour of the individual which he undergoes during his life time. However, the term learning has been interpreted in different ways by the numerous psychologists. This may be observed from the following definitions of learning;

According to Gardner Murphy (1968);

“The term learning covers every modification in behaviour to meet environmental requirements”

Henry P. Smith (1962) holds that;

“Learning is the acquisition of new behavior or the strengthening or weakening of old behavior as the result of experience”.

Woodworth (1945) observed that;

“Any activity can be called learning so far as it develops the individual (in any respect, good or bad) and makes him alter behavior and experiences different from what they would otherwise have been”.

Kingsley and R. Garry (1957) defined learning as;

“Learning is the process by which behavior (in the broader sense) is originated or changes through practice or training”.

In the views of Pressey, Robinson and Horrocks (1967);

“Learning is an episode in which a motivated, individual attempts to adopt his behavior so as to succeed in a situation which he perceives as requiring action to attain a goal”.

According to Hilgard (1975);

“Learning is the process by which an activity originates or is changed through reacting to an encountered situation, provided that the characteristics of the changes in activity cannot be

explained on the basis of native response, tendencies, maturations, or temporary states of the organism” (e.g. fatigue or drugs etc.).

Kimble (1961) have said that;

“Learning is a relatively permanent change in behavioural potentiality that occurs as a result of reinforced practice”.

The above definitions reveal the following facts:

1. Learning is a process and not a product.
2. It involves all those experiences and training of an individual (right from birth) which help him to produce changes in behavior.
3. Learning leads to changes in behavior but this does not necessarily mean that these changes always bring about improvement or positive development. One has an equal chance to drift to the negative side of human personality.
4. Instead of change in existing behaviour or acquisition of new behaviour, learning may also result in discontinuance or abandonment of existing behaviour. Though it is referred to as unlearning, actually unlearning is also a learning process.
5. Learning prepares an individual for any adjustment and adaptation that may be necessary.
6. Learning is purposeful and goal oriented. In case there is no purpose there would definitely be hardly any learning.
7. The scope of learning is too wide to be explained in words. It is a very comprehensive process which covers nearly all fields-conative, cognitive and affective-of human behaviour.
8. Learning is universal and continuous. Every creature that lives, learns. In human beings it is not restricted to any particular age, Gender, race and culture. It is a continuous, never-ending process that extends from the womb to the tomb.

9. As maintained by Crow and Crow, learning involves new ways of doing things but there is no limit of adopting these ways and means. All learning does not take place in the same manner. Therefore, learning as a process is of different types and involves different methods.
10. As maintained by Hilgard, the concept of learning excludes changes in behaviour on the basis of native response tendencies like instincts and reflexes etc. Instinctive or species specific programs can not be termed as learned behaviour. Similarly, reflexes, the innate involuntary responses to stimulation e.g. blinking at bright lights and the infant's sucking behaviour can not be attributed to learning.
11. Learning does not include changes in behaviour on account of maturation, fatigue, illness or drugs etc.

CONCEPT OF STYLE

Styles by contrast, are static and are relatively in-built features of an individual (Riding and Cheema, 1991). The style is the most pervasive phenomena of the contemporary society. Different writers have used this term in a variety of contexts. However in the field of psychology, it has been used in the context of personality, cognition, communication, motivation, perception, teaching, learning, leadership, decision making and problem solving etc. Thus the concept of style has been most often used to indicate an individual's quality or behaviour sustained over the time. It represents a distinct notion of coherent similarity in a variety of context.

LEARNING STYLE

This approach to learning emphasizes the fact that individuals perceive and process information in very different ways. The learning style theory implies that how much individuals learn has more to do with whether the educational experience is geared towards their particular style of learning or whether or not they are "smart". Infact educators should not ask, "Is this student smart?" but rather "How is this student smart?". The concept of learning styles is rooted in the classification of psychological types. The learning styles theory is based on research demonstrating that as the result of heredity, upbringing and current environmental demands

different individuals have a tendency to both perceive and process information differently. The different ways of doing so are generally classified as:

1) Concrete and abstract perceives : Concrete perceives absorb information through direct experience, by doing, acting, sensing, and feeling. Abstract perceivers, however, take in information through analysis, observation and thinking.

