Exploring the connection between Learning Style and marital status of distance mode Learners

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Abstract

Distance Education is a new initiative. This is boon for them who cannot get study in the formal educational institutions because of various reasons like working people, persons with disabilities, handicappers, housewives etc. Additionally, people having home far away and solitary locations are benefitted accompanied by light of learning with the system of ODE.To make the Distance Education process more successful, powerful and qualitative alternative, very essential to investigate features of the distant students. The specific aim of this research paper is to searching the distant B.Ed. students preferred learning styles/way of learning must be taken into account in the study materials and contents connected instructional formats or design template applied in open and distance education. In this research study, learning style of the student produces specially the 'enactive learning style', 'figural learning style' and 'verbal learning style' as measured by the learning style inventory explored in 2012 by Karuna Shankar Mishra. These majorly 03 and sub 06 dimensions are applied to examine the suitableness of learning formations. 05 states have been selected randomly out of all Hindi-Belt States of India from which 05 institutions / study centers / program centers of IGNOU have been selected randomly again and total of 350 distant B.Ed. students selected as sample, answered the learning style inventory shared to them in a group form during their internship/workshop sessions and collected data were examined and measured utilizing descriptive statistics using SPSS. The paper identifies learning styles with reference of marital status in distance B.Ed. programme while recognizing the preferred 06 learning styles. 'Marital status' is applied as to serve distinguish populations with regard to their marriage-linked features, and the social measures and identities of married and unmarried. The paper concludes that the achievement of open and distance education and its learners can be improved by providing learning materials, instructional designs and student support services in a manner compatible with each student'slearning styles.
Keywords: Learning style, Distance Learner, Marital status, Distance mode learners.

Introduction:

Progress of an individual or a nation is strangulated by scarcity of education because Education is believed to be the foundation of individual's life. Personality of a person is developed through Education by which a person is able to become a well cultured citizen of a society. Distance education is a learning instrument which shatters maximum of dissects in education as- gender, age, marital status, race, income, space, time etc. But in a distance education environment the procedure of student learning may be difficult and complex due to perceived issues faced by learners may be varied from one another. To develop the distance

learning as a successful, powerful and qualitative alternative of learning, characteristics and features of the distance learners necessary need to be explored. The differences among distant B.Ed. students may not only present in respect of their demographic characteristics but may also find with respect to their learning styles. Gardner (1993) and Sadler Smith (1996) reported that every student are varies and possessing varied learning preferences and styles. Grasha (1996) has invented a definition of learning styles that learning styles are individual traits of the learners' that influenced the learners' ability to grasp information, material, interact, answers with same groups and the instructors as well as to contribute in the learning procedure. Grasha and Yangarber-Hicks (2000) explained that learning style like students' likes or pattern for how do they prefer to learn. Mupinga, et al. (2006) showed that majorly students were introvert, judger, sensor and thinker and less students were extrovert and intuitive in learning. Not a single specific ways of learning were found to be chief within the online students. Garg, M. &Gakhar, S. (2011) reported in overall learning and thinking styles, the distance teacher trainees showed significantly higher preference for left hemisphere whereas face to face trainees showed higher preference for right hemisphere. Gulbahar, Y. &Alper, A. (2011) provided to e-instructors some examples of instructional media, materials and methods to address diverse online students better and according to their learning preferences. Wu, D. C. (2014) focused to address variances in Learning Style to integrate open and Distance Education programs/courses nearly same as divergence as attainable provided technologies, techniques and price conditions. Almigbal, T. H. (2015) found that ways of learning approaches were not connected to a student's educational success, level of marriage, living location, learning resources like, instructors' PowerPoint slides, content books, and article/journals. Mohammadi, S., et al. (2015) explored that the preferred ways of learning with regard to level of marriage marital, and area of residence were not notably interrelated. Mostly distance learners belongs from varied demographic backgrounds and have their different profession, house chores and duties and have some experience of regular learning, so possibilities of broad similarities and dissimilarities in their learning pattern are natural and for successful outcome it must be investigated.

