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Research Article

A Probe Into The Learning Style Of The School-Going Adolescents

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ABSTRACT

Learning Styles are the behavioural pattern, attitudes, and other factors that support learning for students in a particular setting and that enable them to collect, interpret, organize, and retain information in different ways.The purpose of the study was to know the present state of**Learning Styles of the** school-going adolescents; and also,their gender wise (male and female) comparison. The study was designed to carried out through the **descriptive survey method** by administering**Learning Style Inventory (LSI)**on a random sample of530 School-going adolescents (male-196 and female- 334) betweenthe age group of 14 to 18 yearsofGovt-sponsored secondary schools in Paschim Medinipur district of West Bengal. The results indicated that the school-going adolescents had a strong**Learning Style**, with consistently **high** scores on various dimensions such as **Visual,Auditory,Tactileand Learning Style (in totality).**Also, from the**Comparative Analysis**the results reflected that the female school-going adolescents have higher **Visual Learning Style** than their male counterpart.But no significant gender difference wasobserved otherwise**.**

***Keywords*:** Learning Style, Visual, Auditory, Tactile, School-Going Adolescents

1. Introduction

Learning is a dynamic process that includes the active involvement of individuals. Individuals who are involved in the process of learning often develop attitudes and behaviours that determine their preference in the way they learn. The various types of individual preference for the effective mode of instruction or study are referred to as learning styles (**Pashiler et al. 2009**).The study of learning styles has become prominent in educational research, focusing on how students acquire process and retains information. These styles are generally categorized into visual, auditory, and tactile, each reflecting different preferences for **Learning Style**. However, the current educational system primarily emphasizes academic achievement, neglecting the underlying causes of poor performance, particularly the psycho-social and emotional challenges faced by adolescents. As societal literacy levels rise, there is a growing awareness of the importance of addressing these issues and seeking professional support for corrective measures. The present research has been an attempt to study the multifaceted problems of learning style among school-going adolescents of secondary school students of PaschimMedinipur district.In this context, the purpose of the present study was to knowthe present state ofschool-going adolescents on **Learning Style**and also their gender wise (male and female) comparison with respect to **Learning Styles**in PaschimMedinipur district, West Bengal. So, the present study expected to offer valuable insights into how educational practices can be adapted to support diverse learning needs, promoting a more inclusive and effective learning environment.Also, by the proper understanding of **Learning Styles** of students, the educators and policymakers can develop educational approaches that better connect with the learners' needs, enhancing the overall effectiveness of the education system.

1.1 Significance of the study

Aunique context for investigating the learning styles of school-going adolescents. Adolescents, being in a crucial developmental stage, show varied learning styles that can significantly affect their academic performance and educational experience.Here are the key significance points of the research: -

i. Enhanced Teaching Strategies: The study identifies dominant learning styles among adolescents, aiding the development of more personalized and effective teaching methods.
ii. Boosted Academic Achievement: By understanding students' learning preferences, educators can create environments that cater to diverse needs, potentially leading to improved academic performance.
iii. Promoting Inclusive Education: The study's findings can contribute to a more inclusive education system by addressing diverse learning preferences, ensuring all students have opportunities for success.
iv. Policy Guidance: The research provides valuable information for policymakers to create educational policies that better match students' learning needs.
v. Creating Supportive Environments: By addressing adolescents' unique learning needs, the study aims to foster more supportive and effective learning environments, benefiting both students and the broader educational community.

1.2 Objectives of the Study

The objectives of the present study were as follows–
i. To know the present situation of **Learning Style**of the school-going adolescents, considering **male** and **female** as a whole;
ii. To know the present situation of **Learning Style** of the male school-going adolescents;
iii. To know the present situation of **Learning Style** of the female school-going adolescents;
iv. To compare **Learning Style**between the **male** and **female** school-going adolescents.

1.2.1 Research Questions of the Study

The following research questions were designed to carried out in the present study based on specific objectives –
i. What is the present situation of **Learning Style** of the school-going adolescents, considering **male** and **female** as a whole?
ii. What is the present situation of **Learning Style** of the **male** school-going adolescents?
iii. What is the present situation of **Learning Style** of the female school-going adolescents?
iv. Is there any difference between the male and female school-going adolescents with respect to their **Learning Style?**

1.3 Hypothesis of the study

The present study was designed to verify the following research hypotheses –
i. The School-Going adolescents considering both **male** and **female** as a whole have high***Learning Style***.
ii. The **male** School-Going adolescents have high ***Learning Style***.
iii. The **female** School-Going adolescents have high ***Learning Style***.
iv. The **male** and **female** school-Going adolescents do not differ with respect to their ***Learning Style*.**

2. Learning Style – Construct of the study

Today's problems of young children have become complex and complicated and also they are on the increase. As literary level in the society has gone up, parents and elders have become more aware of child's behavior problems and are in search for corrective measures and professional help.

