

# A Study of Online Learning Style Among Management Students

\*Dr. Anil Khurana, #Priyanka Sehgal

\*Professor, #Research Scholar, Department of Management Studies, Deenbandhu Chotu Ram University of Science & Technology, Murthal, India.

**ABSTRACT** - Making students aware of their learning style and improving them with their learning material those individuals learning styles has potential to make learning easier for students and increase their learning progress. This paper proposes the Descriptive statistics to evaluate the course effectiveness slower than the other students while read and write learners and students to evaluate the course effectiveness higher than other students. The approach was developed for learning management system, which are commonly used online learning. In order to evaluate learning style, a study with 98 students was performed, and comparing the results of the automatic approach with those of a learning style questionnaire. The major findings of paper are that people are deal with feeling. Data were collected with a variety of student's communication and suggestion to accommodate identified learning styles, and expectations of online student's prediction.

**Keywords:** Online learning, Learning Style, Effectiveness

## I. INTRODUCTION

Today learning style must be changed. Students using phone, video, and various method to learn new by lapse of time. Electronic learning is most popular and demanded technique. Online learning described as "the process of acquiring knowledge, attitudes and skills from a program delivered via online system such as the world wide web typical interactive, self-directed and self-paced. The most popular term 'e-learning' is often used synonymously with 'online learning' but is in fact a slightly broader term that encompasses the concept "delivery of learning via networks accessed via mobile technologies of standalone computers. It is that education that takes place over the internet.

However online learning is just one type of "distance learning"-the umbrella term for any learning that takes place across distance and not in a traditional class room. Today's its definition not involves just the presentation and delivery of the materials using the web. It involves the learners who use the internet to access learning materials, interaction of content, instructor and other learners. E-learning provides the fast and vast access to learning resources. There is no meaning of campus boundary of institution of e-learning. We can connect ourselves around the globe. We can join different learners and teachers

groups and social networking websites. Here, we can access the libraries of various countries. E-learning gives choices to the learners of time of learning and place of learning. By prior knowledge, we know in conventional classroom based learning method-time and place are fixed and students are bound to come into a particular classroom at a particular time.

It allows the learners to learn according to their convenience. Learners with the help of online can see their course material anytime at any place. They can have recorded audio and video of any lectures at anytime and at any place. The concepts of online and on demanded examination are complete revolution in traditional education system. Now a day, rapid developments of science and technology affects all fields and force to change and advancements of them. Today learners can use various different ways to learn. One of these technology based environments is inclusive of using of computers and internet. It is one type of technological environments. Learning is that type of education service comes to learner itself and flexible usage of it. Technology density environments cause a change of learning style of learners and bring up a concept that is "online learning style" to the agenda. It is possible that researches are mentioned about the relations between online learning and learning styles are

encountered with in our country or in the world. If you want study and any type of courses from that university and by those speaker which is far from you that time you can use online learning style of education.

### Purpose of study

The main agenda of these research is that to summarize research works which are related to online learning styles are done in our country and the world, to present suggestions about practicable researches on this field .From these point of view, firstly learning style and then online learning has been explained and then theoretical and practical research works which are studied on the relations between e-learning and simple learning style. So the purpose of study to examine the e-learning system in which students acquires practical skills to improve their performance. With the help of online learning style learners acquire practical knowledge that is better than the traditional learning system.

## II. REVIEW OF LITERATURE

**Volery & Lord (2000)**, conducted the study to explore that the Internet is a major technological advancement reshaping not only the society but also universities worldwide. In order to attain the objective, a survey conducted amongst students enrolled in one online management course in an Australian university and online delivery method was used to describe the data. The study found that, three critical success factors in online delivery are identified: technology, the instructor and the previous use of the technology from a student's perspective. The study also found that the lecturer will continue to play a central role in online education, albeit his or her role will become one of a learning catalyst and knowledge navigator.

**Muir & Diana J. (2001)**, investigated the study to identify that, if online learning could be adapted to individual learning styles and if this made a difference in the standardized testing scores of Internet students. In order to attain the objective, an overview is provided of current learning theories, including the four stages of learning i.e. exposure, guided learning, independent and mastery accepted online curriculum design has been used to describe the data. The study found that the components of the ideal online course are summarized. The study also found that, statistics on standardized test scores of online high school students are appended.