2) Active and reflective processors : Active processors make sense of an experience by immediately using the new information. Reflective processors make sense of an experience by reflecting on and thinking about it. Traditional schooling tends to favour abstract perceiving and reflective processing, other kinds of learning are not rewarded and reflected in curriculum, instruction and assessment nearly as much. How the learning styles, theory, impacts education :

Curriculum : Educators must place emphasis on intuition, feeling, sensing and imagination in addition to the traditional skills of analysis, reason and sequential problem solving.

Instruction : Teacher should design their instruction methods to connect with all four learning styles using various combinations of experience, reflection, conceptualization and experimentation. Instructors can introduce a wide variety of experiential elements into the classroom, such as sound, music, visuals movement experience and even talking.

Assessment :

Teacher should employ a variety of assessment techniques, focusing on the development of “whole brain” capacity and each of the different learning styles.

TYPES OF LEARNING STYLES

Visual Learners (Learn through seeing) :

These learners need to see the teachers body language and facial expression to fully understand the content of a lesson. They tend to prefer sitting at the front of the classroom to avoid visual obstructions. (e.g. peoples hands) They may think in pictures and learn best from visual displays including diagrams, illustrated textbooks, overhead transparencies, video,

flipcharts and hand-outs, during a lecture or classroom discussion, visual learners often prefer to take detailed notes to absorb the information.

Auditory Learners (Learning through Listening) :

They learn best through verbal lectures discussions, talking things through and listening to what others have to say. Auditory learners interpret the underlying meanings of speech through listening to tone of voice, pitch, speed and other nuances. Written information may have little meaning until it is heard these learners often benefit from reading text aloud and using a tape recorder. Tactile/Kinesthetic Learners (Learn through moving, doing and touching.....) Tactile / Kinesthetic persons learn best through a hands on approach, actively exploring the physical world around them. They may find it hard to sit still for long periods and may become distracted by their need for activity and exploration. A significant number of theorists and researchers have argued that learning styles are not determined by inherited characteristics but develop through experience. Styles are therefore not necessarily fixed, but can change overtime, even from one learning situation to the next. Some theorists, on the other hand are more interested in how learners tackle a specific learning task their learning strategy than any habitual preference or style. What these authors have in common is an emphasis not simply on the learner but on the interaction between the learner, the context and the nature of the task. Indeed some researchers argue that learning styles are only a minor, factor in determining how learners react to learning situations the effects of contextual, cultural and relational issued are much greater.

Learning styles are not fixed personality traits, it shifts the emphasis towards encouraging a balanced approach to learning and perhaps more importantly, an explicit awareness of the range of approaches available to the learner. The term “Learning Style” has no one definition, it is used loosely and often interchangeably with terms such as thinking styles, “cognitive styles”, learning modalities and “multiple intelligence”.

REVIEW OF RELATED LITERATURE

“The literature in any field forms the foundation upon which all future work will be built. If we fail to built the foundation or knowledge provided by the review of literature our work is likely

to be shallow and native and will often duplicate work that has already done better by someone else”.....**Borg and Gill (1971)**

