

# COMPARISON OF LEARNING STYLES OF HEARING IMPAIRED AND LOCOMOTOR IMPAIRED DISABLED SCHOOL GOING STUDENTS

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**Abstract:** *The present study was undertaken to investigate the relationship of Learning Styles of Disabled students. The sample of the study consisted of 100 Disabled students studying in class IX to XII in Senior Secondary School of Hamirpur, Kulu, Sirmour and Una District of H.P. Grasha-Riechmann's scale of Learning Styles was used for data collection. Analysis of data was done with 't' test. The results of the study revealed that Disability had significant influence on Dependent Learning Style of Disabled (Hearing Impaired and Locomotor Impaired) school students. However no influence of Disability emerged with reference to other Learning Styles.*

**Key Words:** *Disabled students, dysfunction, Hearing Impaired and Locomotor Impaired,*

## 1. INTRODUCTION

Learning is an important process of life. This process starts from the individual is born and continues till his death. Almost every aspect of an individual's development is related to 'learning'. The meaning of the learning is generally regarded as reforming the behaviour. Reform in behaviour does not mean only the reform of external behaviour, but it brings change in thinking and imagination as well, thus, any act which develops the individual and modifies his behaviour and experience can be called learning.

In order to develop presentation and communication techniques that facilitate effective learning, a teacher must have some notions about how pupil learns. Course lectures and school experiences add to and reveal the very great differences in how individuals learn.. In our daily life we see disabled individuals living in our society.

Grasha Riechmann's model of Learning Styles focus more on student's preferences for the learning environment. It is known as social- interaction model because it centres on how students interact with the instructor, other students and with learning in general. It promotes understanding of learning styles in a broad context, spanning six categories. Students possess all of six learning styles, to a greater or lesser extent. This prevent learning styles stereotyping, and provides a rational for perusing personal growth and development in the underused learning style areas. A brief description of each learning styles is included below:

Grasha - Richmann's model of Learning Style is known as social-interaction model. Thus model was evolved from the interest in individual differences in learning. According to this model an important model of the study of learning style is to help teacher in conducting classroom activities and in designing learning environment. It promotes understanding of Learning Styles in broad context, spanning six categories.

The focus on learning styles benefit students in many ways. The students gain confidence in their strengths and develop diverse strategies being coping with the challenging situations that inevitable arises. Students being to see how they learn most effectively and efficiently. Therefore, they are better able to take responsibility for their learning and most important, students learn that their own ways are not better or worse than those of their peers- they are simply different.

Learning may be a change in insight, behaviour, perception or motivation or a combination of these. Learning is the change that which results in behavioural alternation. Learning involves a relatively permanent change in behaviour as a result of exposure to conditions in the environment.

## 2. MEANING OF DISABILITY:

The term disability refers to any restriction or lack of ability or dysfunction to perform an activity within the range considered normal for a human being. However with passage of time it has now come to be characterized by the use of a wide range of terminologies such as impairment, handicap, differently able etc. This includes people having numerous types of impairments such as visual impairment, hearing impairment, speech impairment and locomotion impairment etc. Social acceptance and psychological well-being as essential prerequisites for the successful rehabilitation of all individuals made it imperative to explore the traumas, dilemmas, challenges that people with disabilities experience. These have a significant influence on their self-view, adjustment pattern and acceptance into the mainstream society.

## 2. Types of Disability under Rights of Persons with Disabilities Bill - 2016:

Blindness, Low-vision, Leprosy Cured persons, Hearing Impairment (deaf and hard of hearing), Locomotor Disability, Dwarfism, Intellectual Disability, Mental Illness, Autism Spectrum Disorder, Cerebral Palsy, Muscular Dystrophy, Chronic Neurological condition, Specific Learning Disabilities, Multiple Sclerosis, Speech and Language disability, Thalassemia, Hemophilia, Sickle Cell disease, Multiple Disabilities including deaf blindness, Acid Attack victim and Parkinson's disease.

**2.1 Locomotor Impaired Disabled:** The orthopedically disabled are those who have a physical defect or deformity, which causes an undue interference with the normal functioning of the bones, muscles and joints.

