

# Learning Styles of B.Sc. Nursing Students – A Comparative Study of Bibi Halima College of Nursing and Medical Technology Srinagar

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## ABSTRACT

The aim of the present study was assess the styles of leaning and thinking of the B.Sc. nursing students of Bibi Halima College of Nursing, Srinagar. The sample for this study consists of 100 nursing students studying in Bibi Halima college of nursing Srinagar. The tool used for data collection is Learning Style Inventory of D. Venkataramn and academic achievement for the present study can assess with the help of previous years marks of the B.Sc nursing students. The study found that there is a significant difference between male and female B.Sc nursing students on ‘Right Hemisphere’ SOLAT of types of learning and thinking. Insignificant difference between male and female B.Sc nursing students on left Hemisphere and Whole Brain.

**Key Words :** Learning styles, B.Sc Nursing Students, Medical technology

## INTRODUCTION

Nursing is experiencing an international workforce shortage driven in part by an aging population and escalating demands for health care. As universities continue to increase nursing student numbers to meet the demand for an expanded workforce, it is essential to identify factors which have the greatest impact on student progression and attrition. Learning styles have become an important consideration for students’ learning in the classroom. Understanding their own preferred learning style may empower students to enhance their classroom learning experiences. Learning style preferences vary within the nursing field and there is no consensus on a predominant learning style preference in nursing students (Gupta and Moun, 2014; Sharma, 2011; Sharma and Neetu, 2012; Venkataraman, 1994; Gurubasappa, 2010)..

Learning styles refer to a range of competing and contested theories that aim to account for differences in individuals’ learning. These theories propose that all

people can be classified according to their ‘style’ of learning, although the various theories present differing views on how the styles should be defined and categorized. A common concept is that individuals differ in how they learn. The idea of individualized learning styles became popular in the 1970s, and has greatly influenced education despite the criticism that the idea has received from some researchers (Gupta and Suman, 2017; Guven and Kürüm, 2006; Leng and Hoo, 1997; Mahajan, 2014; Sternberg, 1994; Sternberg and Wagner, 1991; Sternberg and Zhang, 2006; Suzanne, 2003; Yahaya *et al.*, 2012).

Research in the field of teaching and learning has suggested that students have a variety of learning methods. For example, some students remember best if they hear materials, and therefore they prefer verbal form of learning while others remember best if they see materials, and therefore they prefer visual form of learning. In the learning process, student uses different ways and resources to improve in their learning, which is known as learning styles. The learning style is defined as “the

biologically and developmentally imposed set of characteristics that make the same teaching method wonderful for some and terrible for others". In addition, Keefe defines learning style as the "composite of characteristic cognitive, affective, and physiological characters that serve as relatively stable indicators of how a learner perceives, interacts with, and responds to the learning environment" (Sofa, 2004; Sweeney, 1992; Pool, 1997; Zarger, 2013; Zhang, 2004).

Learning preferences are defined as individual's specific patterns of strength, weakness, and preferences in processing, absorbing, and retrieving information. Learning pattern is defined as selective, repetitive character presented in the student's learning responses according to the learning demands. In other words, mode of obtaining knowledge is known as learning style whereas preferred mode of obtaining knowledge is called learning style preference (Makewa *et al.*, 2011; Pandey, 2008; Paray and Mir, 2018; Preeti, 2013)..

#### Need and importance of the study:

Education is one of the imperative aspects that not only inculcates the essential skills, abilities and knowledge among the individuals, but also leads to overall growth and progress of the individuals, community and nation as a whole. An educated person is not only able to accomplish his desired goals and objectives, but is also able to render an efficient contribution towards the well-being of the community. The inculcation of academic knowledge, skills, abilities and proficiency among the individuals is enhanced through learning and academic performance.

#### Objectives:

The objectives of the study are:

1. To find the learning styles of nursing students.
2. To compare the learning styles of male and female nursing students.
3. To compare the learning styles of rural and urban students.

