



Review Article

A STUDY ON REPRODUCING AND CONSTRUCTIVE LEARNING STYLES AMONG SECONDARY SCHOOL STUDENTS

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ABSTRACT

Learning styles suggest the ways or methods by which students acquire learning. There are inherent variations of learning styles that every individual reflects. Learning styles are different ways of taking in and understanding information. These ways are affected by age, experience, physiology, culture, and many other factors. In the Reproducing Learning Style the 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 is followed whereas in the Constructive Learning Style the 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 ones for constructing the requisite information is followed. This article studies the preference of reproducing and constructive learning styles among secondary school students.

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INTRODUCTION

Life is a sequence of act of learning of feelings, ideas, attitudes etc. Learning is a permanent change in behaviour that occurs as a result of experience in the environment. Each learner's personality is unique in one's approach to a variety of learning tasks and one's chosen way of taking a particular task is also unique. Learning depends on the individual's learning style. Research shows that people have different preferences and strengths in how they take in, and process, information. These preferences are sometimes referred to as learning styles and are used to describe and help us understand the different ways in which different people learn. 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. It implies that each individual has a natural inclination toward learning of some kind and, that if that preference can be identified, teaching and learning experiences

can be provided to help that person learn more effectively. Cross (1976) defined learning styles as the characteristic ways that individuals collect, organize, and transform information into useful knowledge. Gregorc and Ward (1977) stated that learning style "consists of distinctive and observable behaviors that provide clues about the mediation abilities of individuals. In operational terms, people through their characteristic sets of behavior 'tell' us how their minds relate to the world and therefore, how they learn."

Cornett (1978) defined learning style as "a consistent pattern of behavior but with a certain range of individual variability." Hunt (1979) thought that learning style "describes a student in terms of those educational conditions under which he is most likely to learn. Learning style describes how a student learns, not what he has learned." Debellow (1990) define the learning style as the way people absorb process and retain information. James and Gardner (1995) state that the ways individual learner's react to overall learning environment make up the individual's learning style. Vermunt (1996) defines learning style as a coherent whole of learning activities that students employ. An over view of various definitions of 'Learning style' reveals that learning style are consistent preferred ways of learning which the individual employ during learning of various tasks.

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Concept of Learning Style

Learning styles are different ways of taking in and understanding information. These ways are affected by age, experience, physiology, culture, and many other factors. There are several different inventories to assess learning styles. Each child / individual has a specific style of learning that is dominant, and a secondary style that he /she also learns. It is quite difficult to find an individual who learns in all three styles equally. Those individuals who have two or more dominant learning approaches are called multi modal learners. There is no single learning style theory that is universally accepted, nor is there a 'right' way to study or 'best' way to teach. Teachers should also avoid the temptation to try to categorize or confine individual pupils to one learning style. Age, educational level, and motivation influence each pupil's learning so that what was once preferred may no longer be that pupil's current preferred learning style. Nevertheless, greater awareness of learning preferences and styles helps teachers to be more flexible in their teaching and to utilize a wider range of classroom methodologies. The aim is not to match teaching style to learner preferences, but to help young people build their skills and capacities to learn well in both preferred and less preferred modes of learning.

Objective of the Study

To study the reproducing and constructive preferred Learning Styles of Secondary School Students

Sample of the Study

Students 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).

Description of the Learning Styles

Reproducing Learning Style

In the Reproducing Learning Style the 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 is followed. In this style learners learn most thoroughly and efficiently when they gain knowledge through their own actions, or with a hands-on approach. They apply the information and instruction received to their individual lives. They prefer to actually experience the subject matter, rather than just gaining knowledge of the material. They retain the information given through repetition when they discuss or explain the material learned to others or themselves. Based on the scores obtained for each individual, the Reproducing learning style can be distributed or divided into three levels i.e. Low, Average and High.

Constructive Learning Style

In the Constructive Learning Style the 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 is followed. These learners gain understanding most thoroughly and efficiently when they are allowed the freedom to take time to reflect and construct on the information and instruction they have been given. These learners relate the subject matter to the other subjects, concepts, or ideas of which they understand or are confident. Based on the scores obtained for each individual, the Constructive learning style can be distributed or divided into three levels i.e. Low, Average and High.