2.1 Learning and Learner

Learning is a process of understanding and acquiring knowledge of new things and concepts. "Learning is the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping experience and transforming it". Learner is an individual who is willing to learn and understand new things and concepts. An individual can be a learner at any point of time they want factors like age, gendered.

2.2 Learning Style and Learning Strategies

The term **"Learning style"** refers to the concepts that individuals differ in regard to what mode of instructions or study is most effective for them. Learning is the process whereby knowledge is created through the transformation from the combination of grasping experience and transforming it**(Kolb, 1984).**

2.3 Learning Style and Teaching Style

Teaching is an interactive process, which includes various stages, starting from the entry level to exit level. The process of teaching can be improved by following different patterns of teachings. Teaching was considered to be an act of imparting knowledge to the learners in the classroom situation. But according to the modern connotation of the term, teaching is a process by which a learning situation is created where a learner can learn and acquire new and desired knowledge through a pre-planned activity or learning experience to construct his/her own concept regarding the matter.

2.4 Learning Style and Cognitive Style

Cognitive learning styles are the information processing habits of an individual. Unlike individual differences in abilities, Cognition describes a person typical mode of thinking, perceiving, remembering and problem solving. Cognitive style is usually described as a personality dimension which influences attitudes, values and social instruction. Cognitive styles are an important part of learning styles.

2.5 New Learning Equipment

Learning equipment refers to the tools and resources used to facilitate learning and teaching in a formal educational setting .These tools can include physical equipment, such as laboratory apparatus and audiovisual aids, as well as software and online tools. Learning equipment term refers to a spectrum of educational materials that teachers use in the classroom to achieve specific learning objectives. These include the lectures, textbooks, multimedia components and other resources. Learning equipment of resources you use to perform service for your customers. Equipment could be tools or others. Learning equipment is tangible long-term asset that benefits student over several years of use in learning process.

2.6 Role of Learning in Education Process

Learning plays a pivotal role in the educational process, functioning as a continuous and dynamic element that encompasses the acquisition of knowledge, skills, comprehension, and values. Here are key facets highlighting the significance of learning in education:

- **Continual Process:** Learning is a perpetual journey, extending beyond formal classrooms, fostering ongoing personal and intellectual development.
- **Knowledge and Skill Cultivation:** Learning contributes to gaining knowledge and honing various skills, including cognitive abilities, problem-solving, and practical skills pertinent to specific fields of study.
- **Confidence Enhancement:** The learning process bolsters confidence. As individuals grasp new concepts and skills, they gain self-assurance, encouraging further exploration and engagement in their educational journey.
- **Fostering Innovation and Critical Thinking:** Learning fosters innovation and critical thinking, prompting individuals to question, analyze, and creatively apply knowledge, contributing to problem-solving and adaptability.
- **Active Participation:** Effective learning entails active engagement, transcending passive reception of information. It encourages students to participate actively, discuss, and apply what they have learned.
- **Tailoring to Personal Learning Styles:** Recognizing and catering to individual learning styles enhances the efficacy of education. Adapting teaching methods to accommodate visual, auditory, kinesthetic, and other preferences supports improved comprehension.
- **Comprehensive Development:** Learning contributes to the comprehensive development of an individual, encompassing not only academic accomplishments but also personal growth, social skills, and emotional intelligence.

3. A Brief Review of the Study

Fleming and Mills, (1992) developed the VARK learning framework, categorizing learners into visual, auditory, read/write, and kinesthetic preferences. Visual learners prefer spatial information organization, while auditory learners excel with verbal presentations like lectures and discussions.

Barmeyer (2004)had been developed useful learning styles and behavioral pattern for illustrating and comparing learners 'characteristic styles, aiding international professors in shaping curriculum patterns and cross-cultural teaching styles by administering Learning Style Inventory (LSI).

Many research studies on learning styles have shown that learning can be enhanced through consideration of personal characteristics in design and delivery of the instruction **(Dziuban, Moskal, & Hartman, 2004; Fearing & Riley, 2005)**.