Objectives of the Study :

Current study was undertaken with the objectives as below:

- **i.** To compare the Learning Style of Married and Unmarried distant B.Ed. students.
- **ii.** To explore the Enactive Reproducing learning style of Married and Unmarried distant B.Ed. students.
- **iii.** To explore the Enactive Constructive learning style of Married and Unmarried distant B.Ed. students.
- **iv.** To explore the Figural Reproducing learning style of Married and Unmarried distant B.Ed. students.
- **v.** To explore the Figural Constructive learning style of Married and Unmarried distant B.Ed. students.
- **vi.** To explore the Verbal Reproducing learning style of Married and Unmarried distant B.Ed. students.

vii. To explore the Verbal Constructive learning style of Married and Unmarried distant B.Ed. students.

Research Methodology:

This research work is a descriptive research work on the learning styles of distant B.Ed. students enrolled in IGNOU. This study attention on the preferences of distant B.Ed. students' learning styles as investigating information and data about it; explorations can become the creative educational instruments and support services for the teaching and learning procedures in B.Ed. programme offered by IGNOU. For examining learning style of distant B.Ed. students' researcher has planned to use a standardized tool 'learning style inventory' invented by Dr. Kausal Kishore Mishra in 2012. This learning style inventory builds to inspect and measure 06 major learning styles namely- Enactive Reproducing, Enactive Constructive, Figural Reproducing, Figural Constructive, Verbal Reproducing and Verbal Constructive. After examining the total 42 statements relating to every learning style which has been categorized into 06 major formations has been put on the final structure of the learning style inventory.

The population of the study has been consisting distant B.Ed. students who are enrolled with IGNOU for the 2017/2018 academic session in Hindi-Belt States of India namely Bihar, Chhattisgarh, Delhi, Haryana, Himachal Pradesh, Jharkhand, Madhya Pradesh, Rajasthan, Uttarakhand, and Uttar Pradesh. 06 institutions / study centers of IGNOU have been selected randomly from all Hindi-Belt States of India and from these institutions / study centers only 350 distant B.Ed. students has been taken as sample/subjects for this research study. Researcher used purposive sampling technique of non- probability sampling method to ensure that the subjects are truly represents the particular population.

Data Selection of Present Research Work :

Data has been collected through administration of standardized *learning style inventory* in group during their workshop sessions, and students were asked to respond with their own experience and genuinely. The inventory used in this research study is the K. S. Misras' invented Learning Style Inventory. This is a 5 marks tick mark (√) typeinventory attention on learners' liked manner of adaptation of any type of learning information, processes, interaction and instructional preferences. This learning style inventory builds to find and examine 06 major learning styles namely- Enactive Reproducing, Enactive Constructive, Figural Reproducing, Figural Constructive, Verbal Reproducing and Verbal Constructive. This learning inventory is appropriate for college or university students for exploring students' learning styles when interacting with instructors and co-learners.

Data analysis :

Suitable statistical methods and techniques have been adopted for statistical examination of data contingent on the characteristics of the collected data such as in descriptive techniques of analysis of statistics Means and Standard Deviations were applied to examine the variations among distant B.Ed. students' styles of learning in relation to age. This measurement is examined

to be applied to measures the merit of the Mean score that varied notably. After that collected data were examined SPSS.The analyzed data have been presented in table formation which is kept by their expounding or interpretation. The analysis, result and interpretation of the data have been followed through the order of the objectives and hypotheses of the current research study as follows:

1.0. To compare the Learning Style of Married and Unmarried distant B.Ed. students.

To achieve this objective of the study the following null hypothesis was formulated and tested statistically: -

