LEARNING STYLES OF TRIBAL AND NON-TRIBAL PUC COLLEGE STUDENTS

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Abstract
This present study was undertaken to assess the level of learning style capabilities of tribal and non-tribal college students of Gulbarga. The sample consisted of 433 PUC college students randomly selected from fifteen colleges of the above district. A survey method is used to collect the data. The standardized questionnaire learning styles inventory by Peter Honey and Alan Mumford, 2006 used to collect data. The findings show that there is significant difference between tribal and non tribal pre-university college students in their learning styles.

Key Words: Learning styles, Tribal and Non-tribal

1. INTRODUCTION
One of the important aspects in teaching-learning process is to consider the learning styles of the students. According to Dunn, Dunn and Price (1992), learning styles are the conditions or stimuli under which an individual is likely to learn, absorb, retain information and achieve. The National Association of Secondary School principals (NASSP, 1986) defined it as cognitive, affective, Physiological factors which indicate how a learner perceives, interacts and responds with the learning environment. Whatever the differences in definitions, they all point to how individuals perceive, absorb, retain, organize and process information. Knowledge of one’s own learning style profile will help to choose the appropriate learning strategies and help solving problems in an efficient manner.

In our day-to-day life we come across four different types of learners. The first is the activists. These learners like to understand the theory behind the actions. They need models, concepts and facts in order to engage in the learning process. Prefer to analyze and synthesize, drawing new information into a systematic and logical 'theory'. They involve themselves fully and without bias in new experiences. They enjoy the here and now, and are happy to be dominated by immediate experiences. They are open-minded, not skeptical, and this tends to make them enthusiastic about anything new. Their philosophy is: "I'll try anything once". They tend to act first and consider the consequences afterwards. Their days are filled with activity. They tackle problems by brainstorming.
**Reflectors** - appreciate working closely with someone experienced in this area, and learning through observation and discussing your reflections and plans with a mentor. You will also learn much from books, articles and case studies. “Reflectors like to stand back to ponder experiences and observe them from many different perspectives. They collect data, both first hand and from others, and prefer to think about it thoroughly before coming to a conclusion. The thorough collection and analysis of data about experiences and events is what counts so they tend to postpone reaching definitive conclusions for as long as possible. Their philosophy is to be cautious. They are thoughtful people who like to consider all possible angles and implications before making a move. They prefer to take a back seat in meetings and discussions. They enjoy observing other people in action. They listen to others and get the drift of the discussion before making their own points. They tend to adopt a low profile and have a slightly distant, tolerant unruffled air about them. When they act it is part of a wide picture which includes the past as well as the present and others’ observations as well as their own.”

**Theorists** - well-qualified and experienced trainers, well-written books and articles. Theorists adapt and integrate observations into complex but logically sound theories. They think problems through in a vertical, step-by-step logical way. They assimilate disparate facts into coherent theories. They tend to be perfectionists who won’t rest easy until things are tidy and fit into a rational scheme. They like to analyze and synthesize. They are keen on basic assumptions, principles, theories models and systems thinking. Their philosophy prizes rationality and logic. They tend to be detached, analytical and dedicated to rational objectivity rather than anything subjective or ambiguous. Their approach to problems is consistently logical. This is their ‘mental set’ and they rigidly reject anything that doesn’t fit with it. They prefer to maximize certainty and feel uncomfortable with subjective Judgements, lateral thinking and anything flippant.

**Pragmatists** - you will find practical books and open and flexible learning are good ways of quickly putting new learning to practical use. You will be particularly attracted to working on real-life projects and appreciate the help of someone who can give you some valuable feedback and coaching. Pragmatists are keen on trying out ideas, theories and techniques to see if they work in practice. They positively search out new ideas and take the first opportunity to experiment with applications. They are the sort of people who return from courses brimming with new ideas that they want to try out in practice. They like to get on with things and act quickly and confidently on ideas that attract them. They tend to be impatient with ruminating and open-ended discussions. They are essentially practical, down to earth people who like making practical decisions and solving problems. They respond to problems and opportunities ‘as a challenge’. Their philosophy is "There is always a better way" and "If it works it's good".