**2.2 Hearing Impaired Disabled:** The term “Deaf” is normally applied to the person who has never had hearing, who lost his hearing before he achieved speech or who lost his hearing soon after learning to speak that his power of speech also has been lost. We call that individual who loses his hearing after he has acquired speech as “hard of hearing”. Deafness has been defined as a sensory deficiency that prevents a person from receiving the stimulus of sound in all or most of its forms (Katz, Mathis and Merrill, 1978) and as a condition in which perceivable sounds (including speech) have no meaning for ordinary life purposes (Wolf and Rawlings, 1986). A person who is deaf is not able to use his hearing to understand speech although he may perceive some sounds. A person who is hard-of-hearing has a significant hearing loss that makes some special adaptations necessary.

**Jilardi Damavandi, et. al. (2011)** Academic achievement of students with different learning styles has also contributed to the learning styles. The Kolb Learning Style Inventory (1999) was administered in eight public schools in Tehran. The mean of test scores in 13 five subjects, namely English, science, mathematics, history and geography, was calculated for each student and used as a measure of academic achievement. **Vaishnav and Chirayu Purnima (2008)** found that gender difference existed in learning styles of senior secondary students. Female students showed stronger preference for learning through collaborative and participant style than their counterparts. **Verma and Tiku (1989)** find the result yielded that female students were more participant in learning style than male students. However, no significant difference was observed in other five learning styles. **Keir (1987)** did not observed any significant difference in learning style of male and female students. **Verma and Sharma (1987)** Results showed that there were significant differences in the achievement in various subjects and total area of study based on certain learning styles

## 3. OBJECTIVE:

The main objective of the study was to find out the influence of Disability (Hearing Impaired and Locomotor Impaired) on Learning Styles. Independent, Dependent, Competitive, Collaborative, Participant and Avoidant of Disabled School going Students.

## 4. HYPOTHESIS:

There would be significant difference in Learning Styles of Hearing Impaired and Locomotor Impaired Disabled school going students.

## 5. SAMPLE:

The sample comprised of 100 Disabled students of class IX to XII studying in Senior Secondary School of District Hamirpur, Kulu, Sirmour and Una in Himachal Pradesh. The School were selected through lottery method and students were drawn through random sampling. These students were of both disabilities.

## 6. VARIABLES:

Six Learning Styles were regarding as Dependent variable disability was treated as Independent variable.

## 7. TOOLS USED:

In the present study Hindi version of short form of Grasha- Riechmann's student Learning Styles Scale (GRSLSS) prepared by Dr. B.P. Verma was used. It contains 60 items with 10 items related to each of the six scales; Independent, Dependent, Competitive, Collaborative, Participant and Avoidant. Students were asked to judge themselves on a five points scale in terms of how much they agree or disagree with each statement, agreement being high. Here score can range from ten to fifty.

## 8. STATISTICAL TECHNIQUES USED

“Statistics is a body of mathematical techniques or process for gathering, organizing, analysing and interpreting numerical data. Because most research fields such quantitative data, statistics is a basic tool of measurement, evaluation and research”. Best and Khan (1996).

Statistical techniques are extensively used in educational research. They provide an indispensable tool for collecting organizing, analysing and interpreting data expressed in numerical terms. In the present study investigator was concerned with finding out the significance of difference between two.

In order to achieve the objective of the study, analysis of the data is an essential task for the investigator. Keeping in view the functions of the statistical technique and the objectives of the study in mind, the statistical techniques of Mean, S.D, T-test

### 9. FINDINGS:

The obtained results of ‘t’ test have been given in table 1. Further mean scores of Hearing Impaired and Locomotor Impaired disabled school going students have been presents in table 1 for those Learning styles where difference have been found.