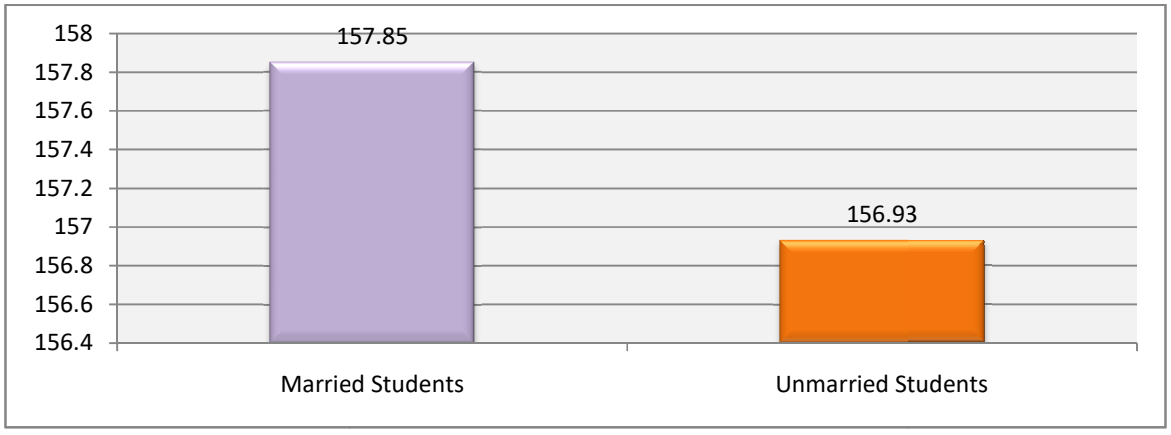
Ho_1: There is no significant difference between Married and Unmarried distant B.Ed. students with reference totheir Learning Style.

Above hypothesis has been tested with the help of Mean (M), Standard Deviation (SD) and Critical Ratio (CR) and the results have been presented in the table no 1.

Table No. 1.
Comparison of Learning Style of Married and Unmarried distance mode learners

Marital Status	N	Mean	SD	SE_D	CR-Value	Result
Marrieddistant B.Ed. students	267	157.85	15.40	1.91	0.48	Not Significant
Unmarrieddistant B.Ed. students	83	156.93	14.57			

Bar Diagram No. 1
Bar Diagram on Mean Scores of Learning Style of Married and Unmarried distance mode learners



The above table and bar diagram no. 1.01 shows the comparison of Mean scores of Learning Style of Married and Unmarrieddistant B.Ed. students. The Mean score and SD of Marrieddistant B.Ed. students are 157.86 & 15.40 and those of Unmarried distant B.Ed. students are 156.93 & 14.57 respectively and Standard error difference is 1.91 The calculated 'CR' value is 0.48, which is not significant at 0.05 level of significance with dfof 348.

It means that there exists no statistically significant difference between Married and Unmarrieddistant B.Ed. students with reference to their Learning Style. The mean scores of Married and Unmarried distant B.Ed. students show similar Learning Style. Hence, the hypothesis **Ho_1**has not been rejected.

2.0. To compare the various dimension of Learning Style of Married and Unmarrieddistant B.Ed. students.

To achieve this objective of the study the following null hypotheses were formulated and tested statistically:-

Ho_2: There is no significant difference between Married and Unmarried distant B.Ed. students with reference totheirEnactive Reproducing (ER) dimension of Learning Style.

Ho_3: There is no significant difference between Married and Unmarried distant B.Ed. students with reference totheirEnactive Constructive (EC) dimension of Learning Style.

Ho_4: There is no significant difference between Married and Unmarried distant B.Ed. students with reference totheirFigural Reproducing (FR) dimension of Learning Style.

Ho_5: There is no significant difference between Married and Unmarried distance B.Ed. students with reference totheirFigural Constructive (FC) dimension of Learning Style.

Ho_6: There is no significant difference between Married and Unmarried distant B.Ed. students with reference totheirVerbal Reproducing (VR) dimension of Learning Style.

Ho_7: There is no significant difference between Married and Unmarried distant B.Ed. students with reference totheirVerbal Constructive (VC) dimension of Learning Style.

As regard to the various dimensions of Learning Style, the related hypothesis **Ho_2**to **Ho_7**has been tested with the help of Mean (M), Standard Deviation (SD) and Critical Ratio (CR) and the results have been presented combined in the table no. 2.01.