**Zapalska & Brozik (2006)**, conducted the study to recognize that individual learning styles must be taken into account in the instructional design template used in online education. In order to attain the objective, a set of instructional principles for online learning environments that are derived from multiple theories of learning with a consideration of different learning styles. The VARK questionnaire was used to determine learning styles of students who participated in two online courses. The studies

found that the achievement of online learning can be improved by providing instruction in a manner consistent with each student's learning style.

**Kerr et al. (2006)**, despite this trend, empirical investigation of this delivery method has lagged. Many have documented the need for research on online student characteristics, yet current literature consists of personal teaching experience and anecdotal observation . To address these issues the authors conducted three studies. The goals were to describe how to measure online student's characteristics was conducted and validated, outline the contributions the measure has made to our knowledge of online learners and review the research literature that supports the findings. The results demonstrated the measure's simple that stable structure, construct validity, internal reliable and test –retest reliability. The measures provide the public Domain. The different purposes for which the measure may be used are discussed. The Paramount student characteristics the emerged are presented and discussed in regards to other research findings.

**Wagner et al. (2006)** preferred learning styles and effective instructors must design and delivers courses to meet need of students. Study preferred four learning styles of visual, aural, read-write and kinaesthetic as they apply online education. Descriptive statistics has been analysing to use that stronger visual and read –write learning style. The study evaluate that course effectiveness lower than other students while read and write learners and students to evaluate course effectiveness higher than other students.

**Nulty (2008)**, Investigated the study to identify the differences between, and the adequacy of, response rates to online and paper-based course and teaching evaluation surveys. Its objective of this study is to provide practical guidance on these matters. In order to attain the objective, a response rate may be considered large enough for the survey data to provide adequate evidence for accountability and improvement purposes. The study gives the suggestions for improving the effectiveness of evaluation strategy. These recommendation are: to seek to obtain the highest response rates possible to all surveys; to take account of probable effects of survey design and methods on the feedback obtained when interpreting that feedback; and to strengthen this act by making use of data derived from multiple methods of gathering feedback.

**Cercone (2008)**, investigated the study to identify an important adult learning theory, and reviews three other adult learning theories: self-directed learning, experiential learning, and transformational learning. The online educational environment is exponentially increasingly being used by adults and should be designed on the basis of the needs of adult learners. In order to attain the above objective, the theories are examined for the ways in which they may be applied to the design of online learning

environments. And further studies to attain the objective, the characteristics of adult learners are examined, and an analysis of how these characteristics influence the design of an online learning environment is presented. The study found that the recommendations will followed regarding how to design an online classroom environment while considering the application of adult learning theories.

**Santo (2008)**, conducted the study on learning styles as related to online learning for adult learners. This paper defines it as an individual's preferred way of learning. The focus is on the scope to which learning styles are able to predict student success (e.g., grades, attitudes). In order to attain the objective, nine different instruments that were used in various studies. Curry's model, which uses the metaphor of the layers of an onion, is used to categorize the instruments by theme for the sake of comparison. Criticisms of learning style research include: the vagueness of the construct "learning style"; the fact that the instruments are self-assessments; mixed results from research that searched for a relationship with online learning; and the difficulty of comparing different studies when online learning can include many different methods and technologies. The study found regarding the suitability of studying the relationship of learning styles and success in online courses.

**Kinshuk et al. (2008)**, considering students learning styles in computer –assisted learning system has high potential in making learning easier for students in terms of reducing their efforts or increasing their performance. In this study the navigational behaviour of students in an online course within a learning management system was investigated, looking at how students with learning styles prefer to use and learn in such a course. As a result, several differences in the student's navigation patterns were identified. These findings have several implications for improving adaptively. The findings provided information for extending the adaptive functionality in typical learning management systems. Different navigational behaviour can contribute towards automatic detection of learning styles, helping in making student modelling approaches more accurate.