### 2. REVIEW OF LITERATURE

Orhur and Orhun (2005) explored the relationship between learning styles and achievement of 72 students from Anadolu University, Turkey. It was found that there
was significant relationship between students’ learning styles and students’ achievements. Students on convergent learning style category were more successful than the others.

⇒ Chaturvedi (2009) examined the effect of school environment on achievement motivation and academic achievement of 300 students of Bhopal. The results showed positive significant correlation between academic motivation and achievement of students.

⇒ Barzegar (2011) investigated the relationship between learning styles and academic achievement of 700 students of Islamic Azad University. Results indicated no significant relationship between the learning styles and academic achievement of students.

⇒ Gunes (2014) studied learning style preferences of 367 students of Gazi University and explored the relationship between student's learning styles preferences and their achievement. So, there is a relationship between the teaching strategies of the teacher and the learning preferences of the students. Concept of learning style is important for learners, teachers, parents, guidance workers, administrators and planners.

3. SIGNIFICANCE OF THE STUDY
Today a good number of tribal students are getting educated. Though they belong to a reserved category with regard to education and employment, some of them can compete with the non-reserved category people equally well. At the same time many of them need real push to come up difference in the academic performance and learning patterns among the tribal and the non-tribal students. Therefore, the investigator would like to know if there is significant difference in the learning styles of tribal and non-tribal college students.

4. OBJECTIVES
I. To know whether there is any significant difference between tribal and non-tribal pre-university college students in their learning styles.

II. To determine whether there is any significant difference between tribal and non-tribal male pre-university college students in their learning styles.

III. To study whether there is any significant difference between tribal and non-tribal pre-university college female students in their learning styles.

IV. To know whether there is any significant difference between PUC First year college students in their learning styles.

V. To determine whether there is any significant difference between second year college students in their learning styles.

5. HYPOTHESES
I. There is no significant difference between tribal and non tribal pre-university college students in their learning styles.

II. There is no significant difference between tribal and non tribal male pre-university college students in their learning styles.
III. There is no significant difference between tribal and non-tribal female pre-university college students in their learning styles.

IV. There is no significant difference between tribal and non-tribal first year pre-university college students in their learning styles.

V. There is no significant difference between tribal and non-tribal second year pre-university college students in their learning styles.

6. RESEARCH METHODOLOGY
The researcher has used survey method in this study.

I. SAMPLE
The present study is based on purposive and random sampling. It consists of 433 college students from PUC first and second year from 15 colleges of Gulbarga district.

II. TOOLS FOR THE STUDY
In order to find learning styles of PUC College students the investigator used learning styles inventory by Peter Honey and Alan Mumford, 2006.

III. METHODS AND DATA ANALYSIS
Statistical techniques like percentage, Mean, Standard Deviation, t-test and ANOVA were utilized for analysis through SPSS.22 and interpretation of data.

7. MAJOR FINDINGS

Table: 1. Percentage Analysis of PUC Students learning styles

<table>
<thead>
<tr>
<th>Variable</th>
<th>Sub-Variable</th>
<th>LOW</th>
<th>MODERATE</th>
<th>HIGH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>Male (196)</td>
<td>32(16)</td>
<td>131(67)</td>
<td>33(17)</td>
</tr>
<tr>
<td></td>
<td>Female (237)</td>
<td>30(13)</td>
<td>171(72)</td>
<td>36(15)</td>
</tr>
<tr>
<td>Class</td>
<td>I-Year (329)</td>
<td>41(12)</td>
<td>238(72)</td>
<td>50(16)</td>
</tr>
<tr>
<td></td>
<td>II-Year (104)</td>
<td>18(17)</td>
<td>68(66)</td>
<td>18(17)</td>
</tr>
<tr>
<td>Caste</td>
<td>General (188)</td>
<td>32(17)</td>
<td>125(66)</td>
<td>31(17)</td>
</tr>
<tr>
<td></td>
<td>ST (174)</td>
<td>27(16)</td>
<td>120(69)</td>
<td>27(16)</td>
</tr>
<tr>
<td></td>
<td>OBC (71)</td>
<td>9(13)</td>
<td>52(73)</td>
<td>10(14)</td>
</tr>
</tbody>
</table>