In other research studies, some learners tend to focus on facts, data, or procedures, engaging with theories and mathematical models are appropriate. Other learners use visual information like pictures, diagrams, and simulations to understand better, while others can get more from oral and written information. Researchers have argued that learning style also functions as a useful indicator for potential learning performance **(Kolb & Kolb, 2005; Smith & Ragan, 1999; Sun et al., 2008).**

Saeed and Sinnappan, (2009) investigated the integration of blogs and social bookmarks in a web programming course, finding a noteworthy connection between students' learning styles, technology preferences, and their academic performance. **Komarraju et al. (2011)** conducted a study among 308 undergraduate students, exploring the role of personal traits and learning methods in academic achievement.They utilized the 'Inventory of Learning Processes' and the Five Factor Inventory, finding that meticulousness and amiability were positively associated with various learning methods.

Kalaia and Gulpinal, (2011) investigated the learning styles of medical students and identified four distinct types. The results underscored the importance of offering a diverse range of teaching methods and

learning activities within medical schools to accommodate the various learning styles identified among students.

Vaishnav, (2013) investigated the learning style and academic performance of secondary school students, finding that the kinaesthetic learning style was more prevalent compared to visual and auditory learning styles.

Rezaeinejadand**Azizifar, (2015)** they explored the connection between learning styles and academic success in Iranian high school students. The results revealed a positive and noteworthy correlation between the Visual-Verbal learning style and math achievement.

4. Method

The present study will be carried out through **Descriptive Survey Method** within **Correlational Research Design**. The details regarding the method of research variable, sample, research instrument, procedure of data collection and statistical are reported herewith.

4.1 Variables

In the present study **Learning Style**was considered as the only variable.

4.2 Sample

The source of sample, sample drawing procedure and sample size are reported hereunder.

4.2.1 Source of Sample

Different Government and Government Sponsored secondary/higher secondary schools of PaschimMedinipur, West Bengal, India was the source of sample.

4.2.2 Sample Procedure/sampling technique

In the present study **"Stratified Random Sampling Technique"** was adopted.

4.2.3 Sample Size

Finally,**334 female** and **196 male**school-going adolescents were participated as the subjects in the study.

4.2.3 Gender-Wise Distribution of Sample

Gender		**Total**
Female	**Male**	
334	**196**	**530**

4.3 Tool of Research

The following research tools was used in the present study for data collection. The tools was selected by applying yardsticks of relevance, appropriateness, reliability, validity and suitability. Brief description of each type of tool is given hereunder.

4.3.1 Learning Style Inventory

Learning style inventory was developed by **Student Advising and Learning Centre, University of California, Merced (2006).** It has 24 items, for each item, the participants were asked to rate themselves on a 3-point scale such as often, sometimes, seldom. The three components in learning style inventory are **Visual, Auditory**and **Tactile** learners.Responses were made on a 5-point scale and the response categories were assigned weights from 1 to 5. The scoring scheme was used to give a score of 5 to each response, often = 5 points, sometimes = 3 points, seldom = 1 points.

4.3.1.1 Dimension wise Item Distribution

Sl. No.	**Subscales**	**Items**
1.	Visual	(Items:2,3,7,10,14,16,19,22) **8**
2.	Auditory	(Items:1,5,8,11,13,18,21,24) **8**
3.	Tactile	(Items:4,6,9,12,15,17,20,23) **8**
Total		**24**

4.3.1.2 Normalization Procedure

Here the mean score of the scale was normalized and normalization procedure was as follows:

Normalized mean = Mean of the item responses in the scale (or subscales) /Total number of items of the scale (or Subscales).

Then, the normalized mean fell within the range extending from 1 to 5 with 3 as the mid-point (moderate). The range of Normalized means score of **"Learning Style Inventory (LSI)"** may be interpreted as-

1.00to1.99	**:**	**Very Low Learning Style**
2.00 to 2.99	**:**	**Low Learning Style**
3.00 to 3.99	**:**	**High Learning Style**
4.00 to 5.00	**:**	**Very High Learning Style**

4.4 Procedure for data collection:

The Headmaster/ Headmistress/Teacher-in-Charge of the school were contacted for his/her permission to allow in collecting the data. The relevant data on different constructs were collected by administering the above-mentioned tool on the subjects under study in accordance with the directions provided in the manual of the tools.

4.5 Statistical Techniques

To test the **hypotheses (i, ii&iii)*Descriptive Statistics***, such as minimum, maximum, range, mean and standard deviation and to test the **hypothesis-iv**independent sample t-test were computed with the help of SPSS-20 software.

