

## Research Article

## GENDER-BASED ANALYSIS OF LEARNING STYLES AMONG IX STANDARD STUDENTS

J.Rubina <sup>1</sup> and Sr.Lilly Mary <sup>2</sup>

<sup>1</sup> Assistant Professor of Psychology, Stella Matutina College of Education, CH, TN, India.

<sup>2</sup> M.Ed Student, Stella Matutina College of Education, Chennai, Tamil Nadu, India.

ORCID: <https://orcid.org/0009-0000-6400-6602>

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### Abstract

The present study investigates gender-based differences in learning styles among IX standard students. Recognizing individual learning preferences, especially in relation to gender, is crucial for enhancing instructional effectiveness during adolescence a stage of cognitive and emotional development. Using a survey method, data were collected from 300 students across six schools using the standardized Learning Style Inventory by J.M. Reid. Statistical analysis, including descriptive statistics and the two-tailed t-test, revealed no significant difference in learning styles between boys and girls. These findings align with previous studies, indicating that while learning preferences may vary, gender alone does not significantly impact learning style. The study underscores the importance of adopting diverse, learner-centered teaching strategies that address varied learning needs, thereby promoting inclusive and effective classroom practices.

**Keywords:** Learning Styles, Gender Differences, Student-Centred Learning

### Introduction

In the field of education, understanding the individual differences among learners has become crucial for promoting effective teaching and learning outcomes. One of the key aspects of individual variation is the learning style a person's preferred method of processing, understanding, and retaining information. Students may differ significantly in how they absorb and respond to instructional content, and these differences are often influenced by multiple factors, including gender. At the secondary school level, particularly in Class IX, students undergo various cognitive, emotional, and social changes that impact their learning

preferences. Recognizing gender-based differences in learning styles can help educators tailor their instructional strategies to meet the unique needs of both male and female students. While some students may prefer visual or auditory methods of learning, others may benefit more from hands-on or experiential approaches. Therefore, conducting a gender-based analysis of learning styles at this stage can offer valuable insights for improving classroom instruction and student engagement.

### **Statement of the Problem**

The present study entitled, “**Gender-Based Analysis of Learning Styles among IX Standard Students**”

### **Need and Significance of the Study**

The present study holds considerable significance in the contemporary educational context, where acknowledging and addressing individual learner differences is increasingly emphasized. Among these differences, Gender plays a pivotal role yet often underexplored factor influencing how students learn. Gaining a deeper understanding of how male and female students vary in their learning style preferences can offer meaningful insights for enhancing the quality and effectiveness of classroom instruction. This is relevant at the Class IX level, a pivotal stage marked by significant cognitive and emotional development. The study aims to explore gender-based differences in learning styles and assess how these variations impact student engagement and academic performance. By highlighting the learning preferences associated with gender, the study also provides a valuable foundation for further research and pedagogical innovation.

### **Review of Related Literature**

**Nirmala (2016)** conducted a study on “*Classroom Climate, Learning Style in relation to Academic Stress among XI Standard Students.*” Using a sample of 600 students from Coimbatore, the study examined differences in classroom climate, learning styles, and academic stress with respect to gender, stream, family type, school type, and socio-economic status. The findings showed no significant gender difference in overall classroom climate and most learning style dimensions, though certain dimensions like satisfaction and individualization showed variation by gender and stream.

**Ranjeeta and Richa S. (2015)** studied the "*Learning Style of Regular and Distant Learners of Class B.Ed.*" using a descriptive survey on 80 students. Their results indicated no significant difference in learning style dimensions across gender, stream, and family type.

**Indu and Vintha (2015)** conducted research on *learning style preferences among higher secondary students* (n=1005) using a tool based on the Felder and Silverman model. The study revealed that most students preferred active, verbal, intuitive, and sequential learning styles. Significant associations were found between gender and the sensing–intuitive and sequential–global dimensions, and medium of instruction and several learning style dimensions.

### **Operational Definitions of the Terms**

#### **Learning Styles**

Agarwal (1987) defines Learning Style as “sum total of individual’s preferences for physical, social emotional and environment elements in the course of learning”. The Learning Style refers to the score obtained by J.M. Reid Questionnaire.

#### **Gender**

Gender corresponds to the biological quality of sex. Gender is a psychological and cultural term while sex is a biological term. Gender refers to the boy or girl status of the students of IX Std.

#### **The Objective of the Study**

To examine the difference in Learning Style with respect to Gender

#### **Hypotheses**

The following Hypotheses have been framed at the outset based on the objectives of the study

There is no significant difference in their Learning Style owing to the differences in Gender

#### **Methodology Used for the Study**

Survey method had been chosen by the investigation for the study.