According to *Kerlinger (1978)*, “There are two main reasons for discussing the general and research literature related to the research problem. The first is the more important to explain and clarify the theoretical rationale of the problem. Here the investigator provides a general picture of the research topic. A second reason for discussing the literature is to tell reader what research has and has not been done on the problem. Obviously, the investigator must show that his particular investigation has not been done before”. *Laverne (1981)* concluded that there was no significant relationship between gender of second language students and their learning style preferences. *Boyle and Geogler (1991)* investigated creativity as correlate of learning style preference of college students. In this study Kolb’s learning style inventory and problem solving section of creativity scale by Randsepp were used. The analysis indicated that no significant relationship existed between the two constructs. In the sub samples of men and women, again it was found that creativity was not likely to affect spuriously subject’s responses to the learning style preference. *Hagans (2005)* explored musicians learning styles on Kolb’s learning style inventory and perceptions of creativity. The results of the study revealed that there was no significant difference between creativity mean scores of converges, assimilators, divergers and accommodator learning styles groups. *Verma & Solanki (1989)* conducted a comparative study of learning styles of high and low achieving students. The study was conducted in twelfth grade students. From the analysis of results, it was concluded that high and low achieving adolescents differ significantly from each other on flexible Vs. non-flexible, individualistic Vs. non-individualistic, visual Vs. aural, field dependent Vs. field dependent, short attention span Vs. long attention span and motivation centred Vs. motivation non-centred learning styles. *Mc Coun (1993)* reported that females scored significantly higher on the reflective observation made by Kolb’s learning style inventory. *Ahmed, Gujjar & Tabassum (2011)* The purpose of his study was to determine learning styles of student teachers at Federal College of Education in order to develop teaching strategies in them. Another purpose of this study was to find out if there is a significant difference on learning preferences among student teachers class wise and gender wise. Grasha-Riechmann learning style survey (LSS) was used to assess the learning styles preferences of student teachers this (LSS) was divided into six learning styles (independent,

avoidant, collaborative, dependent, competitive, and participant. Population of this study was students at Federal College of Education. Sample of this study was randomly selected 230 student teachers. Data were collected from the student teachers by means of (LSS). Data was analyzed by using (SPSS) in terms of mean, independent sample t-test and ANOVA, the reliability of the inventory was 0.85 (Cronbach's Alpha). Results suggested that student teachers at Federal College of Education are low on independent, dependent participant learning styles, high on avoidant, collaborative and competitive learning style. Gender wise female student teachers are significantly better on all dimensions of (LSS) except avoidant and on class wise comparison there is a significant difference on all the dimensions of (LSS) among the classes.

Bozkurt Necati (2012) In his study, it is aimed to explore the relationship between pre-service teachers' levels of metacognition, learning styles and academic success of Atatürk's Principles and the History of Revolution. For this purpose, the study is conducted at Faculty of Education, Mustafa Kemal University. 175 pre-service teachers that were studying in primary teaching program participated in the study. In gathering data, 'Metacognition Activity Inventory', 'Learning Style Inventory' and 'History Achievement Test' were used. The results indicated that there was a significant positive correlation between teachers' achievement and participant learning styles, but a negative relationship between achievement and passive learning style. In addition, a significant positive correlation was found between teachers' levels of metacognition and independent, collaborative, competitive, and participant learning styles.

Sarabdeen ,J (2013) analyses the major theories on learning styles and applies one of them to the students in Dubai to understand their various learning styles. The research applied Fleming's VARK theory through survey conducted among 106 students and the result shows that there are variations in learning preference. Most of the students fall within reader or writer and kinaesthetic categories. The research also confirmed that the students could possibly have more than one learning styles. Thus the research in theory confirmed the earlier research findings that learning styles must be taken into consideration for better learning outcome. The practical implication is that the trainers should adopt various learning strategies to achieve the learning objective.

NEED AND SIGNIFICANCE OF THE STUDY

Recently, learning style of the teachers have drawn the attention of many educators and researchers. Many researchers have expressed that learning style of teacher is perhaps the single

most important factor in his/her academic performance. Learning style have important bearing for classroom teacher, curriculum designer, educational technologist, guidance and counseling workers and even educational administrators.