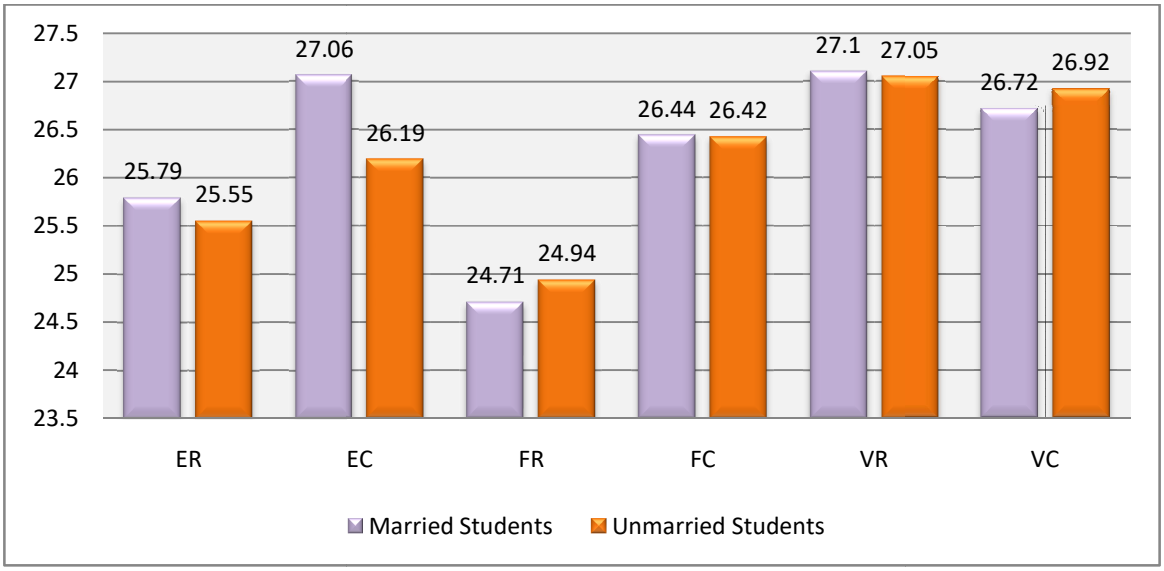
Table No. 2

Comparison the all the dimension of Learning Style of Married and Unmarried distance mode learners

Dimension	Marital Status	N	Mean	SD	SE_D	CR-Value	Result
ER	Married distant B.Ed. students	267	25.79	3.54	0.45	0.52	Not Significant
	Unmarried distant B.Ed. students	83	25.55	3.77			
EC	Married distant B.Ed. students	267	27.06	4.17	0.51	1.70	Not Significant
	Unmarried distant B.Ed. students	83	26.19	3.63			
FR	Married distant B.Ed. students	267	24.71	3.89	0.48	0.48	Not Significant
	Unmarried distant B.Ed. students	83	24.94	3.82			
FC	Married distant B.Ed. students	267	26.44	4.37	0.53	0.03	Not Significant
	Unmarried distant B.Ed. students	83	26.42	3.76			
VR	Married distant B.Ed. students	267	27.10	3.46	0.43	0.11	Not Significant
	Unmarried distant B.Ed. students	83	27.05	3.37			
VC	Married distant B.Ed. students	267	26.72	3.84	0.48	0.41	Not Significant
	Unmarried distant B.Ed. students	83	26.92	3.88			

Bar Diagram No. 2

Bar Diagram on Mean Scores of all the dimensions of Learning Style of Married and Unmarried distant B.Ed. students



The above table and bar diagram no. 2.01 shows the statistics of the comparison of Mean scores of all dimensions of Learning Style of Married and Unmarrieddistant B.Ed. students. Table no. 2.01 represents the comparison between Married and Unmarrieddistant B.Ed. students in Enactive Reproducing (ER) dimension of Learning Style, the Mean score and SD of Marrieddistant B.Ed. students are 25.79 & 3.54 and Unmarrieddistant B.Ed. students are 25.55 & 3.77 respectively and Standard error difference is 0.45. The calculated 'CR' valueis 0.52, which is not significant at 0.05 level of significance with dfof 348.It means that there exists no statistically significant difference between Married and Unmarrieddistant B.Ed. students with reference to their Enactive Reproducing (ER) dimension of Learning Style. The Mean scores of Married and Unmarrieddistant B.Ed. students show similar Enactive Reproducing (ER) Learning Style. Hence, the hypothesis **Ho_2**has not been rejected. On the comparison between Married and Unmarrieddistant B.Ed. students in Enactive Constructive (EC) dimensionsof Learning Style, the Mean score and SD of Marrieddistant B.Ed. students are 27.06 & 4.17 and Unmarrieddistant B.Ed. students are 26.19 & 3.63 respectively and Standard error difference is 0.51. The calculated 'CR' valueis 1.70, which is significant at 0.05 level of significance with dfof 348. It means that there exists no statistically significant difference between Married and Unmarrieddistant B.Ed. students with reference to their Enactive Constructive (EC) dimension of Learning Style. The Mean scores of Married and Unmarrieddistant B.Ed. students show similar Enactive Constructive (EC) Learning Style. Hence, the hypothesis **Ho_3** has not been rejected. While comparing on Married and Unmarrieddistant B.Ed. in Figural Reproducing (FR) dimensions of Learning Style, the Mean score and SD of Marrieddistant B.Ed. students are 24.71 & 3.89 and Unmarrieddistant B.Ed. students are 24.94 & 3.82 respectively and Standard error