#### Hypotheses:

The hypotheses of the study are:

1. There is a significant difference between male and female nursing students on learning styles.
2. There is a significant difference between rural and urban nursing students on learning styles.

## METHODOLOGY

#### Sample:

The sample for this study consists of 100 nursing students studying in Bibi Halima college of nursing Srinagar.

#### Tool used:

The tool used for data collection is Learning Style Inventory of D. Venkataramn: This inventory consists of 50 items. It assesses 5 learning styles of concepts.

1. Verbal
2. Content preference
3. Class preference
4. Learning preference
5. Interest.

#### Statistical treatment

The data is analyzed using mean, SD and t-test.

## RESULTS AND DISCUSSION

The Table 1 indicates the frequency distribution of B.Sc Nursing students on their Right Hemisphere, Left Hemisphere and Whole Brain Style of Learning and Thinking. The results of the table shows that 66% B.Sc Nursing Students fall in Right Hemisphere, 27% B.Sc Nursing Students fall in Left Hemisphere and only 7% B.Sc Nursing Students fall in Whole Brain in Learning and Thinking.

**Table 1 : Frequency distribution of B.Sc. Nursing students on right hemisphere, left hemisphere and whole brain style of learning and thinking (Composite score=100)**

Types of SOLAT	N	%age
Right hemisphere	66	66.0
Left hemisphere	27	27.0
Whole brain	7	7.0
Total	100	100.00

The Table 2 indicates the frequency distribution of male and female B.Sc. Nursing students on their Right Hemisphere, Left Hemisphere and Whole Brain Style of Learning and Thinking. The results of the table shows that 62% Male B.Sc Nursing Students fall in Right Hemisphere, 30% Male B.Sc Nursing Students fall in Left Hemisphere and only 4% Male B.Sc. Nursing Students fall in Whole Brain in Learning and Thinking.

On the other hand, the table shows that 70% Female

**Table 2 : Frequency distribution of male and female B.Sc. nursing students on right hemisphere, left hemisphere and whole brain style of learning and thinking (N=50 each)**

Types of SOLAT	Male		Female	
	N	%age	N	%age
Right hemisphere	31	62.0	35	70.0
Left hemisphere	15	30.0	12	24.0
Whole brain	4	8.0	3	6.0
Total	50	100.00	50	100.00

**Table 3 : Frequency distribution of rural and urban B.Sc. nursing students on right hemisphere, left hemisphere and whole brain style of learning and thinking (N=50 each)**

Types of SOLAT	Rural		Urban	
	N	%age	N	%age
Right hemisphere	32	64.0	34	68.0
Left hemisphere	14	28.0	13	26.0
Whole brain	4	8.0	3	6.0
Total	50	100.00	50	100.00

B.Sc Nursing Students fall in Right Hemisphere, 24% Female B.Sc Nursing Students fall in Left Hemisphere and only 6% Female B.Sc Nursing Students fall in Whole Brain in Learning and Thinking.

The Table 3 indicates the frequency distribution of rural and urban female B.Sc Nursing students on their Right Hemisphere, Left Hemisphere and Whole Brain Style of Learning and Thinking. The results of the table shows that 64% Rural B.Sc Nursing Students fall in Right Hemisphere, 28% Rural B.Sc Nursing Students fall in Left Hemisphere and only 8% Rural B.Sc Nursing Students fall in Whole Brain in Learning and Thinking.

On the other hand, the table shows that 68% Urban B.Sc Nursing Students fall in Right Hemisphere, 26% Urban B.Sc Nursing Students fall in Left Hemisphere and only 6% Urban B.Sc Nursing Students fall in Whole Brain in Learning and Thinking.

The Table 4 shows the mean comparison between male and female B.Sc nursing students on various types of styles of learning and thinking. The results of the table indicates that there is a significant difference between

male and female B.Sc nursing students on 'Right Hemisphere' SOLAT of types of learning and thinking and t-value (2.03) which is significant at 0.05 level and the mean favours female B.Sc nursing students (26.78) which indicates that female B.Sc nursing students have better right hemisphere of styles of leaning and thinking as compare to male B.Sc nursing students.