Individual differences work everywhere in every situation, whether it is personality differences, biological or social differences or it is difference in learning and responding to a specific situation. There is a need to study which factor affects what. The present study aimed to study and analyse the learning styles of the college / university teachers and to ascertain the differences in learning styles of male and female college / university teachers. The findings and the conclusions of the study will be helpful for teachers to identify and differentiate their own learning style. It will also help the teachers to adopt teaching method according to the learning style of students. The teacher educators can get benefit from this study for teaching prospective teachers to understand different learning styles of students and designing classroom learning activities according to the preferences of their student. The principals and administrators can use finding of study for establishing the system in their institutions which suit to maximize the learning. Policy makers will be benefited by the result of the study for further policy formulations regarding teacher, designing teaching learning aids and taking measures for improvement of classroom environment.

STATEMENT OF THE PROBLEM

In view of the above discussion, the problem of the study is stated as under:

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OBJECTIVES OF THE STUDY

1. To study and analyse the learning styles of the college / university teachers.
2. To ascertain the differences in learning styles of male and female college / university teachers.

METHODOLOGY AND PROCEDURE

The present study was designed to investigate the learning styles of University / college teachers. This chapter presents the description of research method, sample, tools used, data collection and statistical techniques used.

RESEARCH METHOD

Methodology has to be the most important aspect towards any study. By method we mean systematic approach towards a particular phenomena. Methodology used in any investigation, in fact, determines its testing. For the conduct of the present study, Descriptive survey method was used. According to Best and Kahn (1996) a descriptive study describes and interprets what is. It is concerned with the conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident, or trends that are developing. It is primarily concerned with the present, although it often considers past events and influences as they relate to current conditions. This method is most commonly used in educational endeavor.

SAMPLE

The population of the present study comprised of university / college 31 teachers of OP – 114 Academic staff college , Himachal Pradesh University , Shimla -05, who belongs to different disciplines and from the different regions of India.

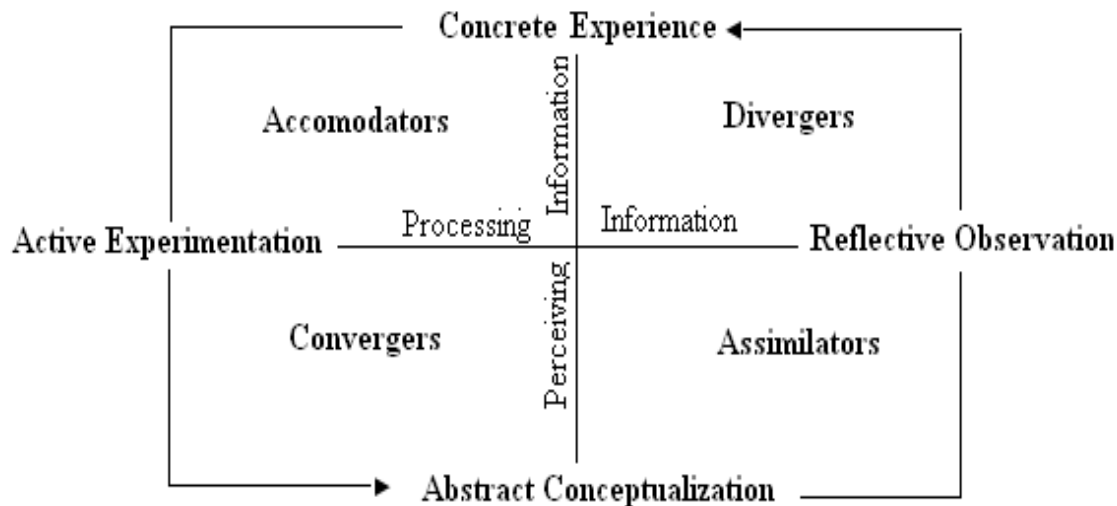
RESEARCH TOOL USED

To study the learning styles of college/ university teachers “*Learning Styles Inventory*” by David Kolb was used. The explanation is given as under.

