

Trainee Teachers' Learning Style with Ict: a Survey Study

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Abstract: A person's learning style (LS) is the initial focus, processing, and retention of novel and challenging knowledge through individual differences in these perceptual channels. Personal styles are what make each person unique from the rest of the crowd. The term "Learning Style" is often understood to relate to an individual's set of preconceived notions, personal preferences, and deliberate actions that serve to facilitate learning. This research was conducted to learn how different groups of student teachers approach information and communication technology for learning, and to identify any noteworthy differences. Gender, Marital Status, and Technical Proficiency). 500 pre-service teachers from B.Ed. programmes in Paschim and Purba Medinipur participated in the research. The sample was picked using a method called Simple Random Sampling. The t test and descriptive statistics were used to examine the data. According to the results of the research, male and female student instructors have quite different approaches to learning using information and communication technologies. Student instructors who are married or single do not have substantially different ICT learning styles. There is little distinction in the approaches to ICT education used by student teachers who are computer proficient and those who are not.

Keywords: Learning Style, information and communication, learning, teachers.

Introduction: A person's learning style (LS) is the initial focus, processing, and retention of novel and challenging knowledge through individual differences in these perceptual channels. Personal styles are what make each person unique from the rest of the crowd. The term "Learning Style" is often understood to relate to an individual's set of preconceived notions, personal preferences, and deliberate actions that serve to facilitate learning. It's possible that people's learning styles range from somewhat dissimilar to wildly divergent. Low achievers benefit more from employing their preferred learning method, even if some high achievers can study well without it. Over a decade of studies shows that when students are taught using their preferred learning methods, they perform better on standardized assessments of accomplishment and attitude (Shaikh, Z., A., & Khoja, S. A. 2011).

Each student has their own unique set of skills and preferences when it comes to learning. The environment, in which they are raised, together with their upbringing, culture, and genetics, will shape their individual approaches to learning. While some students may be more at ease with theoretical frameworks and mathematical models, others may place more emphasis on hard evidence. Some people learn best from auditory or written explanations, while others learn best from visual ones like drawings, diagrams, and schematics. While some people are better suited to contemplative, alone work, others thrive in a more social, collaborative environment (Gilakjani, 2012)..

Statement of the Problem:

ICT (Information and Communication Technology) has permeated every facet of modern existence. Over the last two decades, ICT has been widely adopted, resulting in widespread changes to practically every facet of industry and government. Technology in education (ICT)

has emerged, but its effects have not been as far-reaching as in other sectors. As a highly social endeavour, education has long been linked to effective educators who maintain close relationships with their students. Some instructors and students may experience strain due to the increased emphasis on student agency that results from the widespread use of ICT in the classroom. However, since the world increasingly relies on digital media and information, the role of ICT in education is growing and will continue to rise throughout the 21st century. (Mehraj Ahmad Bhat,2015) Thanks to the affordances and capacities of modern technology, we have access to a far larger pool of instructors who can serve in a number of positions and give assistance to students in a wide range of contexts. Changed responsibilities and skill sets for future teaching involving high levels of ICT and the need for more facilitative than didactic teaching roles are emerging. As the investigator intended to study on Student Teachers Learning Style with ICT.

OBJECTIVES OF THE STUDY:

- To find out the Student Teachers' Learning style with ICT.
- To find out whether there is any significant difference between the selected subgroups of Student Teachers with respect to their Learning style with ICT.
 - a) Gender
 - b) Marital Status
 - c) e. Computer Knowledge

Hypothesis:

Hp1- the student teachers have high level of learning style with ICT

Hp2- When it comes to information and communication technology (ICT), men and women have quite different approaches to learning.

Hp3- Trainee instructors who are married or single have quite different approaches to using technology for learning.

Hp4- The ways in which trainee instructors who are computer proficient and those who are not vary significantly.

Methodology: The present study was conducted with 500 Student teachers studying in B.Ed. Colleges in Paschim Medinipur and Purba Medinipur. The sample was selected by using Simple Random Sampling Technique.

DESCRIPTION OF THE TOOLS

Learning Style with ICT

The Scale thus constructed consists of 16 statements with options as Not at all, Somewhat, To a considerable extent and Very much. The scoring is 0, 1, 2, and 3 respectively. All the statements are of positive type.

Data Analysis:

Table 1- Descriptive Statistics for Learning Style

Variables	Values
N	500
Minimum	1
Maximum	45
Mean	27.11
Median	26
Mode	24
SD	8.72
SEM	0.3901

Skewness	-0.4111
Kurtosis	2.8818

From the above table it is clear that the mean score is 27.11 and SD is 8.72 with the minimum range 45 and maximum range is 45. The Skewness value is -0.4111 and kurtosis value is 2.8818. The research hypothesis is analyzed in the light of the mean scores for the total group. One can score the maximum of 48 for learning style. The higher the mean score is the indication of high level of learning style. The mean score of the total sample for the present study is found to be 27.11 which is higher than the mid value of 24. Hence it is concluded that the student teachers have high level of learning style with ICT. So the research hypothesis is accepted.

Table 2-t test for Male and Female Student Teachers in Learning Style with ICT Scores

Variable	Sub-Groups	N	Mean	S.D	't' value	Level of Significance
Learning Style	Male	140	26.14	8.21	1.918	Not Significant
	Female	360	27.63	7.63	8	

To find the significant difference between the Learning Style scores of the two sub-groups the 't' value for Learning Style has been calculated. It is found from table, that the calculated 't' value 1.9188 of Learning Style is found to be not Significant. Hence the research hypothesis is rejected and it is concluded that male and female student teachers differ significantly in their Learning Style with ICT.

Table3- t test for difference between Married and Unmarried Student Teachers in Learning Style with ICT

Variable	Sub-Groups	N	Mean	S.D	't' value	Level of Significance
Learning Style	Married					
	Unmarried					

To find the significant difference between the Learning Style with ICT scores of the two sub-groups the 't' value has been calculated. It is found from table 3, that the calculated 't' value 0.42 of Learning Style is found to be not significant. Hence the research hypothesis is accepted and it is concluded that married and unmarried student teachers do not differ significantly in their Learning Style with ICT.

Table 4-t test for Difference between Student Teachers having Computer Literate and Student Teachers who have Computer Illiterate in Learning Style with ICT.

Variable	Computer Knowledge	N	Mean	S.D	't' value	Level of Significance
Learning Style	Computer Literate					
	Computer Illiterate					

To find the significant difference between the learning style with ICT scores of the two sub-groups the 't' value for learning style has been calculated.

Table 4 shows that the t-value of 1.48 for learning styles is not statistically significant. Therefore, it is concluded that there is no substantial difference in the learning styles of student teachers who are computer literate and student teachers who are computer illiterate when it comes to ICT.

Findings:

- Male and female student teachers differ significantly in their Learning Style with ICT
- Married and unmarried student teachers do not differ significantly in their Learning Style with ICT
- The student teachers having computer Literate and student teachers who have computer Illiterate do not differ significantly in their learning style with ICT

Conclusion: The use of information and communication technologies in the classroom has gained popularity in recent years. This fascination stems mostly from an increased awareness of the ways in which computer assistance may enhance institutional and managerial accountability across the board in educational settings. Proponents of integrating ICT into the classroom said that doing so would lead to better outcomes for students, more effective use of resources (both human and material), and more positive student attitudes towards the learning process overall. The efficient use of ICT is thought to aid in productivity gains. In truth, computers and related technology play a significant role in today's classrooms and how students learn. Therefore, it is preferable to while using computers for education.

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