



Enhancing learning of undergraduate commerce learners through learning style model: A perspective view

Nirmla Kumari

Research Scholar, Department of Education, M.D.U, Rohtak, Haryana, India

Abstract

This paper aims to investigate the enhancing learning of undergraduate Commerce learners through Learning Style Model. Students are currently being challenged owing to their learning ability. The learners' learning is also influenced by his current events and his surroundings, as well as cognitive and emotional variables. At the changing of time, this world has evolved and grown more competitive, so each individual must excel in all aspects of life. To meet the demands of time, everyone is attempting to meet the hurdles of learning. We all know that everyone has distinct and diverse learning preferences, thus pupils learn in different ways. Every person's growth depends on their ability to learn. Students use different learning approaches to tackle their learning issues. In this study, learning styles include visual, aural, verbal, kinesthetic, logical, social and solitary (intrapersonal) learning. Learning styles enable students to acquire new and challenging material in order to compete. Nonetheless, it may be stated that undergraduate learners' learning styles are significant for their future lives.

Keywords: undergraduate learners, learning style

Introduction

The notion of a student's learning style is not new. Aristotle noted differences in the way infants receive and understand information as early as 2,300 years ago. Students' learning styles play a crucial part in their success in the classroom and beyond, as learners learn new content in a various of methods. When determining a child's learning modality, a multi-faceted construct that takes into account personality, study tactics, developmental age, and learning process skills must be considered (Dunn, 1988; Dunn, 1995; Silver, Strong, & Perini, 1997). According to Rita Dunn's research study on learning styles, students identify the best manner for them to learn, which is referred to as a style preference (Dunn, 1988). Everyone has a unique learning style, which varies from one child to the next. Individuals' learning styles are internally based qualities that influence how they take in and comprehend new knowledge (Reid, 1995). Learning style was innate since everyone was born with a unique learning style, and as people grew older, their learning styles evolved and became more stable.

Many authors, including notable behavioral experts, have amended learning style definitions based on the Taxonomy of Learning Style. Learning styles are defined as the cognitive, affective, and physiological characteristics that serve as indications and determine how learners perceive, process, and respond to their learning environment, according to one of the most generally used definitions (Alexandra & Moldovan, 2011; Blakemore, McCray, & Coker, 1984; Kirby & Ashley, 1979; Zapalska & Dabb, 2002) ^[6, 15, 32]. Herman A. Witkin, (1973) defined that Learning style can be thought of as a cognitive style. Field Independent and Field Dependent learning styles highlighted how individuals have variances in how they receive information that is influenced by their surroundings. Kastner and Stangl (2011) contend that the educational environment in which a student is most likely to learn is their preferred method of receiving and remembering new information. David Kolb (1971) defines learning style as "how a person learns new information through experience". Joy Reid (1995) pioneered the perceptual learning approach. According to Reid, there are five types of learning styles: visual, auditory, kinesthetic, group, tactile, and individual. Learning challenges, according to Keefe and Ferrell (1990), are typically caused by the type and level of cognitive processes necessary to understand the material, rather than the complexity of the subject matter. Lorenzo & Lorenzo (2013) defined learning styles as patterns in how learners perceive, engage with, and respond to knowledge. Perry (1994) defined it as a pattern in which learners perceive, interact with, and respond to knowledge consistently. Learning styles, as opposed to learning strategies, which learners can use to select, acquire, organize, and integrate new information or knowledge through specific cognitive and communicative processes, are independent of the contents or skills being studied throughout the learning process (Wong & Nunan, 2011) ^[20]. "Learning processes range from person to person due to biological and psychological variables. As Pask (1988) ^[23] points out, more than three-fifths of a person's learning style is biologically imposed".

In a word, learning styles are defined as an individual's natural, habitual, and preferred method of receiving, processing, and retaining new information and abilities (Dornyei) (2005). Students' learning styles influence

their ability to learn and respond to the learning environment (Azlinda, 2006). If students can identify their preferred learning styles, they will be able to better plan and manage their business learning activities. This can help pupils improve and capitalize on their natural talents and abilities.