Kolb’s Model Of Learning Styles

The Experiential learning framework put forth by **David Kolb (1984)** regards learning as a continuous process grounded in experience. In this ongoing process, Concrete Experience (CE) is followed by Reflective Observation (RO) which forms the basis for Abstract Conceptualization (AC), the implication of which is tested in new situations through Active Experimentation (AE). Figure 1.1 depicts this learning cycle:

Fig.-1.1 Kolb's Experiential Learning Cycle



Though effective learning experience requires an adequate emphasis on all the four processes, learners tend to develop their preferred styles of learning along with the Abstract-Concrete and the Active-Reflective dimensions. Differences in styles may arise because different learning/working environments stimulate different learning styles or because learners choose to work in an environment that best matches their styles of learning.

Kolb has identified four learning styles viz. Divergers, Assimilators, Convergers and Accommodators. Their description is given below:

1. **Divergers** Learners with diverger learning style are best at Concrete Experience (CE) and Reflective Observation (RO). Their strength lies in their imaginative ability and their ability in viewing situations from many perspectives. This style is characteristic of those with Humanities and Arts background.
2. **Assimilators** The Assimilator's strengths lies in the area of Reflective Observation (RO) and Abstract Conceptualization (AC). Learners with assimilators learning style are good at erecting theoretical models and assimilating disparate observations into an integrated explanation. This is the most theoretical of all learning styles and is characteristic of people engaged in R and D.
3. **Convergers** The Convergers' strengths lies in the area of Abstract Conceptualization (AC) and Active Experimentation (AE). Learners with this style excel at practical application of ideas

and do well in situations that require a single correct answer or solution to a problem. This style is characteristic of those specializing in Physical Sciences and engineering.

4 *Accommodators* The dominant learning abilities of the Accommodators are Concrete Experience (CE) and Active Experimentation (AE). Their strength lies in doing things, carrying out plans and involving themselves in new experiences.

This learning style is the most risk-taking and practical of all the learning styles. It is characteristic of those with a background in technical and practical fields.

The Concept of Learning Environment

Each of the above learning style would be associated with a specific learning environment. Kolb and Fry (1975) have identified four learning environments associated with the four phases of learning cycles.

(a) Affective Environment

This emphasizes here- and now concrete experience. Learners are engaged in simulation activities and are encouraged to reflect upon experience and generate insights about themselves. There is a legitimation of feelings and emotions. The specific events in a class session are emergent rather than prescribed for a high degree of ambiguity.

(b) Perceptual Environment

This has the primary goal of understanding something and identifying relationships between concepts. There is a complexity and multiplicity of observational framework as they allow opportunities to view the subject matter from different perspectives.

(c) Symbolic Environment

This engages the learners in solving problems for which there is one right answer or best solution. There is emphasis on recall of concepts. The source of information on the topic is abstract and the learner is guided by externally imposed rules of inference, such as symbolic jargon, theorems etc. The learning situation is structured to maximize certainty.

(d) Behavioural Environment

This emphasizes active application of knowledge or skills to a practical problem or real life situations. The focus is on 'doing' and there are opportunities for real risk-taking. Success is measured against certain criteria associated with the task i.e. how well something worked, feasibility, cost, client acceptance etc.

Thus each learning style has its preferred learning environment. The relationship between learning styles and learning environments is shown in table:

Table-1.2 Learning Styles and the Associated Learning Environment

Learning Style	Strength	Learning Environment
Diverger	Concrete experience Reflective observation	Affective
Assimilator	Reflective observation Abstract conceptualization	Perpetual
Converger	Abstract conceptualization Active Experimentation	Symbolic
Accommodator	Active Experimentation Concrete Experience	Behavioural

It is worth mentioning that teaching methods associated with the given learning environment will appeal only to those with a certain style and hinder the learning of the learners with a different learning style.

Lectures characteristic of perceptual learning environment will help learners with an assimilative style, whereas projects and group discussions characteristic of behavioral learning environment will appeal to those with a practical accommodative style of learning. Similarly those with a divergent style will find peer feedbacks (a characteristic of affective environment) helpful

whereas those with the opposite convergent style will find case studies, readings and just thinking (characteristic of symbolic environment) helpful in learning process.