5. Results

Here the results of the present study are placed into two sub-sections – (a) **Descriptive Presentation** and (b) **Gender Wise Comparative Analysis**.

5.1 Descriptive Presentation

The descriptive presentation of the study is placed herewith.

5.1.1 Learning Style of the School-Going Adolescents, Considering Both Gender as a Whole

Here the results of descriptive analysis of the ***"Learning Style Inventory"*** Scores of the school-going adolescents considering both the gender (Male and Female) as a wholeof PaschimMedinipur district are presented herewith in tabular form to test the following hypothesis –

Hypothesis-i: The School-going adolescents, considering both male and female as a whole, have high **Learning Style.**

Table-5.1.1 exhibits the descriptive statistics of ***"Learning Style Inventory"*** score of the school-going adolescents, considering both male and female as a whole.

Table-5.1.1: Descriptive Statistics of Learning Style Inventory Score of the School-Going Adolescents, Considering both Male and Female as a Whole

Learning Style	N	Range	Min.	Max.	Mean	Std. Deviation	Remarks
Visual	530	3.50	1.50	5.00	3.44	3.50	**High**
Auditory	530	3.50	1.50	5.00	3.25	3.50	**High**
Tactile	530	3.25	1.50	4.75	3.24	3.25	**High**
Learning Style in Totality	**530**	**2.83**	**1.83**	**4.67**	**3.31**	**2.83**	**High**

Table-5.1.1 presents the descriptive statistics of ***"Learning Style Inventory"***Score obtained by the school-going adolescents (considering both male and female as a whole) in the present study. In case of **Visual Learning Style**of school-going adolescents the "minimum" of the scores was 1.50 and the "maximum" of the scores was 5.00 and the range was 3.50; the "mean" and "standard deviation" of the said distribution were 3.44 and 3.50respectively. In case of **Auditory Learning Style**of school-going adolescents the "minimum" of the scores was 1.50 and the "maximum" of the scores was 5.00 and the range was 3.50; the "mean" and "standard deviation" of the said distribution were 3.25 and 3.50respectively.In case of **Tactile Learning Style**of school-going adolescents the "minimum" of the scores was 1.50 and the "maximum" of the scores was 4.75 and the range was 3.25; the "mean" and "standard deviation" of the said distribution were 3.24 and 3.25respectively. And in case of **Learning Stylein Totality** of school-going adolescents, the "minimum" of the scores was 1.83 and the "maximum" of the scores was 4.67 and the range was 2.83; the "mean" and "standard deviation" of the said distribution were 3.31 and 2.83respectively.

Figure-5.1.1(a) depicts the histogram with normal curve of **Learning Style Inventory (LSI) Scores** of the school-going adolescents (considering both male and female as a whole). By visually examining we come to know that the said distribution was about to normal**(Fein, Gilmour, Machin and Hendry, 2022)**.

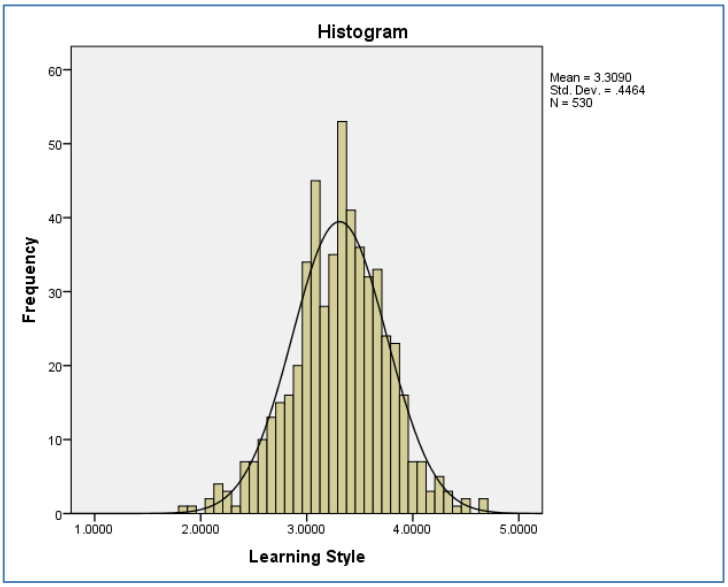

Figure-5.1.1(a): Histogram with normal curve of Learning Style Inventory Scores of the School-going Adolescents, Considering both the gender (Male and Female) as a Whole

Figure-5.1.1(b) depicts the bar diagram of different facets of Learning Style Inventory of the school-going adolescents, considering both maleand female as a whole.

