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"LEARNING STYLES OF LIBRARY AND INFORMATION SCIENCE STUDENTS: A CASE STUDY OF GULBARGA UNIVERSITY, KALABURAGI"

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ABSTRACT

The term Learning styles refer to the view that different people learn information in a variety of ways. In recent years, the concept of learning styles has firmly gained influence. The idea of learning styles has elicited intense interest and discussion among professional educators at all levels of the educational system. It appears to have full acceptance not only among educators but also among parents and the general public. That is perhaps as the learning-styles idea is actively sponsored by vendors giving several different tests, evaluation devices, and online technologies to help educators identify their students' learning styles and adapt their instructional approaches accordingly.

KEYWORDS:*Learning Styles of Library ,Information Science Students, idea of*
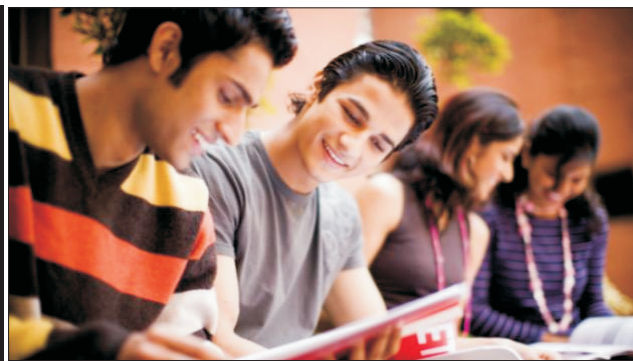
learning styles .

1.0 INTRODUCTION

Learning is a complex concept as everyone is unique in his/her way, and learns in his/her way as well. That said, it is yet very much possible to classify a learning style into one of seven categories ("7 Major Learning Styles – Which One are You? | LearnDash," n.d.).

a)Visual: These people prefer to use pictures, images, diagrams, colors, and mind maps.

b)Physical: These are the "learn by doing" people that use their body to assist in their learning. Drawing diagrams, using physical objects, or role playing are all strategies of the Physical learner.

c)Aural: People who prefer using sound, rhythms, music, recordings, clever rhymes, and so on.

d)Verbal: The verbal learner is someone who prefers using words, both in speech and in writing to assist in their learning. They make the most of word based techniques, scripting, and reading content aloud.

e)Logical: The people who prefer using logic, reasoning, and "systems" to explain or understand concepts. They aim to understand the reasons behind the learning and have a good ability to understand the bigger picture.

f)Social: These people are the ones who enjoy learning in groups or with other people, and aim to work with others as much as possible.

g)Solitary: The individual learner prefers to learn alone and through self-study." When possible, one should always try to create learning that engages a variety of these styles. Not only will it be necessary for the learner, but it also will go a long way in learning remembrance. Utilizing an online learning approach that includes videos, reading, audio, exercises, social forums, and the like is an excellent idea to hit on multiple learning styles. If one create learning for a living as an instructional designer or teacher, then blending one's learning strategies is an effective way to make your learning stick. As early as 334 BC, Aristotle said that "each child possessed particular talents and skills" and he discerned individual differences in young children. In the early 1900's, many

personality theories and classifications for individual differences were advanced; these concentrated chiefly on the relationship between memory and visual or oral instructional methods. The research in learning styles then declined due to the importance of the student's IQ and academic achievement. Despite, there has been a renewed interest in learning styles research in the last half of the 1900's, and many educators are attempting to apply the results within the classroom

Learning styles can be defined, classified, and identified in many different ways; they give direction to learning and teaching. It can also be described as a set of factors, behaviors, and attitudes that aid learning for an individual in a given situation.

Styles influence how students learn, how teachers teach, and how the two interact. Each person is born with certain tendencies toward particular styles, but these biological or inherited characteristics are influenced by culture, personal experiences, maturity level, and development. Style can be considered a "contextual" variable or construct because what the learner brings to the learning experience is as much a part of the context as are the important features of the experience itself ("What are Learning Styles," n.d.).

Each learner has distinct and consistent preferred ways of perception, organization, and retention. These learning styles are characteristic cognitive, affective, and physiological behaviors that serve as pretty good indicators of how learners perceive, interact with, and respond to the learning environment. Students learn differently from each other, and it has been determined that brain structure influences language structure acquisition. It has also been shown that different hemispheres of the brain contain different perception avenues. Some researchers claim that several types of cells present in some brains are not present in others.