**Zajac (2009)**, investigated the study to identify the results of research aimed at collecting the data necessary for preparing personalised content of e-learning courses. Its aim is to showcase how the information describing individual learning styles can be linked to the rules of creating tailored online courses. In order to attain the objective, a brief explanation of how personalization is understood for the purpose of research carried out by the author and what are the psychological backgrounds of the applied approach. It also presents a KS-TIW questionnaire, based on Howard Gardner's multiple intelligence theory. The study found that it is not possible to define infinite number of different course models corresponding to every single learner the author describes a concept of defining

several learner profiles which would represent different types of learning preferences. The study also found that it shows how the data concerning one's learning preferences can be transferred into particular type of learning content with special emphasis on a form of learning content delivery and type of activities planned for every learner.

**Mupinga et al. (2010)**, conducted the study to identify each student which comes to class with certain learning experiences, expectations, and needs that have to be addressed, and to which instructors need to be sensitive, to maximize the students' learning experiences. However, because of the unknown make-up of online classes, the characteristics of online students may be unclear, making it difficult to develop effective online courses. This study also conducted to establish learning styles, expectations, and needs of students taking an online course. In order to attain the objective, data were collected from a variety of student communications and the Myers-Briggs Type Inventory. This study gives the suggestions to accommodate identified learning styles, needs, and expectations of online students are presented.

**Neuhauser (2010)**, analysed the study to identify two sections of the same course-one section was online and asynchronous; the other was face-to-face-by examining gender, age, learning preferences and styles, media familiarity, potency of tasks, course potency, test grades, and final grades. In order to attain the above objective, two sections were taught by the same instructor and used the same instructional materials. The study found that the results revealed no significant differences in test scores, assignments, participation grades, and final grades, although the online group's averages were slightly higher. The study also found that the ninety-six percent of the online students found the course to be either as effective as or more effective to their learning than their typical face-to-face course. There were no serious differences between learning preferences and styles and grades in either group. The study also showed that equivalent learning activities can be equally effective for online and face-to-face learners.

**Hungary et al. (2011)**, depicted different learning style, the system can offer valuable advice and instructions to students and teachers to optimise students learning process. E-learning system which allows computerised and statistical algorithms opens the opportunity to overcome drawbacks of the traditional detection method that uses mainly questionnaire. The research looking into the integration of learning style and adaptive learning system. In order to attain objective of study by reviewing 51 students, delivers deeply into different parts of integration process. The results offer insights into different development, achievements and open problems in the field. Based on these findings, paper provides discussion, recommendations and guidelines for future researches.

**Gaur (2015)**, analysed that E-learning is playing very important role in the present educational scenario. It has potential to change the entire education system and due to this very reason it has become one of the most preferred subjects for the researchers. In order to attain the objective, research works on e-learning are going on in various disciplines like Mass Communication, Education, Information and Technology (IT) and Distance Education. Scholars are working on the various aspects of e-learning. This study analyzed the various research works on e-learning to find out the various new trends in this field.

**Koszalka et al. (2015)**, conducted ascertain that match field –dependence status of students are most effective. In order to attain the objective of study selected 150 students registered in a graduate level online course. An online version of the psychological differentiation inventory was used to measure the field dependence status of students. Students perceived learning outcomes, their efforts and involvement and interaction level that perceived in online module were measured through online questionnaire. Results suggested that matches between students learning styles and instructional strategies did not effect learner perception of their own learning outcomes, level of efforts and involvement and interaction level in the course. Data also indicated that no single instructional strategy. The study found that three instructional strategies tested emerged as superior for high and low field-dependent online students.

### III. MATERIAL AND METHODS

#### Objective of the study

- To study the online learning behaviour of the management students.

#### Research design

Descriptive research design has been used to study the online learning style. This study was direct at educational institute located in north Indian state Haryana with the graduating and post -graduating management students. For that descriptive research design has been used.

#### Sample size

The study selected 100 graduating and post-graduating students of educational institutions. The investigation was done on 100 students with the help of questionnaires which were selected with the help of simple random sampling technique.

#### Sample area population

The study selected the students of management in educational institute of Haryana.

#### Sampling tools

In order to attain the objective the standardized questionnaire has been used. The Kolb’s learning style has been used to measure the learning style among the management students.

#### Sampling techniques

Simple random sampling technique has been used to select the students for the face to face interview to fill the questionnaires.