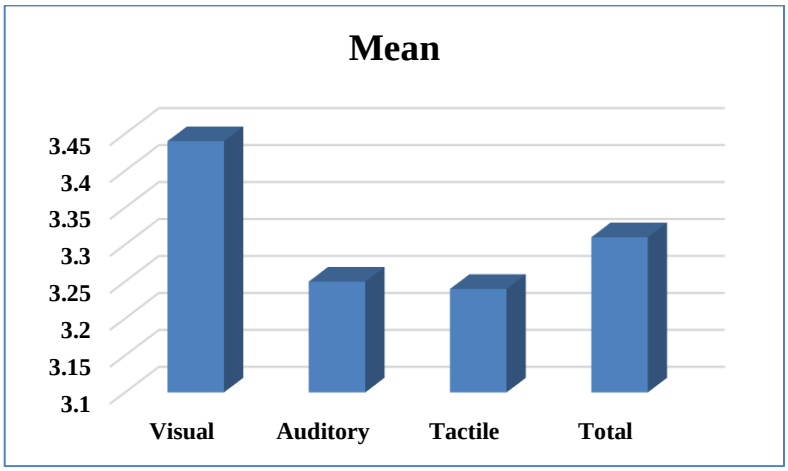

Figure-5.1.1.1(b): Bar Diagram of Different Facets of Learning Style Inventory of the School-going Adolescents, Considering both Male and Female as a Whole

5.1.2 Learning Style of the Male School-Going Adolescents

Here the results of descriptive analysis of the ***"Learning Style Inventory"*** Scores of the **male**school-going adolescents of PaschimMedinipur district are presented herewith in tabular formto test the following hypothesis –

Hypothesis-ii: The male School-Going adolescentshave high **Learning Style**.

Table-5.1.2 exhibits the descriptive statistics of ***"Learning Style Inventory"*** score of the school-going male adolescents.

Table-5.1.2: Descriptive Statistics of Learning Style Inventory Score of School-Going Male Adolescents

Learning Style	N	Range	Min.	Max.	Mean	Std. Deviation	Remarks
Visual	196	3.50	1.50	5.00	3.31	0.67	**High**
Auditory	196	3.50	1.50	5.00	3.23	0.63	**High**
Tactile	196	3.00	1.75	4.75	3.26	0.59	**High**
Learning Style in Totality	**196**	**2.83**	**1.83**	**4.67**	**3.27**	**0.45**	**High**

Table-5.1.2 presents the descriptive statistics of ***"Learning Style Inventory"*** Score obtained by the male school-going adolescents in the present study. In case of **Visual Learning Style**of school-going adolescents the "minimum" of the scores was 1.50 and the "maximum" of the scores was 5.00 and the range was 3.50; the "mean" and "standard deviation" of the said distribution were 3.31 and 0.67 respectively. In case of **Auditory Learning Style**of school-going adolescents the "minimum" of the scores was 1.50 and the "maximum" of the scores was 5.00 and the range was 3.50; the "mean" and "standard deviation" of the said distribution were 3.23 and 0.63 respectively. In case of **Tactile Learning Style**of school-going adolescents the "minimum" of the scores was 1.75 and the "maximum" of the scores was 4.75 and the range was 3.00; the "mean" and "standard deviation" of the said distribution were 3.26 and 0.59 respectively. And in case of **Learning Stylein Totality**of school-going adolescents the "minimum" of the scores was 1.83 and the "maximum" of the scores was 4.67 and the range was 2.83; the "mean" and "standard deviation" of the said distribution were 3.27 and 0.45 respectively.
Figure-5.1.2(a) depicts the histogram with normal curve of **Learning Style Inventory (LSI) Scores** of the school-going male adolescents. By visually examining we come to know that the said distribution was about to normal**(Fein, Gilmour, Machin and Hendry, 2022)**.