Analysis and Interpretation

Table 1 indicates Reproducing Learning Style of the students, out of the total of 600 students, 252 were high level, 248 were average level and 100 were low level in their preference towards Reproducing Learning Style. 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. It is obvious from the above table that 42% of students were high in reproducing learning style which means that these students were enormously good in retaining the information given through repetition. They preferred to experience the subject matter, rather than just gaining knowledge of the material. However, 41.3% of students were average in reproducing style which indicates that to some extent these students relied on reproducing the subject matter through reading aloud or through writing or through telling to self or listening from others.

Table 1. Showing distribution of Reproducing Learning Style (RLS Style)

S.No	Category	Frequency	Percentage
1	Low	100	16.7
2	Average	248	41.3
3	High	252	42.0
Total		600	100 %

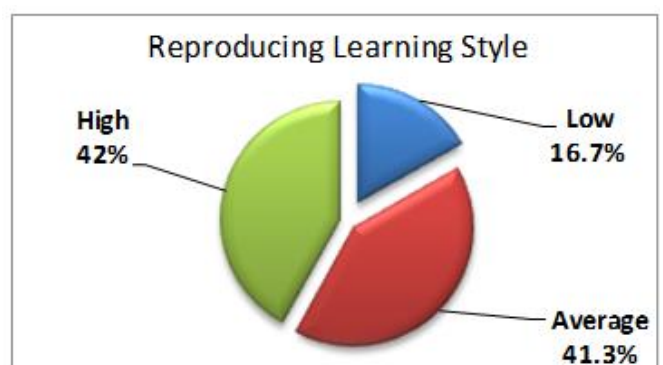


Fig. 1. Reproducing Learning Style

It is also observed that 16.7% of students were low in reproducing learning style which indicates that these students were poor in memorizing the content and reproducing the subject matter either verbally or through written mode. Thus, it may be inferred that in Reproducing Learning Style nearly two-fifth (42%) of the students appear to be high, another two-fifth (41%) were average and 17% were low.

Table 2. Showing distribution of Constructive Learning Style (CLS Style)

S.No	Category	Frequency	Percentage
1	Low	165	27.5
2	Average	311	51.8
3	High	124	20.7
Total		600	100 %

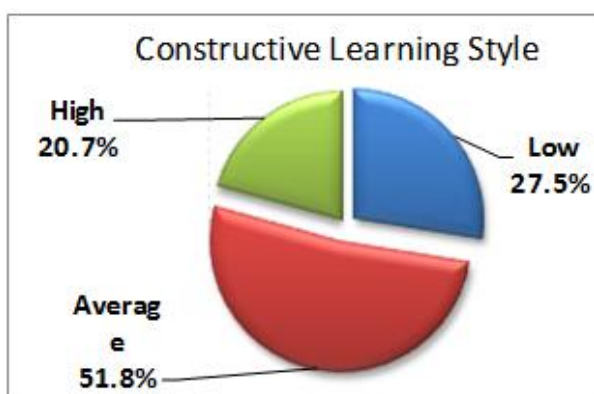


Fig. 2. Constructive Learning Style

Table 2 indicates Constructive Learning Style of the students, out of the total of 600 students, 124 were high level performers, 311 were average level and 165 were low in their preference towards Constructive Learning Styles. Constructive Learning Style refers to the students preference for comparing, relating and analyzing the content; reorganizing information and adding new idea's 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. It is evident from the above table that 20.7% of students were high in constructive learning style which indicates that these students were exceptionally good in constructing the new information obtained from different sources, reorganizing the information and adding new idea's to it. However, 51.8% of students were average in constructive learning style which means that to some extent these students compared and related new experiences to old one's for constructing the requisite information. It is also observed that 27.5% of students were low in the constructive learning style which shows that these students least preferred to compare and reorganize the information and also had shown slightest interest in constructing diagrams. Thus, it may be inferred that in Constructive Learning Style a slight more than half (52%) of the students appear to be average, 28% were low and 21% were high.

Findings

Findings reveal that nearly two-fifth (42%) of the students appear to be high, another two-fifth (41%) were average and

17% were low in Reproducing Learning Style whereas that in Constructive Learning Style a slight more than half (52%) of the students appear to be average, 28% were low and 21% were high.

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