The table further indicates that there is insignificant difference between male and female B.Sc. nursing students on left Hemisphere and Whole Brain as the t-value (1.52 and 1.24) which is less than the tabulation value.

The Table 5 shows the mean comparison between rural and urban B.Sc nursing students on various types of styles of learning and thinking. The results of the table indicates that there is a significant difference between rural and urban B.Sc nursing students on 'Right Hemisphere' SOLAT of types of learning and thinking and t-value (2.10) which is significant at 0.05 level and the mean favours urban B.Sc nursing students (26.78) which indicates that urban B.Sc nursing students have

**Table 4 : Showing the significance of mean difference between male and female B.Sc. nursing students on various types of style of learning and thinking**

Types of SOLAT	Gender	N	Mean	SD	t-value	Level of significance
Right hemisphere	Male	31	25.62	4.39	2.03	Significant at 0.05 level
	Female	35	26.78	4.01		
Left hemisphere	Male	15	25.34	4.50	1.52	Insignificant
	Female	12	24.12	3.44		
Whole brain	Male	4	21.36	4.36	1.24	Insignificant
	Female	3	21.07	3.34		

**Table 5 : Showing the significance of mean difference between rural and urban B.Sc. nursing students on various types of style of learning and thinking**

Types of SOLAT	Gender	N	Mean	SD	t-value	Level of significance
Right hemisphere	Rural	32	24.34	4.74	2.10	Significant at 0.05 level
	Urban	34	25.72	4.26		
Left hemisphere	Rural	14	25.96	4.14	1.41	Insignificant
	Urban	13	25.63	4.36		
Whole brain	Rural	4	21.04	3.21	1.62	Insignificant
	Urban	3	22.24	3.42		

better right hemisphere of styles of leaning and thinking as compare to rural B.Sc nursing students.

The table further indicates that there is insignificant difference between rural and urban B.Sc nursing students on left Hemisphere and Whole Brain as the t-value (1.41 and 1.62) which is less than the tabulation value.

### Conclusion:

The following conclusions have been put forth for the present study:

- The study found that 66% B.Sc Nursing Students fall in Right Hemisphere, 27% B.Sc Nursing Students fall in Left Hemisphere and only 7% B.Sc Nursing Students fall in Whole Brain in Learning and Thinking.

- The study found that 62% Male B.Sc Nursing Students fall in Right Hemisphere, 30% Male B.Sc Nursing Students fall in Left Hemisphere and only 4% Male B.Sc Nursing Students fall in Whole Brain in Learning and Thinking.

- The study found that 70% Female B.Sc Nursing Students fall in Right Hemisphere, 24% Female B.Sc Nursing Students fall in Left Hemisphere and only 6% Female B.Sc Nursing Students fall in Whole Brain in Learning and Thinking.

- It was found that 64% Rural B.Sc Nursing Students fall in Right Hemisphere, 28% Rural B.Sc Nursing Students fall in Left Hemisphere and only 8% Rural B.Sc Nursing Students fall in Whole Brain in Learning and Thinking.

- It was found that 68% Urban B.Sc Nursing Students fall in Right Hemisphere, 26% Urban B.Sc Nursing Students fall in Left Hemisphere and only 6% Urban B.Sc Nursing Students fall in Whole Brain in Learning and Thinking.

- The study found that there is a significant difference between male and female B.Sc nursing students on ‘Right Hemisphere’ SOLAT of types of learning and thinking

- The study found that B.Sc nursing students have better right hemisphere of styles of leaning and thinking as compare to male B.Sc nursing students.

- The study found that there is insignificant difference between male and female B.Sc nursing students on left Hemisphere and Whole Brain.

- The study found that there is a significant difference between rural and urban B.Sc nursing students on ‘Right Hemisphere’ SOLAT of types of learning and thinking.

- The study found that there is insignificant difference between rural and urban B.Sc nursing students on left Hemisphere and Whole Brain.

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