### IV. ANALYSIS AND INTERPRETATION

**Table 1.1: Represents the frequencies of the management students**

Sr.NO.	Content	Rating Scale			
		Least like you	Less like you	More like you	Most like you
1.1	I like to deal with feeling	50	20	16	12
1.2	I like to listen and watch	7	46	35	10
1.3	I like to think about ideas	10	27	45	16
1.4	I like to be doing things	21	17	26	34
2.1	I trust my hunches and feelings	40	24	18	16
2.2	I listen and watch carefully	8	38	38	14
2.3	I rely on logical thinking	7	33	41	17
2.4	I work hard to get things done	15	14	24	45
3.1	I have strong feeling and reactions	49	26	18	5
3.2	I am quiet and reserved	9	41	33	15
3.3	I tend to reason things out	13	33	35	17
3.4	I am responsible about things	13	18	18	49
4.1	Feelings	40	22	19	17
4.2	Watching	17	39	39	13
4.3	Thinking	8	30	43	17
4.4	Doing	14	14	32	38

5.1	I am open to new experiences	36	23	25	14
5.2	I look at all sides of issues	9	38	36	15
5.3	I like to analyse , break things down	15	31	35	17
5.4	I like to try things out	15	14	27	42
6.1	I am an intuitive person	28	33	20	17
6.2	I am an observing person	13	35	36	14
6.3	I am a logical person	17	28	39	14
6.4	I am an active person	17	19	23	39
7.1	Personal relationships	43	30	17	8
7.2	Observation	9	42	33	14
7.3	Rational theories	12	29	42	15
7.4	A chance to try out and practice	11	12	26	49
8.1	I feel personally involved in	44	20	14	20
8.2	I take my time before acting	10	41	29	18
8.3	I like ideas and theories	6	31	42	19
8.4	I like to see results from my work	20	15	20	43
9.1	I rely on my feelings	35	43	22	17
9.2	I rely on my observation	33	33	19	13
9.3	I rely on my ideas	12	34	39	13
9.4	I can try things out for myself	12	15	25	46
10.1	I am an accepting person	27	31	19	21
10.2	I am a reserved person	14	45	31	8
10.3	I am a rational person	13	28	42	15
10.4	I am a responsible person	21	16	27	34
11.1	I get involved	38	29	14	17
11.2	I like to observe	12	41	23	22
11.3	I evaluate things	6	17	48	27
11.4	I like to be active	10	19	18	51
12.1	I am receptive and open-minded	30	31	12	25
12.2	I am careful	8	37	39	14
12.3	I analyse ideas	8	26	45	19
12.4	I am practical	23	10	24	41

**Interpretation:-** The table 1.1 represents that out of 98 respondents 50 respondents are on least like to interpret the deal with feelings, 46 respondents less like to listen and watch, 45 respondents more like to think about ideas, 34 respondents most like to be doing things ,40 respondents trust on their hunches and feelings ,38 equally responds to less or more like to listen and watch carefully ,41 has mostly logical thinking, 45 respondents are mostly hard worker, 49 are least like to strongly feelings and reaction.

Out of 98 respondents, 41 respondents are less like to quiet and reserved, 35 respondents are more tend to reason out, 49 respondents are most like to responsible about things, 40 respondents are least like to feeling, 39 equally respondents are less or more like to learn by watching, 43 respondents are more like to thinking, 38 respondents are most like to doing, 36 least respondents are new experienced.

whereas 38 respondents less like to look all sides issues, 35 respondents are more like to analyse and break down things whereas 42 are most like to try things out, 33 respondents are less to intuitive person, 36 respondents are more observing persons, 39 respondents are more logical person, 39 respondents are most like to actively work, 43 respondents are less personal relationships, 42 respondents are less like observation.

Out of 98 respondents, 42 respondents are believe to rational theories, 49 respondents are try out and practice, 44 respondents are personally involved in, 41 respondents are take time before acting, 42 respondents are like ideas and theories, 43 respondents are like to see results, 43 respondents are rely on feeling, 33 equally respondents to rely the observation, 39 respondents are rely on ideas, 46 respondents are try to things out.