### Selection of Sample

The sample constituted of 300 IX Std students drawn from 6 schools. The sample for the study has been selected by random sampling technique.

### Reliability and Validity

### Learning Style

As the Learning Style Inventory was a standardized tool, reliability and validity of the tool were accepted as given manual.

### Selection of the Tool

Learning Style inventory consists of 30 statements to assert the differential preferences for the five modes of learning (5 statements each for Auditory and Visual modes, 7 statements each for Kinaesthetic / Tactile and Individual Learning modes, 6 for Group Learning modes); the details of which are presented below showing the items under different perceptual modes of learning and social interaction Learning Styles.

### Analysis of Data

After the data was collected and classified, it was subjected to statistical test of significance using SPSS for testing the hypothesis is formulated by the investigator. The following methods of analysis were used:

- Descriptive analysis using mean and standard deviation.
- Two tailed 't' test

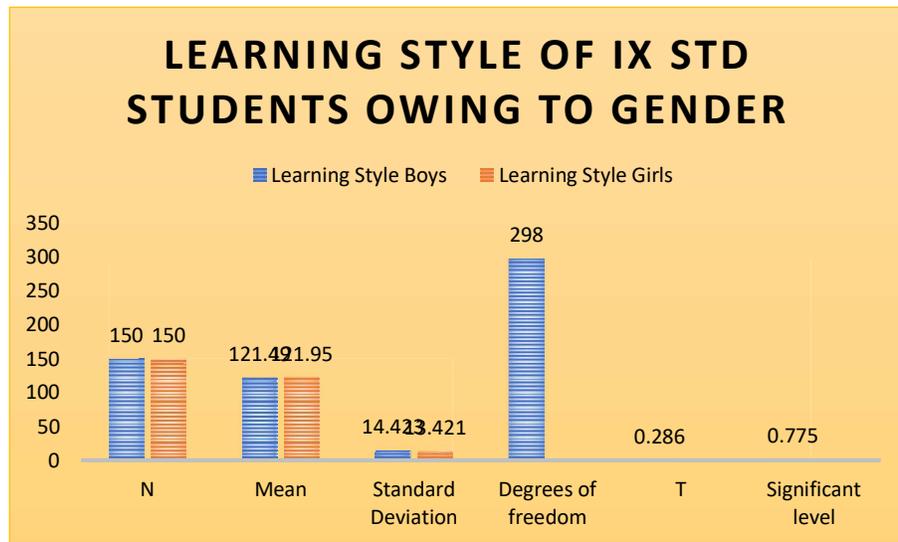
### Hypothesis

There is no significant difference in learning style with respect to Gender of IX Standard students.

**Table showing the difference in Learning Style of IX Std Students owing to Gender**

Variable	Gender	N	Mean	Standard Deviation	Degrees of freedom	T	Significant level
Learning Style	Boys	150	121.49	14.423	298	.286	.775
	Girls	150	121.95	13.421			

From the above table the significant value 0.775 is greater than 0.05 which is not significant at 5% level. So, the null hypothesis is accepted. Hence there is no significant difference in learning style with respect Gender.



### Major Findings of the Study

The following are the major finding of the present study

#### Learning Style

There is significant difference in Learning Style with respect to Gender among IX standard students.

#### Discussion of the Results

- The result of statistical analysis of the present investigation interpreted here in term of the purpose of the study and with respect to other study which have been conducted in selected area of research.

➤ **LEARNING STYLE:**

• **Gender**

- The computed difference significant value showed that there is no significant difference between boys and girls in their learning style . Girls are better than boys, because girls concentrate more on studies compare to boys. Boys concentrate only on other extracurricular activities. This finding is in agreement with the findings of Sangeetha (2012), Ranjeeta&Richa.S(2015) Bhat&Govil(2014 who reported that there was no significant difference in learning style preference of gifted high school students with difference with Gender.

**Educational Implication of the Study**

The study emphasizes the importance of recognizing gender-based differences in learning styles among IX standard students. Teachers should adopt varied, learner-centered methods to cater to both boys and girls effectively. Training programs must include gender-sensitive teaching strategies. Curriculum and assessments should be designed to support different learning preferences, promoting inclusive and engaging classrooms. These insights can help improve student performance and create a more supportive learning environment.

**Conclusion**

The present study aimed to examine the gender-based differences in learning styles among IX standard students. The findings highlight the existence of varied learning preferences between male and female students, emphasizing the importance of recognizing these differences in classroom settings. By aligning teaching methods with students' preferred learning styles, educators can foster greater engagement, motivation, and academic success. Ultimately, this research contributes to the broader goal of creating inclusive and equitable learning environments that support the holistic development of every learner, regardless of gender.

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