**Table-1 Summary of ‘t’ test in respect of Six (6) Learning Styles:**

Sr. no.	Style	Group	N	Mean	S.D	t- value	Significance Level
1	Independent	Hearing Impaired	50	11.87	3.44	0.40	NS
		Locomotor Impaired	50	12.14	3.20		
2	Dependent	Hearing Impaired	50	10.88	3.36	3.14	*
		Locomotor Impaired	50	13.24	4.22		
3	Competitive	Hearing Impaired	50	13.64	3.41	0.56	NS
		Locomotor Impaired	50	14.04	3.68		
4	Collaborative	Hearing Impaired	50	12.14	4.79	0.80	NS
		Locomotor Impaired	50	11.48	3.21		
5	Participant	Hearing Impaired	50	13.20	4.05	1.63	NS
		Locomotor Impaired	50	11.96	3.69		
6	Avoidant	Hearing Impaired	50	11.84	3.54	0.25	NS
		Locomotor Impaired	50	12.04	4.27		

NS= Not Significant

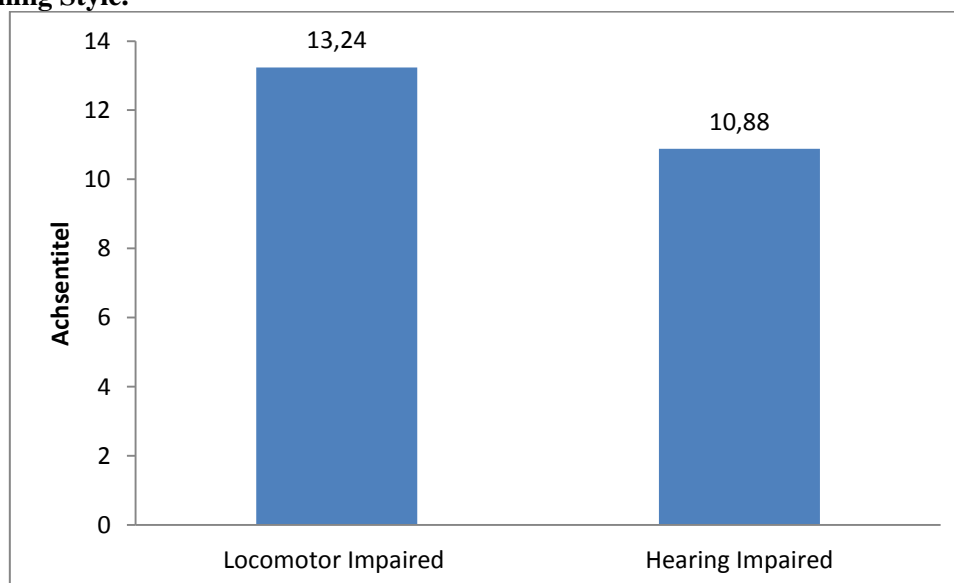
\*Significant at 0.01 Level

The ‘t’- test disclosed that on Dependent Learning Styles, Hearing Impaired and Locomotor Impaired Disabled school going students differ significantly:

**Table-2 Mean Score of Hearing Impaired and Locomotor Impaired disabled school going students.**

Learning Style	Hearing Impaired (50)	Locomotor Impaired (50)
Dependent	13.24	10.88

**Figure-1 Mean scores of Hearing Impaired and Locomotor Impaired Disabled School going students on Dependent Learning Style.**



As regard Disability difference, from table 2 it is observed that the mean score value (13.24) for Locomotor Impaired disabled school going students is higher as compared to Hearing Impaired (10.88) disabled school going students. So our hypothesis is related only with respect to Dependent Learning Style only which states that “There would be significant difference in Learning Styles of Hearing Impaired and Locomotor Impaired disabled school going students.

It may be further be concluded that Locomotor Impaired disabled school going students are much dependent on others due to their disability. They like to take help from others. It's all due to lack of accessibility in their respective environment. If our surrounding like home, school, public places will be barrier free then these types of dependency will be reduce.

## 10. CONCLUSION:

On one Learning style, Locomotor Impaired disabled school going students were found to be significantly more inclined than their counterpart Hearing Impaired in Dependent style of Learning. This implies that some restrict this kind of dependent in case of Locomotor Impaired students. Further such instructional procedure may be used with Dependent Locomotor Impaired disabled students which match their capacities and capabilities. It's all due to their Locomotor Impairment and lack of accesses devices like ramps, escalators etc. which help them in moving without any help. If we provide barrier free environment in our surrounding like home, school, public places etc. then life of Locomotor Impaired will be much comfort and less dependency on others.

In addition to the above, the findings of the study suggest that disability differences in some Learning Styles should also be given proper facilities may feel comfortable in Learning activities.

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