International Journal of Humanities and Social Science Invention (IJHSSI)
ISSN (Online): 2319 – 7722, ISSN (Print): 2319 – 7714
www.ijhssi.org ||Volume 14 Issue 2 || February 2025 || PP. 01-05

Learning styles of LIS Education: A study in Raichur University

Shivaraja Ramachandragouda
Research Scholar Mangalore University, Mangalagangothri

Dr. Umesha Naik
Professor and Chairman Mangalore University, Mangalagangothri

Dr. Purushothmagowda.M
Librarian Mangalore University, Mangalagangothri

ABSTRACT
*The present study focused on assessing the **learning styles** of library and information science (LIS) students while also examining their **socio-economic** and **educational backgrounds.** The study sample consisted of MLISc students from both the second and fourth semesters at the department of library and information science, Raichur University, Raichur. **Learning styles. Visual learning style,** half of the students preferred visual learning, which they found to provide a clearer understanding of the course material. **Gender differences in learning styles,** male students were more proactive in adopting a variety of learning styles compared to their female counterparts. **Socio-economic background.** A significant proportion of the students came from **rural areas.** Educational implications the findings suggest that visual aids and instructional methods could be particularly effective in enhancing the learning experience for LIS students, given the strong preference for visual learning. Additionally, the gender difference in learning styles may imply that teaching methods should consider varying levels of engagement and flexibility for different genders. to accommodate different socio-economic backgrounds. And mediums.*

Key words: *Learning Styles, LIS, Raichur University, Raichur Etc.*

Date of Submission: 21-01-2025 Date of acceptance: 05-02-2025

I. INTRODUCTION

In recent years, the concept of learning styles has gained significant influence in the field of education. The idea has sparked widespread interest and debate among educators across all levels of the educational system. Learning styles have not only gained acceptance among teachers but also among parents and the general public. This growing popularity can be attributed, in part, to the active promotion of learning styles by vendors who offer a range of tests, evaluation tools, and online technologies. These resources aim to help educators identify the unique learning styles of their students and adapt their teaching methods to better meet individual learning needs. As a result, the learning-styles concept has become an integral part of educational discourse and practice. Raichur University, officially known **as Raichur University,** was established in **2021** through an Act of Karnataka. the **Library Science Department** was also established in **2021** as part of its broader academic offerings. This department aims to equip students with the knowledge and skills necessary for managing and organizing information, digital resources.

NEEDS AND SIGNIFICANCE OF THE STUDY

Recently, the learning styles of students have garnered significant attention from educators and researchers. Many scholars have argued that a student's learning style is perhaps the most crucial factor influencing their academic performance. Learning style has a profound impact on various educational stakeholders, including classroom teachers, curriculum designers, educational technologists, guidance counselors, and even educational administrators. Individual differences, whether in terms of personality, biology, social factors, or learning approaches, are present in every educational context. Understanding how these differences affect learning and performance is essential. The present study aims to identify the learning styles of students and explore whether demographic factors influence these styles.

II. AIMS AND OBJECTIVS

The main objective of the present study are:

– To identify the demographic characteristics including knowledge of computers and Internet of LIS students.

– To identify the different learning styles of LIS students and their association with demographic characteristics.

– To suggest suitable policy measures for training and education in LISc

STATEMENT OF THE PROBLEMS

"Learning Styles of Library and Information Science Students: A Case Study of Raichur University, Raichur".

SCOPE AND LIMITATIONS OF THE STUDY

The study covers the students of Library and Information Science, Raichur University, Raichur 2023-24 batches. Uses a simple learning styles inventory accessible on the Net.

III. METHODOLOGY

The study is based on data collected through a questionnaire administered to the 2023-24 batches of MLISc students from the Library and Information Science (LIS) Department at Raichur University, Raichur. In addition to primary data, secondary information was gathered from various sources such as journals, articles, magazines, books, reports, and the internet to provide background information on the topic. The study focuses on 42 students from the LIS Department. Out of these, thirty five students Male, seven Females Students.

DEFINITION OF LEARNING STYLE

The term "learning style" is often used interchangeably with terms such as "learning preferences," "thinking styles," "cognitive styles," and "learning modalities." Research on learning styles evolved from psychological studies on individual differences that were prevalent in the 1960s and 1970s (Curry, 1987). This body of research has led to the development of more than 70 models and instruments designed to better understand how individuals approach learning. It represents progressive changes in behavior. It enables him to satisfy interests and attain goals" (Crow and Crow, 1973). "Learning is the acquisition of habits, knowledge, and attitudes.

IV. ANALYSIS AND DISCUSSION

Table-1 LIS Students

SEMESTER	FREQUENCY	PERCENTAGE
MLISc II Semester	18	42.8
MLISc IV Semester	24	57.14
Total	**42**	**100**

The above table number of students of MLISc II and IV semester in the department of and information science. Out of 42 students, 18 students were from the first semester and 24 students. The enrollment of students in second semester was largely decreased compared to fourth semester. From the fourth semester. 48.2% percent of students were in second semester and others (57.14) in fourth.

Table-2 Distribution of Students by Sex

SEX	FREQUENCY	PERCENTAGE
Male	35	83.33
Female	07	16.6
Total	**42**	**100**

The above table indicates that there were 35 male students and 07 female students Total 42 were studying department. Majority of them were 83.33% male students and only 16.6 % percent were female students.

Table -3 Education Background Students

EDUCTION BACKGROUND	FREQUENCY	PERCENTAGE
BA	25	59.52
BCOM	14	33.33
BSc	01	2.38
Others	02	4.76
Total	42	100

The table-3 reveals the status of educational background of respondents. Most of the students 59.52 % percent of students from B.A were arts background, 2.38% percent of students from science, 33.33 % percent of students from B Com of Commerce and 4.76% percent of respondents from other educational backgrounds.