Learning Style Model

Various researchers have developed models for learning styles and the aspects that determine one's learning style. These are:

1. Kolb Learning Styles Models

David A. Kolb (1981) designed this approach, which is entirely based on experimental learning. So, this model is also known as experimental learning. Kolb (1981) claimed that learning is a cyclical process that goes through four stages:

- a. **Concrete Learning:** It's the initial step in the learning process. The learner either has a new experience or goes through a version of an old one at this level.
- b. **Reflective Observation:** During this stage, the learner reflects on the experience. This experience is entirely depending on the learner's personal perspective.
- c. **Abstract Conceptualization:** Based on this knowledge, the learner moves through abstract conceptualization, in which new concepts are produced or existing ones are transformed.
- d. **Active experimentation:** This is the final step of Kolb learning models; everything learned in the previous three phases is implied. The student then applies these acquired skills in real life, with the results sparking a new cycle. Learning style process are also depicted in the diagram below:

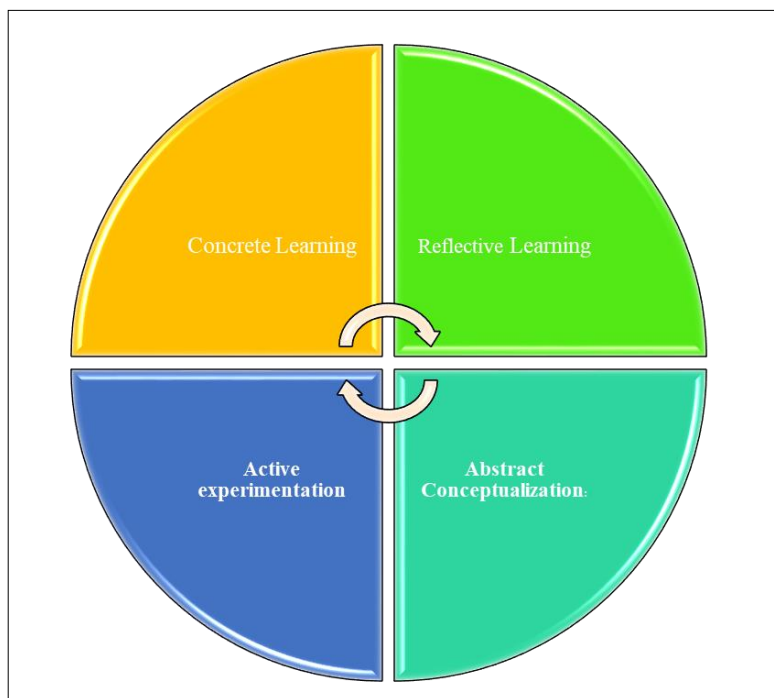


Fig 1: Process of Learning Styles

It is crystal clear that process of learning is important and more important is to understand the way how an individual learns and this can lead us on the path of educational improvement

2. Classification of Learning Style Inventory (LSI) by Kolb (1976)

The four types of learning styles identified by Kolb. These are following:

- **Assimilating Learners:** Such types learners observe through active conceptualization (AC) and process through reflective observation (RO), in which they experience their world symbolically and modify information using their imagination (Demirbas & Demirkan, 2003). They are more interested in abstract concepts than in actual applications (Kolb & Kolb, 2005).
- **Converging Learners:** Active conceptualization (AC) and active experimentation (AE) are used by these learners to see and process information, bringing a logical, pragmatic, and unemotional perspective to the problem-solving process (Hsu, 1999). They have well-organized information and use hypothetical-deductive reasoning while concentrating on a single subject. They are also emotionally detached (Smith & Kolb, 1996) [27].
- **Accommodating Learners:** allowing students to perceive via concrete experience (CE) and process through active experimentation (AE). This is where accommodating students are most interested in participating. They experience their surroundings concretely through their feelings and use actions to

convert information (Hsu, 1999). They like new experiences since they are risk takers. They also tackle problems by trial and error rather than analytical talents. Furthermore, they prefer to work, create goals, undertake field work, and experiment with various techniques with others (Kolb & Kolb, 2005).

- **Diverging Learners:** these types learners perceive through concrete experience (CE) and process through reflective observation (RO). These students are both types: creative and emotional (Smith & Kolb, 1996)^[27]. They have the ability to synthesize and/or integrate diverse observations in order to generate new ideas (Hsu, 1999). They are less interested with theorisms and generalizations. Their approach to problem solving is not methodical, but rather creative when compared to the other learning styles. These students pay attention to other people's ideas and take criticism from his group (Kolb & Kolb, 2005).