1.2 AIMS AND OBJECTIVS:
a) To identify the demographic characteristics including knowledge of computers and Internet of LIS students.
b) To identify the different learning styles of LIS students and their association with demographic characteristics.
c) To suggest suitable policy measures for training and education in LISc

METHODOLOGY: STATEMENT OF THE PROBLEM:
The study is based on data collected through a questionnaire from the students of LIS Department, Gulbarga University, Kalaburagi. The information is also gathered from the various sources like journals, articles, paper magazine, books, reports internet, for writing background chapter. The study covers 39 students of LIS Department. Out of which, twenty-six are boys and thirteen girls."Learning Styles of Library and Information Science Students: A Case Study of Gulbarga University, Kalaburagi"

The study covers the students of Library and Information Science, Gulbarga University, Kalaburagi 2015-16 batch. Uses a simple learning styles inventory accessible on the Net.

3.11 CHARACTERISTIC OF STUDY POPULATION:
Table-1 shows total number of students of MLISc I and IV semester in the department of library and information science. Out of 39 students, 15 students are from the first semester and 24 students are from the fourth semester. 38.5 percent of students are in first semester and others (61.5%) in fourth semester. More number of students are in fourth semester than in first semester.

Table-1 LIS Students

Semester	Frequency	Percent	Valid Percent	Cumulative Percent
MLISc II Semester	15	38.5	38.5	38.5
MLISC IV Semester	24	61.5	61.5	100.0
Total	39	100.0	100.0	

There are twenty male students and thirteen female students are studying in the department. Majority are (66.7%) male students and only 33.3 percent are female students. Less number of female students compared to their male counterparts in the department (Table-2).

Table-2 Distribution of Students by Sex

Sex	Frequency	Percent	Valid Percent	Cumulative Percent
Male	26	66.7	66.7	66.7
Female	13	33.3	33.3	100.0
Total	39	100.0	100.0	

Table-3 shows the age wise distribution of students. More than one-fourth are 23 years, 17.9% each are 24 and 26 years, and another 10% are 21 years.

Table -3: Distribution of students according to their Age

Age (in years)	Frequency	Percent	Valid Percent	Cumulative Percent
21	4	10.3	10.3	10.3
22	3	7.7	7.7	17.9
23	10	25.6	25.6	43.6
24	7	17.9	17.9	61.5
25	4	10.3	10.3	71.8
26	7	17.9	17.9	89.7
27	1	2.6	2.6	92.3
28	2	5.1	5.1	97.4
30	1	2.6	2.6	100.0
Total	39	100.0	100.0	

Table-4 points out the category of respondents. Three students are from GM (General Merit), seventeen are from SC, four are from ST, each one from Cat-I and II B respectively, four are from II B, and three are from III A and six are from III B category. Majority of the students are from the SC (Scheduled Caste) category. They constitute 43.6 percent of total students..

Table-4: Category Wise Classification of Students

Category	Frequency	Percent	Valid Percent	Cumulative Percent
GM	3	7.7	7.7	7.7
SC	17	43.6	43.6	51.3
ST	4	10.3	10.3	61.5
Cat – I	1	2.6	2.6	64.1
II A	1	2.6	2.6	66.7
II B	4	10.3	10.3	76.9
III A	3	7.7	7.7	84.6
III B	6	15.4	15.4	100.0
Total	39	100.0	100.0	

The status of educational background of respondents is given in Table - 5. More than three-fourth of students are from arts background, and of the remaining, 5.1 percent of students from science; 12.8 percent of students from B Com (Bachelor of Commerce) and 2.5 percent of respondents from other educational backgrounds. Most of the students are form BA (Bachelor of Arts)

Table -5: Education Background Students

Education Background	Frequency	Percent	Valid Percent	Cumulative Percent
BA	30	76.9	76.9	76.9
BSc	2	5.1	5.1	82.1
B Com	5	12.8	12.8	94.9
Other	2	5.1	5.1	100.0
Total	39	100.0	100.0	

Table- 6 shows the language in which the students did their earlier studies before joining the MLISc course. 27 (69.2%) students are from Kannada medium and 12 30.8%) are English medium.

Table -6: Medium of Study at the College

Medium of Study	Frequency	Percent	Valid Percent	Cumulative Percent
Kannada	27	69.2	69.2	69.2
English	12	30.8	30.8	100.0
Total	39	100.0	100.0	

Table -7 shows background of the respondents whether they have come from the rural or urban. Majority are (64.1 %) respondents are from rural area and 35.9% are from urban area.