It is inferred from the table above that among the 196 male college students, 16% have low, 67% have moderate and 17% have high level of learning style; among the 237 female high school students, 13% have low, 72% have moderate and 15% have high level of learning style. Among the 329 I-Year college students, learning style is low for 12% moderate for 72% and high for 16%; similarly among 104 II-Year college students, learning style is low for 17% moderate for 66% and high for 17%. Among the 188 students in the general category, learning style is low for 17% moderate for 66% and high for 17%. Among the 174 students in the ST Category learning style is low for 16% moderate for 69% and high for 16%; similarly
among the 71 students in the OBC Category learning style is low for 13% moderate for 73% and high for 14%.

8. HYPOTHESES TESTING

<table>
<thead>
<tr>
<th>Groups</th>
<th>Mean</th>
<th>SD</th>
<th>N</th>
<th>t-value</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tribal</td>
<td>88.91</td>
<td>8.2</td>
<td>174</td>
<td>8.99</td>
<td>0.01</td>
</tr>
<tr>
<td>Non-tribal</td>
<td>81.02</td>
<td>9.96</td>
<td>259</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male (non-tribal)</td>
<td>78.49</td>
<td>9.08</td>
<td>164</td>
<td>4.55</td>
<td>0.01</td>
</tr>
<tr>
<td>Male (tribal)</td>
<td>85.53</td>
<td>7.77</td>
<td>32</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female (non-tribal)</td>
<td>85.40</td>
<td>9.93</td>
<td>95</td>
<td>3.53</td>
<td>0.01</td>
</tr>
<tr>
<td>Female (tribal)</td>
<td>89.67</td>
<td>7.79</td>
<td>142</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I-Year (non-tribal)</td>
<td>82.20</td>
<td>9.64</td>
<td>47</td>
<td>1.69</td>
<td>NS</td>
</tr>
<tr>
<td>I-Year (tribal)</td>
<td>85.53</td>
<td>7.77</td>
<td>32</td>
<td></td>
<td></td>
</tr>
<tr>
<td>II-Year (non-tribal)</td>
<td>75.42</td>
<td>9.66</td>
<td>214</td>
<td>15.04</td>
<td>0.01</td>
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<tr>
<td>II-Year (tribal)</td>
<td>89.67</td>
<td>8.1</td>
<td>142</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

9. DISCUSSION (ANALYSIS AND INTERPRETATION)

I. There is significant difference between tribal and non-tribal PUC college students in their learning styles. From the analysis it is clear that tribal college students have better mean score in their learning styles. This may be because the tribal students are very close to nature. Their world is full of images and they think in images and in activist form. They are predominantly reflectors too. They are good listeners and have great span of attention. They also learn by doing. They experiment with tools, demonstrate folk-songs and myths through drama and dances. So they develop their learning styles maximum.

II. There is significant difference between tribal and non-tribal Male PUC college students in their learning styles. From the analysis it is clear that tribal college students have better mean scores in their learning styles. This may be due to the fact that the tribal students being very close to nature, they are very active which leads to make them develop their learning styles.

III. There is significant difference between tribal and non-tribal Female PUC college students in their learning styles. Once again tribal female college students have better mean scores in their learning styles. This may be due to the fact that the tribal female students get more opportunities to develop their learning styles being very close to nature, and by observing different natural phenomena.

IV. There is no significant difference between I-Year tribal and I-Year non-tribal PUC college students in their learning styles. Still the tribal college students have better mean score in their learning styles.

V. There is significant difference between II-Year tribal and non-tribal PUC college students in their learning styles. Once again analysis shows that II-Year college students have better mean score in their learning styles. This may be because II-Year is a turning
point in one’s life and these tribal students to become more serious in their studies for better life opportunities to come out of their difficult life and practices.

10. CONCLUSION
The present study shows that there is a significant difference between tribal and non-tribal College students in their learning styles. It is also seen that the tribal college students are better than the non-tribal college students in their learning styles: activists, reflectors, theorists and pragmatists. So given more and better opportunities these tribal students can come up in life and even compete with the non-tribal students on equal terms. For this the policy makers and the government need to make policies and programs favoring the tribal students.

11. REFERENCES
This is certified that the paper entitled
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