3. Perceptual Learning Style Model

The notion of perceptual learning style model as well as the scale of Perceptual Learning Style Preference Questionnaire ((PLSPQ) was created by Reid (1995). This concept is centred on how children learn best by using their perceptions such as visual, aural, kinesthetic, and tactile, as well as two social learning components such as group and individual preferences.

- **The Visual Learner:** It is easier for visual learners to get knowledge by employing visual stimulation such as reading and thinking better in visual displays such as diagrams, charts, mind maps, and pictures (Tabanloglu, 2003).
- **The Auditory Learner:** Auditory learners learn easily through verbal methods such as listening. This learner is at ease without visual information and prefers to learn through unadorned lectures, dialogues, and aural guidance (Karthigeyan & Nirmala, 2013)^[13].
- **Kinaesthetic Learners:** Kinaesthetic learns quickly by taking notes and uses body language, gestures, and hand and body movements while studying. Kinaesthetic learners can't stay still for long since they learn via movement of their bodies.
- **Tactile learners:** Tactile learners love sketching things in a book, are adept at drawing designs, sit near the door or anywhere else where they can easily get up and walk about, and use vibrant colors to highlight reading information while attending class. Finding a student in class who highlights reading content is now one of the qualities of a tactile learner.
- **Social Learning Style:** Group Learning Style (Interpersonal) and Individual (Intrapersonal) Learning Style are the two types of Social Learning Style.
- **Group (Interpersonal) Learning Style:** One type of group introduction that falls within the learner-centered approach is social (interpersonal) learning style. It is an educational strategy that encourages student-to-student connection by working in small groups to optimize learning and achieve common goals. To be collaborative, group members must face-to-face promote each other's learning and success; hold each other personally and individually accountable to do a fair share of the work; and to use the interpersonal and small group skills required for effective group understanding and processing of information.
- **Solitary/Intrapersonal/Individual Learning:** Grasha (2006) described solitary learners as individuals who are more private, introspective, and self-sufficient. They have good concentration skills, concentrating their thoughts and feelings on the present issue. They spend time on self-analysis and frequently reflect on prior experiences and how they addressed them, yet do worse than their peers who use more effective learning techniques, such as audio-visual learning techniques. Solitary learners prefer to learn alone through self-study. When solitary learners spend time with an instructor or teacher, they frequently only explain knowledge that they were unable to clear on their own. They may detest group learning.

4. Honey and Mumford's Learning Styles

Peter Honey and Alan Mumford created four new types of learning styles:

- **Activist:** Active learners engage in actual activities in order to absorb information.
- **Pragmatist:** These people think and experiment with concepts before learning from them.
- **Reflector:** These students consider what they observe and learn from it.
- **Theorist:** Theorists are those who like learning from existing facts and numbers.

Different types of learning styles are shown in Figure 1.1.