Table -7: Distribution of the Students by location

Are you coming from:	Frequency	Percent	Valid Percent	Cumulative Percent
Rural area	25	64.1	64.1	64.1
Urban area	14	35.9	35.9	100.0
Total	39	100.0	100.0	

Table-8 shows the educational background of parents of the respondents. 7 (17.9 %) respondents are having illiterate parents. Parents of 2 (5.1) respondents have completed their primary education and parents of 5 (12.8%) respondents have completed their high school. 7 (17.9%) respondents are having their parents who have studied up to PUC (Pre-University Education). 7 (17.9%) respondents have graduated parents and 11(28.2 %) postgraduate parent.

Table -8 Parents Educational Background of the Students

Education	Frequency	Percent	Valid Percent	Cumulative Percent
Illiterate	7	17.9	17.9	17.9
Primary	2	5.1	5.1	23.1
High School	5	12.8	12.8	35.9
PUC	7	17.9	17.9	53.8
Graduate	7	17.9	17.9	71.8
Postgraduate	11	28.2	28.2	100.0
Total	39	100.0	100.0	

Table - 11 shows the medium of UG (Under-Graduate) examination of the LIS students. Most of the students, 31 out 39, their medium examination was in English whereas only 8 (20.5%) them have opted for Kannada language to write their undergraduate examinations.

Table -11: Medium of Examination at UG Level

Medium of Examination	Frequency	Percent	Valid Percent	Cumulative Percent
Kannada	8	20.5	20.5	20.5
English	31	79.5	79.5	100.0
Total	39	100.0	100.0	

Table -12 indicates status of computer knowledge of LIS students. LIS profession requires very sound knowledge of computers. 59% of students have good knowledge of computer, another 15.4% excellent, while one students is poor at computer.

Table -12: Distribution of LIS Students: Knowledge of Computers

Knowledge of Computers	Frequency	Percent	Valid Percent	Cumulative Percent
Excellent	6	15.4	15.4	15.4
Good	23	59.0	59.0	74.4
Average	9	23.1	23.1	97.4
Poor	1	2.6	2.6	100.0
Total	39	100.0	100.0	

It is observed from the table -13 that majority of the students have good knowledge of Internet. 28 (82.1) students are having good knowledge of Internet, only few of them have excellent knowledge of it, whereas 7 (17.9%) of them are having average knowledge of Internet.

Table 13: Knowledge of Internet

Knowledge of Internet	Frequency	Percent	Valid Percent	Cumulative Percent
Excellent	4	10.3	10.3	10.3
Good	28	71.8	71.8	82.1
Average	7	17.9	17.9	100.0
Total	39	100.0	100.0	

The time spent by LIS students on studies is given Table- 14. Majority have spent 24 hrs for studies.

Table-14: Time Spent of Studies

Time Spent on Studies (in hrs)	Frequency	Percent	Valid Percent	Cumulative Percent
1	1	2.6	2.6	2.6
2	9	23.1	23.1	25.6
3	10	25.6	25.6	51.3
4	8	20.5	20.5	71.8
5	4	10.3	10.3	82.1
6	1	2.6	2.6	84.6
8	4	10.3	10.3	94.9
9	1	2.6	2.6	97.4
10	1	2.6	2.6	100.0
Total	39	100.0	100.0	

It is noted from the below data that most of the students have their study plan/ schedule.

Table -15: Students Study Plan/Schedule

Study plan/schedule	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	38	97.4	97.4	97.4
No	1	2.6	2.6	100.0
Total	39	100.0	100.0	

3.2 2 LEARNING STYLES OF LIS STUDENTS:

Table -16 shows learning styles of LIS students. More than 45% of students are visual, one -fourth tactile, and around 18% are auditory. Three students exhibit combination of Visual and Auditory and while two students are Visual and Tactile. This finding has implications for education instructions and especially the teaching methods to be adopted by the students. The students group is not homogenous. Therefore, the teachers have to adopt a combination of instructional methods to suit the requirements of students.

Table -16: Learning Styles

Learning Style	Frequency	Percent	Valid Percent	Cumulative Percent
Visual	18	46.2	46.2	46.2
Auditory	7	17.9	17.9	64.1
Tactile	9	23.1	23.1	87.2
Visual and Auditory	3	7.7	7.7	94.9
Visual and Tactile	2	5.1	5.1	100.0
Total	39	100.0	100.0	

Table-17 shows Semester wise distribution of students against learning styles. The above table indicates that 17% and 28.2% of students of II and IV semesters are Visual. 5.1% students of II Semester are auditory and 2.6% students are tactile, while in IV semester, 28.2% students are visual, 12.8% Auditory, and 20.5% students are Tactile.