Only 31 respondents are accepting persons, 31 are more like to reseved, 42 respondents are rational person, 34 respondents are responsible person, 38 respondents are less like to get involved in learning, 23 respondents are like to observe learning, 48 respondents are evaluate things , whereas 51 respondents are active , 31 respondents are receptive and open minded, 39 respondents are careful, 45 respondents are analyse ideas , 41 respondents are practical in nature. .

**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
I Like to deal with feelings	98	1	4	1.90	1.079
I Like to listen and watch	98	1	4	2.49	.777
I Like to think about ideas	98	1	4	2.68	.869
I like to be doing things	98	1	4	2.74	1.152
I trust my hunches and feelings	98	1	4	2.10	1.117
I listen and watch carefully	98	1	4	2.59	.835
I rely on logical thinking	98	1	4	2.69	.842
I work hard to get things done	98	1	4	3.01	1.108
I have strong feeling and reactions	98	1	4	1.79	.922
I am quiet and reserved	98	1	4	2.55	.863
I tend to reason things out	98	1	4	2.57	.931
I am responsible about things	98	1	4	3.05	1.106
Feeling	98	1	4	2.13	1.136
Watching	98	1	4	2.59	.810
Thinking	98	1	4	2.70	.852
Doing	98	1	4	2.96	1.054
I am open to new experiences	98	1	4	2.17	1.084
I look at all sides of issues	98	1	4	2.58	.861
I like to analyse break things down	98	1	4	2.55	.954
I like to try things out	98	1	4	2.98	1.093
I am an intuitive person	98	1	4	2.27	1.061
I am an observing person	98	1	4	2.52	.899
I am a logical person	98	1	4	2.51	.944
I am an active person	98	1	4	2.86	1.131
Personal relationships	98	1	4	1.90	.968
Observation	98	1	4	2.53	.852
Rational theories	98	1	4	2.61	.892
A chance to try out and practice	98	1	4	3.15	1.029
I feel personally involved in	98	1	4	2.10	1.188
I take my time before acting	98	1	4	2.56	.909
I like ideas and theories	98	1	4	2.76	.838
I like to see results from my work	98	1	4	2.88	1.186
I rely on my feeling	98	1	4	2.01	.936
I rely on my observations	98	1	4	2.12	1.028
I rely on my ideas	98	1	4	2.54	.875
I can try things out for my self	98	1	4	3.07	1.058
I am an accepting person	98	1	4	2.35	1.104
I am a reserved person	98	1	4	2.34	.824
I am a rational person	98	1	4	2.60	.905
I am a responsible person	98	1	4	2.76	1.149
I get involved	98	1	4	2.10	1.108
I like to observe	98	1	4	2.56	.975
I evaluate things	98	1	4	2.98	.837
I like to be active	98	1	4	3.12	1.058
I am receptive and open-minded	98	1	4	2.33	1.165
I am careful	98	1	4	2.60	.834
I analyse ideas	98	1	4	2.77	.859
I am practical	98	1	4	2.85	1.204
Valid N (list wise)	98				

**INTERPRETATION**

Above Descriptive table, we found that mean is 3.01 respondents are like to work hard to get things done, 3.05 respondents are responsible about things, 2.96 respondents are learn by doing, 2.98 respondents are try things out, 3.15 respondents are learn best from try out and practice, 3.07 respondents could try things out for myself, 2.98 respondents are evaluate the things.

## V. CONCLUSION

The present study concludes that online learning style is providing practical guidance of matter. 96% of students found that courses to be either as effective as or more effective to their learning than their typical face to face courses. The results after insights into different development, achievement and open problem in the field. Today 50% people are learning to deal with feelings. E-learning gives choices to the learners of time of learning and place. By online learning learners to learn according to their convenience. In conclusion to what I learned from my research, technology should be a part of the classroom. Technology can help students of learning styles such as visual learning and can benefit creating personalized learning. However, technology needs to be utilized and adapted in a way that will be beneficial to all students because technology is not as helpful to some learning styles such as auditory learning. Education will be changed by the influence of technology but it is important to remember that what works for one does not work for all. According to Zajac ; M (2009), Muir DJ (2001), Nauhauser (2002).

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