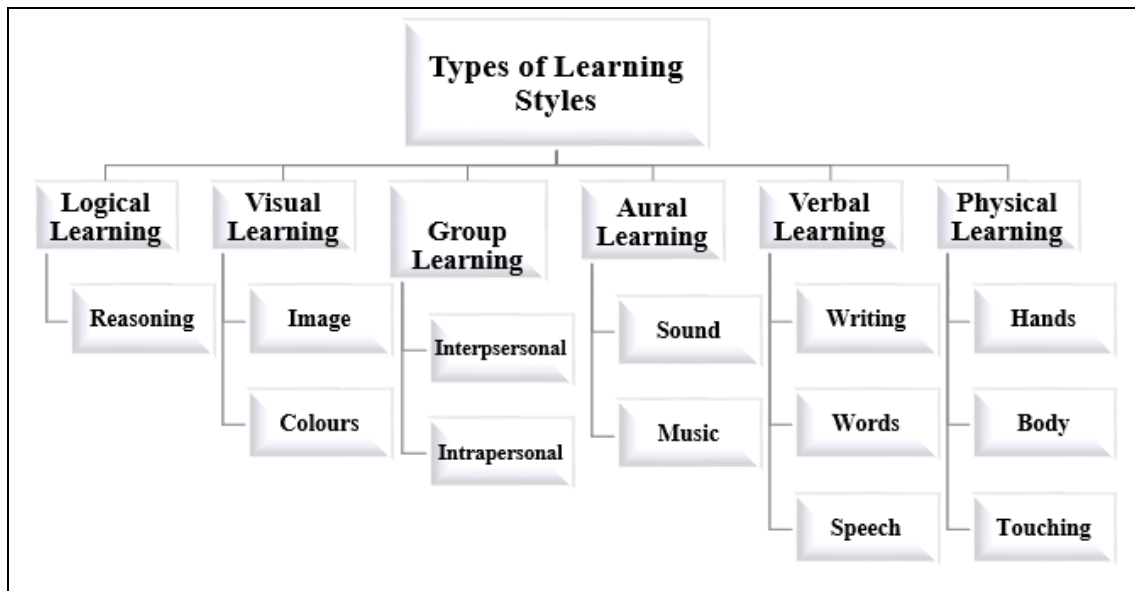


Fig 2: Types of Learning Styles (Source: Bransford *et al.* 1999)

5. Enhancing learning of undergraduate commerce learners

- Learning style is the most effective element in determining pupils' learning styles. Learners have been influenced first by their academic level, secondly by their age and gender. Therefore, teachers, course designers and curriculum planners must examine the sources of variations which is available in environment. As a consequence, they will prioritize learning assimilation. Providing facilities, instruction techniques, and so on that are tailored to their preferences can boost course performance.
- Many study findings indicated that a learner-centered environment must contain a focus on the students and how they are influenced by evaluation and comparisons of teaching styles. Although students seldom analyze studies, administrators may utilize the implications for students to improve the community college environment and equip students with tools to achieve better success in the online environment.
- The majority of students had not had their learning styles examined. Students must be aware of their preferred learning methods and engage in reflective thinking, which is facilitated by enhancing their understanding of how they learn. This will save them time and effort in their learning journey and allow them to fully use their learning preferences. It may also make their learning experience more pleasurable and efficient. Once formed, this knowledge might eventually help students make better learning decisions and pick more appropriate learning approaches.
- If a teacher gives a better learning style that meets the needs of the learner, the student's academic performance will improve as well.
- Learning style specialists have confirmed the theory that students will learn more and enjoy the class experience and environment when they can use their preferred learning styles (Naimie *et al.*, 2010).
- Learning style is a good predictor of an individual's preferred learning behavior. Having a teacher who understands the learning style or behavior of a student can minimize problems that may come up with learning (Manochehri & Young (2006) ^[21]
- Students will not benefit from teaching methods being mismatched to the student's styles of learning. By teachers providing a learning environment that suits the unique learning styles of students they can "learn better and be more comfortable in their own learning styles instead of having to adapt themselves to the differing teaching styles of teachers" (Fatt, 2000) ^[22].
- Learning styles assess the students in many ways as they gain confidence in their strength and develop diverse strategies for coping with challenging situations that are inevitable to rise. They begin to see how they learn most effectively and efficiently (Bharadwaj & Gupta, 2006).
- The desire of the learner to excel in learning helps in selecting the learning approach according to his own mental energy.
- Learning styles help the learner to learn the best of their abilities. Learning styles studies have important implications for educational practices as how student perceives and takes new information through visual, aural, verbal, physical, logical, social and solitary manner. It is a great matter of concern for learners to know and think about their own learning styles and enhance his abilities.
- Parents play a significant role in learning of their children. Their thought towards students learning has greatly affected. They should cooperate with the learner to learn according to his own learning styles of educational task. They suggested their children to learn verbally and solitarily in educational activities at undergraduate level.

Conclusion

As per above discussion, we can conclude that through learning style, there are many benefits of understanding the learning styles of students like it permits students to identify how they prefer to learn; provides a computerized graphical summary of each student's preferred learning style; called the Individual Learning Styles Profile; suggests a basis for redesigning the classroom environment to complement many students' needs for sound, quiet, bright or soft light, temperature, or seating design. Further, students will perform better in and out of school if schools improve their use of evaluation of learning styles. If learning styles are not correctly identified, both undergraduate students and the schools they attend will suffer. Knowing what kind of exams are required to measure students' learning preferences can improve not just how a student learns but also how teachers conduct their classes. There are several reasons why teachers should understand a child's learning style. Knowing and knowing how to employ certain learning styles such as visual, auditory, and kinesthetic modes of learning may assist teachers provide their pupils the greatest education possible. Hence, we may state that learning styles are vital for students, policymakers, administrators, curriculum developers, parents, and instructors to assist pupils realise their potentials in academics and other areas of life.

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