PROCEDURE

Investigators made a personal meet of each participant of OP- 114, Academic staff College , Himachal Pradesh University, shimla-05. investigators assured the teachers that the information collected from them will keep confidential and will be used only for the purpose of the research. The 31 teachers were handed over the Learning Style Inventory. The procedure for filling the inventory and scale was made clear to all of them. The investigators collected all the inventories and thanked them for their cooperation. The inventories collected were scored as the prescribed procedure and the data obtained were recorded for analysis and interpretation.

STATISTICAL TECHNIQUE

The statistical technique, namely Mean is used to find out the learning styles of university/ college teachers.

ANALYSIS AND INTERPRETATION OF DATA

In accordance with the objectives of the study, the data on learning styles were collected. After collecting the relevant data with the help of suitable tools, statistical analysis was performed by applying mean test and thereafter interpretations were made of statistical obtained results. The present chapter gives the systematic account of the analysis and interpretation of the data pertaining to learning styles of university/ college teachers.

Study and analyse the learning styles of the college / university teachers

The mean scores obtained under different categories of learning styles has been depicted as under:

Table 2.1 : Overall Mean Scores of The Teachers.

S.No.	Learning Style	Mean scores
1.	Divergers	57.9
2.	Assimilators	63.5

3.	Convergers	61.87
4.	Accomodators	56.25

It can be seen from the data given in the table 2.1 that overall inclination of the teachers is towards assimilator Learning Style. It means that the teachers are good at erecting theoretical models and assimilating disparate observations into an integrated explanation.

2.2 Ascertain the differences in learning styles of male and female college / university teachers

Table 2.2 : Mean Scores of Male Teachers

S.No.	Learning Style	Mean scores
1.	Divergers	58.5
2.	Assimilators	62.9
3.	Convergers	61.25
4.	Accomodators	56.83

In table 2.2 mean scores of the male teachers are found more in case of assimilator learning style meaning thereby that their strength lies in the area of Reflective Observation (RO) and Abstract Conceptualization (AC). Also their learning style falls under perpetual learning environment which means they has the primary goal of understanding something and identifying relationships between concepts. There is a complexity and multiplicity of observational framework as they allow opportunities to view the subject matter from different perspectives.

Table 2.3: Mean scores of Female Teachers.

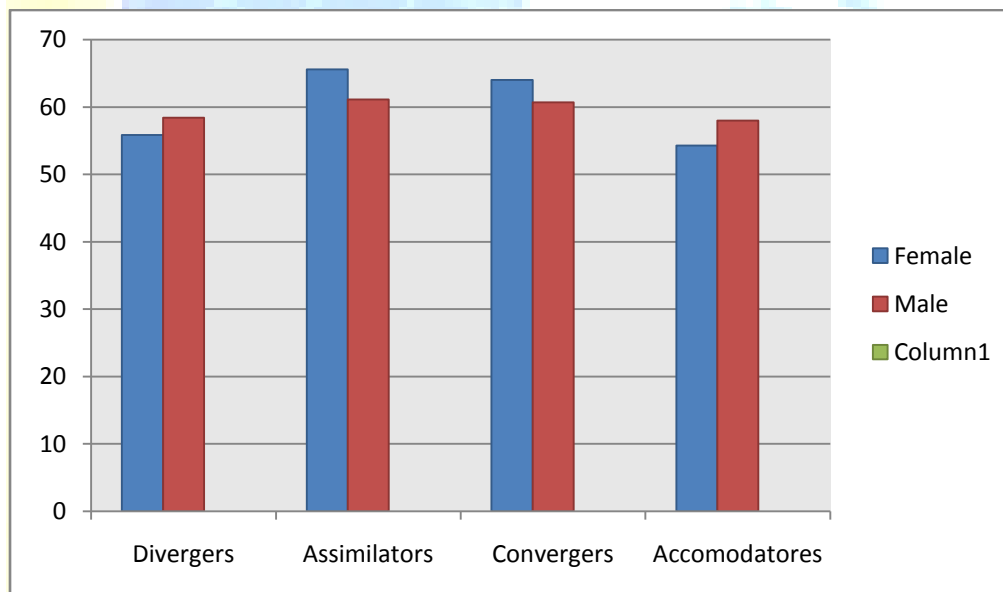
S.No.	Learning Style	Mean scores
1.	Divergers	55.85
2.	Assimilators	65.57
3.	Convergers	64
4.	Accomodators	54.29