Table 17: Semester Wise Learning Style

Semester		Learning Style					Total
		Visual	Auditory	Tactile	Visual and Auditory	Visual and Tactile	
II Semester	Count	7	2	1	3	2	15
	% of Total	17.9%	5.1%	2.6%	7.7%	5.1%	38.5%
IV Semester	Count	11	5	8	0	0	24
	% of Total	28.2%	12.8%	20.5%	0.0%	0.0%	61.5%
Total	Count	18	7	9	3	2	39
	% of Total	46.2%	17.9%	23.1%	7.7%	5.1%	100.0%

Table-18 Shows that total male percent of Visual 30.8% and 15.4% Auditory and 17.9% Tactile. Female students 15.4% selected Visual and 5.1% students select Tactile in all these highest percent of Visual with the percentage of 46.2%.

Table 18: Sex wise Learning Styles

Sex		Learning Style					Total
		Visual	Auditory	Tactile	Visual and Auditory	Visual and Tactile	
Male	Count	12	6	7	1	0	26
	% of Total	30.8%	15.4%	17.9%	2.6%	0.0%	66.7%
Female	Count	6	1	2	2	2	13
	% of Total	15.4%	2.6%	5.1%	5.1%	5.1%	33.3%
Total	Count	18	7	9	3	2	39
	% of Total	46.2%	17.9%	23.1%	7.7%	5.1%	100.0%

Table-19 Shows that category of LIS students. All category students are studying in this deportment with the highest percent of students are SC with the percent of 20.5% and lowest IIIB with the percent of 2.6%. Most of the SC and IIIB students are visual

Table 19: Category Wise Learning Style

Category		Learning Style					Total
		Visual	Auditory	Tactile	Visual and Auditory	Visual and Tactile	
GM	Count	2	0	1	0	0	3
	% of Total	5.1%	0.0%	2.6%	0.0%	0.0%	7.7%
SC	Count	8	5	4	0	0	17
	% of Total	20.5%	12.8%	10.3%	0.0%	0.0%	43.6%
ST	Count	1	0	1	2	0	4
	% of Total	2.6%	0.0%	2.6%	5.1%	0.0%	10.3%
Cat - I	Count	0	0	1	0	0	1
	% of Total	0.0%	0.0%	2.6%	0.0%	0.0%	2.6%
II A	Count	1	0	0	0	0	1
	% of Total	2.6%	0.0%	0.0%	0.0%	0.0%	2.6%
II B	Count	0	1	0	1	2	4
	% of Total	0.0%	2.6%	0.0%	2.6%	5.1%	10.3%
III A	Count	1	1	1	0	0	3
	% of Total	2.6%	2.6%	2.6%	0.0%	0.0%	7.7%
III B	Count	5	0	1	0	0	6
	% of Total	12.8%	0.0%	2.6%	0.0%	0.0%	15.4%
Total	Count	18	7	9	3	2	39
	% of Total	46.2%	17.9%	23.1%	7.7%	5.1%	100.0%

Table-20 Table 20 shows the educational background of LIS students II and IV semester. Highest students are coming from BA background with the percent of 46.2%., and then came from other background 2.6%.. Majority of students with arts background are visual learners.

Table 20: Learning Style by Education Background

Education Background		Learning Style					Total
		Visual	Auditory	Tactile	Visual and Auditory	Visual and Tactile	
BA	Count	16	4	6	2	2	30
	% of Total	41.0%	10.3%	15.4%	5.1%	5.1%	76.9%
BSc	Count	0	1	0	1	0	2
	% of Total	0.0%	2.6%	0.0%	2.6%	0.0%	5.1%
B Com	Count	1	2	2	0	0	5
	% of Total	2.6%	5.1%	5.1%	0.0%	0.0%	12.8%
Other	Count	1	0	1	0	0	2
	% of Total	2.6%	0.0%	2.6%	0.0%	0.0%	5.1%
Total	Count	18	7	9	3	2	39
	% of Total	46.2%	17.9%	23.1%	7.7%	5.1%	100.0%

Table-21 shows the medium of study at the college and most of students whose medium of study is Kannada are visual learners.

Medium of Study at the College		Learning Style					Total
		Visual	Auditory	Tactile	Visual and Auditory	Visual and Tactile	
Kannada	Count	16	4	6	1	0	27
	% of Total	41.0%	10.3%	15.4%	2.6%	0.0%	69.2%
English	Count	2	3	3	2	2	12
	% of Total	5.1%	7.7%	7.7%	5.1%	5.1%	30.8%
Total	Count	18	7	9	3	2	39
	% of Total	46.2%	17.9%	23.1%	7.7%	5.1%	100.0%

Learning styles of students from different location such as rural v/s urban is given Table-22.. Highest percent of students came from rural area with the percent of 64% and urban area witthe percent of 35.9%. Out of the total, relatively a large majority from rural area are visual learners.