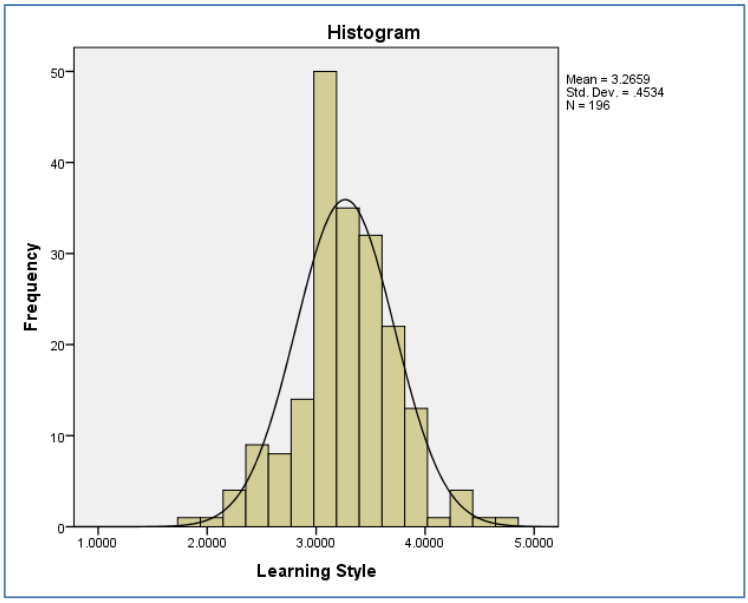

Figure-5.1.1.1(a): Histogram with normal curve of Learning Style Inventory Scores of the Male School-Going Adolescents

Figure-5.1.1.2(b) depicts the bar diagram of different facets of Learning Style Inventory of the Male school-going adolescents.

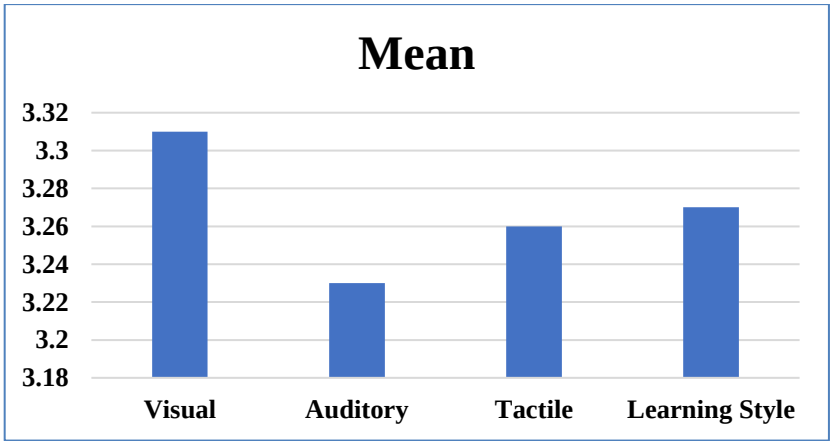

Figure-5.1.1.2(b): Bar Diagram of Different Facets of Learning Style Inventory of the Male School-Going Adolescents

5.1.1.3 Learning Style of the Female School-Going Adolescents

Here the results of descriptive analysis of the**"Learning Style Inventory"** Scores of the **female**school-going adolescents of PaschimMedinipur district are presented herewith in tabular formto test the following hypothesis –

Hypothesis-iii: The female School-Going adolescentshave high **Learning Style.**
Table-5.1.3 exhibits the descriptive statistics of ***"Learning Style Inventory"*** score of the school-going female adolescents.

Table-5.1.3: Descriptive Statistics of Learning Style Inventory Score of Female School-Going Adolescents

Learning Style	N	Range	Min.	Max.	Mean	Std. Deviation	Remarks
Visual	334	3.25	1.75	5.00	3.51	0.67	**High**
Auditory	334	3.25	1.50	4.75	3.27	0.61	**High**
Tactile	334	3.25	1.50	4.75	3.22	0.57	**High**
Learning Style in Totality	**334**	**2.75**	**1.92**	**4.67**	**3.33**	**0.44**	**High**

Table-5.1.3 presents the descriptive statistics of ***"Learning Style Inventory"*** Score obtained by the female school-going adolescents in the present study. In case of **Visual Learning Style**of school-going adolescents the "minimum" of the scores was 1.75 and the "maximum" of the scores was 5.00 and the range was 3.25; the "mean" and "standard deviation" of the said distribution were 3.51 and 0.67 respectively. In case of **Auditory Learning Style**of school-going adolescents the "minimum" of the scores was 1.50 and the "maximum" of the scores was 4.75 and the range was 3.25; the "mean" and "standard deviation" of the said distribution were 3.27 and 0.61 respectively. In case of **Tactile Learning Style**of school-going adolescents the "minimum" of the scores was 1.50 and the "maximum" of the scores was 4.75 and the range was 3.25; the "mean" and "standard deviation" of the said distribution were 3.22 and 0.57 respectively. And in case of **Learning Stylein Totality** of school-going adolescents the "minimum" of the scores was 1.92 and the "maximum" of the scores was 4.67 and the range was 2.75; the "mean" and "standard deviation" of the said distribution were 3.33 and 0.44 respectively.
Figure-5.1.1.3(a) depicts the histogram with normal curve of **Learning Style Inventory (LSI) Scores** of the school-going male adolescents. By visually examining we come to know that the said distribution was about to normal**(Fein, Gilmour, Machin and Hendry, 2022)**.