difference is 0.48. The calculated 'CR' valueis 0.48, which is significant at 0.05 level of significance with dfof 348.It means that there exists no statistically significant difference between Married and Unmarrieddistant B.Ed. students with reference to their Figural Reproducing (FR) dimension of Learning Style. The Mean scores of Married and Unmarrieddistant B.Ed. students show similar Figural Reproducing (FR) Learning Style. Hence, the hypothesis **Ho_4**has not been rejected. With regard to Figural Constructive (FC) dimensions of Learning Style, the Mean score and SD of Marrieddistant B.Ed. students are 26.44 & 4.37 and those of Unmarrieddistant B.Ed. students are 26.42 & 3.76 respectively and Standard error difference is 0.53. The calculated **'**CR**'** value is 0.03, which is significant at 0.05 level of significance with dfof 348. It means that there exists no statistically significant difference between Married and Unmarrieddistant B.Ed. students with reference to their Figural Constructive (FC) dimension of Learning Style. The Mean scores of Married and Unmarrieddistant B.Ed. students show similar Figural Constructive (FC) Learning Style. Hence, the hypothesis **Ho_5** has not been rejected. With respect to Verbal Reproducing (VR) dimensions of Learning Style, the Mean score and SD of Marrieddistant B.Ed. students are 27.10 & 3.46 and the Mean score and SD of Unmarried distant B.Ed. students are 27.05 & 3.37, respectively and Standard error difference is 0.43. The calculated 'CR' value is 0.11 which is significant at 0.05 level of significance with df of348. It means that there exists no statistically significant difference between Married and Unmarrieddistant B.Ed. students with reference to their Verbal Reproducing (VR) dimension of Learning Style. The Mean scores of Married and Unmarried distant B.Ed. students show similar Verbal Reproducing (VR) Learning Style. Hence, the hypothesis **Ho_6**has not been rejected. The comparison of Mean score 26.72 and SD 3.84 of Marrieddistant B.Ed. students with Mean score 26.92 and SD 3.88 of Unmarrieddistant B.Ed. students on Verbal Constructive (VC) dimensions of Learning Style and Standard error difference is 0.48. The produced 'CR' value of 0.41, which is not significant at 0.05 level of significance with df of 348. It means that there exists no statistically significant difference between Married and Unmarrieddistant B.Ed. students with reference to their Verbal Constructive (VC) dimension of Learning Style. The Mean scores of Married and Unmarrieddistant B.Ed. students show similar Verbal Constructive (VC) Learning Style. Hence, the hypothesis **Ho_7**has not been rejected.

Conclusion:

This results is in matching with the exploration of the researches done by Akhlaghi& et al. (2018), Almigbal, (2015), Mohammadi, & et al. (2015), Najarkolai, & et al. (2015) that there was not finding significant relation among students' learning styles preferences with marital status and inconsistent with the exploration of Yousef, (2018) and Kibasan, &Singson, (2016) that there was a notable variation between the two marital status groups. It may be because of Learning Style is a personal and individual characteristic of any student and he/she prefers to take information consistently according to his/her need, goal and environment throughout

life.The reason for similar Learning Style may be due to because distant students are typically self-directed and motivated students and they know how to access and process of subject matter easily and without shifting way of learning and study activities.

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