Again, In table 2.3 mean scores of assimilator learning style has been found to be on higher side as compared to the other learning styles in case of female teachers also. Therefore it can be said that their strength lies in the area of Reflective Observation (RO) and Abstract Conceptualization (AC). Also their learning style falls under perpetual learning environment which means they has the primary goal of understanding something and identifying relationships between concepts.

Gender wise Comparison of Learning Styles

For drawing out a comparison of the different learning styles of within Female and Male teachers, first of all, the groups have been made equal in terms of the number of teachers. After then the mean scores in respect of the different learning styles has been compared and the difference can be well seen through the graphical representation as below

Graph : Gender wise comparison of Learning Styles



It can be seen from the graph that males were found more prominent in case of divergers and accommodators type of learning styles where as females scored higher on assimilators and converges learning styles. Since each learning style has its preferred learning environment so it can be interpreted that male teachers will find peer feedback , projects and group discussions helpful whereas females will finds case studies , readings and just thinking with perpetual learning style more helpful.

DISCUSSION AND CONCLUSION

DISCUSSION

The ultimate goal of any research is to arrive at a final solution of the problem or an answer to the research question with which the investigation was conducted. Such a solution is in the nature of being 'conclusion' of the study. After systematic analysis and interpretation of the data, conclusions are drawn, educational implications are highlighted and some suggestions are offered for researchers who are interested in the area under investigation. Through this an endeavor has been made by the researcher to present the conclusions of the study, implications of the findings for teachers and some recommendations regarding research in the area concerned. Learning occupies a very important place in human life. It is a lifelong process. Learning is said to be equivalent to change, modification, development, improvement and adjustment. It is not confined to school learning, cycling, reading, writing or typing but it is comprehensive term which leaves a permanent effect or impression on the individuals. Man is a rational animal. He has got the power of reasoning. This power enables him to learn things quickly. Learning plays a very important role in determining behaviour of an individual. It is the basis of success in life. The miracles of present day civilization are the result of learning. Learning occupies very important role in the field of education.

CONCLUSIONS

On the basis of analysis and interpretation of the data conclusions were drawn. These have been presented below systematically:

1. Overall inclination of the teachers is towards assimilator Learning Style. It means that the teachers are good at erecting theoretical models and assimilating disparate observations into an integrated explanation.
2. The male teachers are found more in case of assimilator learning style meaning thereby that their strength lies in the area of Reflective Observation (RO) and Abstract Conceptualization (AC).

3. Also their learning style falls under perpetual learning environment which means they has the primary goal of understanding something and identifying relationships between concepts.
4. There is a complexity and multiplicity of observational framework as they allow opportunities to view the subject matter from different perspectives.
5. Mean scores of assimilator learning style has been found to be on higher side as compared to the other learning styles in case of female teachers also.
6. Therefore it can be said that their strength lies in the area of Reflective Observation (RO) and Abstract Conceptualization (AC). Also their learning style falls under perpetual learning environment which means they has the primary goal of understanding something and identifying relationships between concepts.
7. Males were found more prominent in case of divergers and accommodators type of learning styles where as females scored higher on assimilators and converges learning styles.
8. Since each learning style has its preferred learning environment so it can be interpreted that male teachers will find peer feedback , projects and group discussions helpful whereas females will finds case studies , readings and just thinking with perpetual learning style more helpful.

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