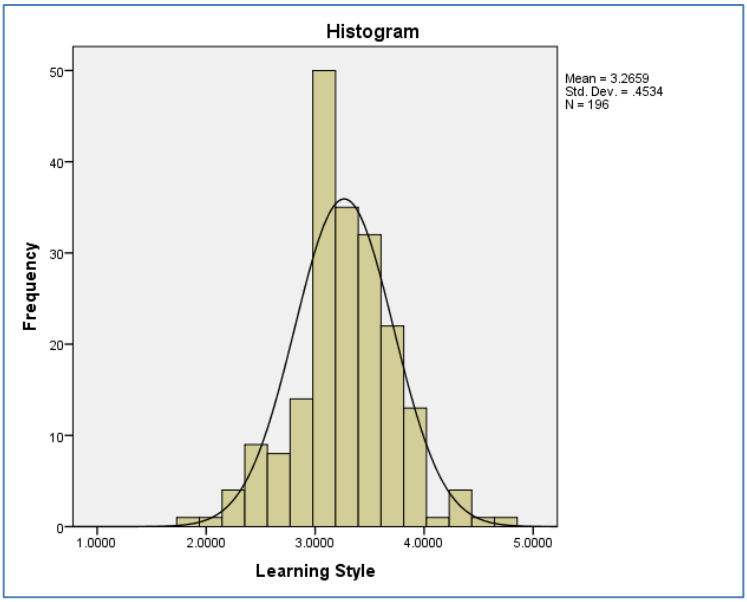

Figure-5.1.3(a): Histogram with normal curve of Learning Style Inventory Scores of the Female School-Going Adolescents

Figure-5.1.3(b) depicts the bar diagram of different facets of **Learning Style Inventory** of the female school-going adolescents.

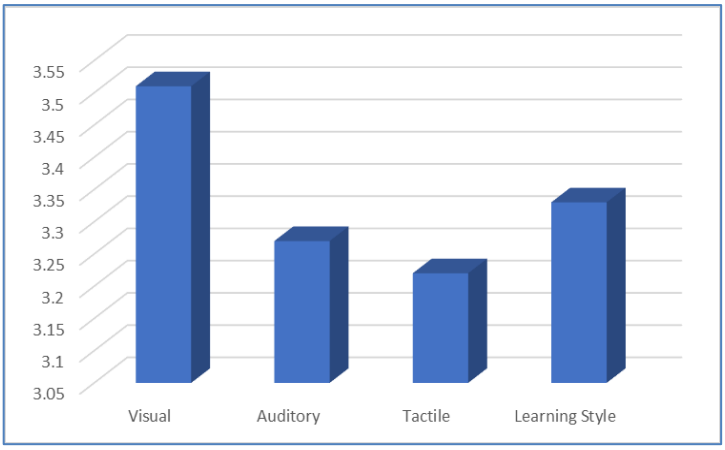

Figure-5.1.1.3(b): Bar Diagram of Different Facets of Learning Style Inventory of the Female School-Going Adolescents

5.2 Gender Wise Comparative Analysis

Here the results of **Gender Wise Comparative Analysis** of the ***"Learning Style Inventory"*** Scores of the school-going adolescents of PaschimMedinipur district are presented herewith in tabular form to test the following hypothesis –

Hypothesis-ii: The male and female school-Going adolescents do not differ with respect to their**Learning Style.**

Table-5.2: Group Statistics of Learning Style Scale Scores of Male and Female School-Going Adolescents

Learning Style	Gender	N	Mean	Std. Deviation	Remark
Visual	Male	196	3.31	0.67	**High**
	Female	334	3.51	0.67	**High**
Auditory	Male	196	3.23	0.63	**High**
	Female	334	3.27	0.61	**High**
Tactile	Male	196	3.26	0.59	**High**
	Female	334	3.22	0.57	**High**
Learning Style in Totality	**Male**	**196**	**3.27**	**0.45**	**High**
	Female	**334**	**3.33**	**0.44**	**High**

Table-5.2 exhibits the group statistics of "**Learning Style***"* scores of male and female teachers. In all type of learning style, the adolescence irrespective of gender expressed high scores.