Table 22: Learning Styles of Students from different locations

Are you coming from:		Learning Style					Total
		Visual	Auditory	Tactile	Visual and Auditory	Visual and Tactile	
Rural area	Count	11	6	7	1	0	25
	% of Total	28.2%	15.4%	17.9%	2.6%	0.0%	64.1%
Urban area	Count	7	1	2	2	2	14
	% of Total	17.9%	2.6%	5.1%	5.1%	5.1%	35.9%
Total	Count	18	7	9	3	2	39
	% of Total	46.2%	17.9%	23.1%	7.7%	5.1%	100.0%

Table 23: shows the Medium of Examination and Learning Style. Majority of students whose medium of examination in English are visual learners.

Table 23: Medium of Examination and Learning Style

Medium of Examination		Learning Style					Total
		Visual	Auditory	Tactile	Visual and Auditory	Visual and Tactile	
Kannada	Count	4	2	1	1	0	8
	% of Total	10.3%	5.1%	2.6%	2.6%	0.0%	20.5%
English	Count	14	5	8	2	2	31
	% of Total	35.9%	12.8%	20.5%	5.1%	5.1%	79.5%
Total	Count	18	7	9	3	2	39
	% of Total	46.2%	17.9%	23.1%	7.7%	5.1%	100.0%

Table 24 gives Knowledge of Computers * and Learning Style. Most of the students who are good in computer are visual learners.

Table 24: Knowledge of Computers * and Learning Style

Knowledge of Computers		Learning Style					Total
		Visual	Auditory	Tactile	Visual and Auditory	Visual and Tactile	
Excellent	Count	2	2	2	0	0	6
	% of Total	5.1%	5.1%	5.1%	0.0%	0.0%	15.4%
Good	Count	12	3	5	2	1	23
	% of Total	30.8%	7.7%	12.8%	5.1%	2.6%	59.0%
Average	Count	3	2	2	1	1	9
	% of Total	7.7%	5.1%	5.1%	2.6%	2.6%	23.1%
Poor	Count	1	0	0	0	0	1
	% of Total	2.6%	0.0%	0.0%	0.0%	0.0%	2.6%
Total	Count	18	7	9	3	2	39
	% of Total	46.2%	17.9%	23.1%	7.7%	5.1%	100.0%

Table 25: Knowledge of Internet and Learning Style, indicated that the majority of students who have the good knowledge of Internet are visual learners.

Table 25: Knowledge of Internet and Learning Style

Knowledge of Internet		Learning Style					Total
		Visual	Auditory	Tactile	Visual and Auditory	Visual and Tactile	
Excellent	Count	1	2	1	0	0	4
	% of Total	2.6%	5.1%	2.6%	0.0%	0.0%	10.3%
Good	Count	15	4	6	2	1	28
	% of Total	38.5%	10.3%	15.4%	5.1%	2.6%	71.8%
Average	Count	2	1	2	1	1	7
	% of Total	5.1%	2.6%	5.1%	2.6%	2.6%	17.9%
Total	Count	18	7	9	3	2	39
	% of Total	46.2%	17.9%	23.1%	7.7%	5.1%	100.0%

CONCLUSION:

The present study on learning-styles concept led to identify the different forms of learning styles used by the students of library and information science department in Gulbarga University The preference of learning styles varies across demographic characteristics. Visual learning: reading, studying charts, Auditory learning: listening to lectures, audiotape, Kinaesthetic learning: experiential learning, that is, total physical involvement with a learning situation, Tactile learning: "hands-on" learning, such as building models or doing practical. No education programme can afford to neglect needs of students in meeting the demands of learning what we need a personalized education to match the learning environment with the learners' learning styles. Training students to be at their best is no longer an easy task. It is an on-going challenge for educators to meet the ever increasing demands.

REFERENCES:

("7 Major Learning Styles – Which One are You? | LearnDash," n.d.)
d) Visual: These people prefer to use pictures, images, diagrams, colors, and mind maps.
e) Physical: These are the "learn by doing" people that use their body to assist in their learning. Drawing diagrams, using physical objects, or role playing are all strategies of the Physical learner.
f) Aural: People who prefer using sound, rhythms, music, recordings, clever rhymes, and so on.

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