Table -4 Medium Examinations at UG level

Medium of Study	Frequency	Percentage
Kannada	40	95.23
English	02	4.76
Total	42	100

The table-4 shows the medium of UG (Under-Graduate) examination of the LIS students. Most of the students, 02(4.76%) out 42, their medium examination was in English whereas only 40 (95.23%) them have opted Kannada language to write their undergraduate examinations.

Table -5 Distribution of LIS Students of Computer Knowledge

KNOWLEDGE OF COMPUTERS	FREQUENCY	PERCENTAGE
Excellent	08	19.0
Good	19	45.23
Average	10	23.80
Poor	05	11.90
Total	42	100

Table -5 indicates status of computer knowledge of LIS students. LIS profession requires very sound knowledge of computers. 45.23% of students had good knowledge of computer, 19.0% excellent knowledge of it, and 23.80% Average, 11.90% one was poor at Knowledge of Computer.

Table-6 Knowledge of Internet

KNOWLEDGE OF INERNET	FREQUENCY	PERCENTAGE
Excellent	15	35.71
Good	16	38.09
Average	19	45.23
Poor	08	19.04
Total	**42**	**100**

It is observed from Table 6 that the majority of students (45.23%) had average knowledge of the Internet. 38.09% of students had good knowledge of the Internet, while 35.71% of students had excellent knowledge. Only 19.04% of students had poor knowledge of the Internet.

Table- 7 Learning Styles of LIS Students

LEARNING STYLE	FREQUENCY	PERCENTAGE
Visual	09	21.42
Auditory	13	30.95
Tactile	5	11.90

Visual and Auditory	15	35.71
Toatl	**42**	**100**

Table- 7 Learning Styles of LIS Students: in Learning Style Frequency Percent, Visual: 21.42%, Auditory: 30.95%, Tactile: 11.90%, Visual and Auditory: 35.71%, Total: 100% it can be observed that the majority of LIS students have a preference for either visual or auditory learning styles. This insight is important for educational instruction, as the learning styles of students are not homogeneous. Therefore, educators should adopt a combination of instructional methods that cater to the diverse learning preferences of the students.

Table- 8 Comparison of Learning Styles with Gender

Gender	**Learning style**					
	Visual	**Auditory**	**Tactile**	**Visual and Auditory**	**Visual and Tactile**	**Total**
Female	01	01	02	01	02	07 (16.66)
Male	06	13	07	05	04	35 (83.33)
Total	**07**	**14**	**09**	**06**	**06**	**42 (100)**

In the above table, it was found that 37.14% (14) of male students preferred the **auditory** learning style, followed by a combination of learning styles such as **visual** and **tactile.** On the other hand, 28.57% (2) of female students exhibited a similar preference.

V. FINDINGS

1. A total of **24 students** (57.14%) were enrolled in the **MLISc II** semester, while **18 students** (42.8%) were enrolled in the **MLISc IV** semester.
2. The majority of students in the Sex were Male Students, A significant majority of 83.33% (35 students) were male. Female Students: A smaller proportion of 16.67% (7 students) were female.
3. Most students had a Bachelor of Arts (B.A.) background students (59.52. N=25), BCOM students had a (33.33, N=14), BSc students had a (2.38, N=02) and only Others (4.76%, N=01) of students had a Bachelor background.
4. Medium of Instruction in UG Level, A vast majority, 95.23% (40 students), were taught in Kannada at the undergraduate level. Only 4.76% (2 students) had an English medium background.
5. Computer Knowledge, Good Knowledge: 45.23% (19 students) reported having good computer knowledge. Average Knowledge: 23.80% (10 students) had average computer knowledge. Excellent Knowledge: 19.04% (8 students) were classified as having excellent computer knowledge. Very Poor Knowledge: 11.90% (5 students) had very poor computer knowledge.
6. Internet Knowledge, Average Knowledge The majority, 45.23% (19 students), had average knowledge of the internet. Good Knowledge: 38.09% (16 students) demonstrated good internet knowledge. Excellent Knowledge: 35.71% (15 students) had excellent knowledge of the internet. Poor Knowledge: 19.04% (8 students) had poor internet knowledge.
7. Learning Style Preferences, Visual Learning Style: 21.42% of the students preferred visual learning. Auditory Learning Style: 30.95% favored auditory learning. Tactile Learning Style: 11.90% showed a preference for tactile learning. Combination of Visual and Auditory Learning Styles: 35.71% of students preferred a combination of visual and auditory learning styles.

VI. SUGGESTIONS

a. Students should be introduced to the concept of different learning styles. Understanding these can help them identify their own preferences and enhance their learning experience.
b. Teachers should encourage students to employ a variety of learning styles (visual, auditory, tactile, etc.) in their studies.
c. After identifying their dominant learning style, they should be motivated to diversify their approaches to learning, enabling a more well-rounded educational experience.
d. Recognizing how they learn best can help them tailor their study habits and strategies, improving their academic performance.
e. Students should be made aware of the advantages of using a combination of learning styles.
f. Group learning activities should be promoted in the classroom. Collaborative learning helps students share knowledge, discuss concepts, and expose themselves to different learning styles.
g. Teachers should adapt their teaching strategies to accommodate the diverse learning preferences of students, ensuring that all students benefit from the instruction provided.

VII. 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 Raichur University, Raichur. The preference of learning styles varies across demographic characteristics. Visual learning: reading, studying charts, Auditory learning: listening to lectures, audiotape, Kinesthetic learning: experiential learning, that is, total physical involvement with a learning situation, Tactile learning: "hands-on" learning, such as building models. No education program 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.

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