Figure-5.2(a) exhibits the group statistics of "**Learning Style***"* scores of male and female school-going adolescents

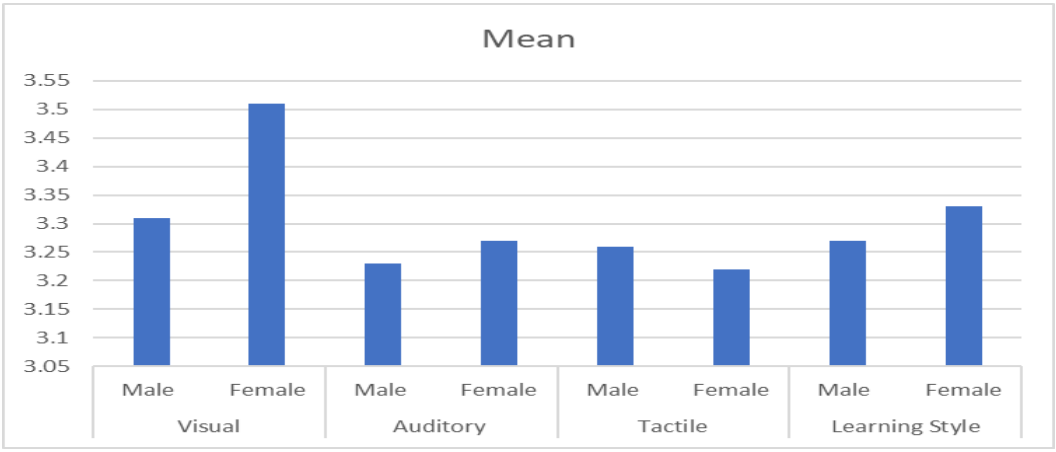

Figure-5.2(a): Bar Diagram of Means of Different Subscales of "Learning Style" Scale Scores Male and Female School-Going Adolescents

Table-5.2(b): Results of Independent Samples Test of Gender Wise Comparison of Means of Learning Style Scale Scores of the School-Going Adolescents

Different Facets of Learning Style		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Visual	Equal variances assumed	0.03	0.85	-3.36	528.00	0.00
	Equal variances not assumed			-3.37	409.22	0.00
Auditory	Equal variances assumed	0.11	0.74	-0.68	528.00	0.49
	Equal variances not assumed			-0.68	397.93	0.50
Tactile	Equal variances assumed	0.01	0.92	0.66	528.00	0.51
	Equal variances not assumed			0.66	401.28	0.51
Learning Style in Totality	Equal variances assumed	0.00	0.98	-1.71	528.00	0.09
	Equal variances not assumed			-1.69	399.51	0.09

From table-5.2(b) it is transparent that the two groups (**male** and **female**) differed (statistically) significantly in **Visual Learning Style**of the school-going adolescents. In all other cases there wasno**gender difference**observed.

6. Discussion

From the results of the table-5.1.1, 5.1.2 and 5.1.3it is clear that on an average the school-going adolescents of both the genders (male and female) as a whole, male and female separately exhibited high**Learning Style**.
Hence the hypothesis-i, ii & iii wereaccepted.
From the results of the table-5.2(a) and 5.2(b) it is clear that the two groups male and female differed(statistically) significantly in relation to **Learning Style**. So, in question of learning style of school-going adolescents there was significant gender difference found in **Visual Learning Style** but in all other cases, no gender difference was observed. So, the **hypothesis-(iv) was rejected.**

7. Conclusion

Based on the results and the subsequent discussion of the **Descriptive Presentation** of the present study, it might be concluded that on average the school-going adolescents in Paschim Medinipur district,exhibited**high Learning Style**, in its different facetssuch as **Audio, Visual, Tactile** and also **Learning Style(in totality)**.
Based on the results and the subsequent discussion of the **Gender-wise Comparative Analysis**of the present study,it might be concluded that both male and female school-going adolescents scored **high** on the different facets of **Learning Style Inventory (i.e., Audio, Visual and Tactile)**and also **in totality.**However, there were statistically significant differences was observed between the two groups of gender (male and female)of school going-adolescents in **Visual Learning Style,**but in all other cases, no gender difference was observed. Also, it was found that female school-going adolescents have higher **Visual Learning Style** than their male counterpart.

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