Chapter – III

Problem and Objectives
PROBLEM AND OBJECTIVES

Chapter I highlighted the theoretical background about the development of interest in learning styles and about the various types of learning styles. The research in this area is quite old and dates back to early 1960’s. The literature reviewed in the 2nd chapter clearly indicates that the learning style has been a major focus and researchers have been actively engaged in investigating the relationship between learning styles and various task performances (Schmann, 1990; Rawal and Willson, 2005). However, each learner has a distinct learning style that influences the performance, understanding, and even social behaviour. Different type of persons adopt different approach to acquire and integrate information. These learning styles can be implicated in the field of research and education. These can be also helpful for the students.

Feldman, Levine, Melvin and Fenton (1986) suggested that the children with school dysfunction typically do limited planning and fail to use potentially beneficial mediational strategies on cognitive tasks. Learning styles have been shown to be correlated with even burnout (Meir and Schmeck, 1985). Learning style has also been shown to be related with the choice of subjects like science and maths (Carlson, Gruenewald,
Nyberg, 1980; Davis, 1986). Therefore, the learning styles have a wide implication in our day-to-day life and the area is worth exploring further.

Although it is certain that learning styles do influence the performance on a variety of tasks, yet the universally accepted generalizations do not seem to exist in this area. Memory is an important variable having implications for all sects of human beings—working—non-working, young-old, having high or poor I.Q and the like. Only two or three studies indicate existence of some relationship between learning styles and memory (Walker, O'Leary, Micheal, Chaney and Fauria, 1979; Schumann, 1990; and Rawal and Willson, 2005). Only one study has been found to investigate the relationship between the cue retrieval and the cognitive style. (Emmett, Clifford and Gwyer, 2003). Thus, the research in learning styles and memory is highly sparse, whereas the reviewed literature encourages to hypothesize that some relationship may exist between learning style and memory.

Since there seems to be no any consistency in the performance variables chosen by various researchers, it seems best to start with the basic tasks of verbal memory. Therefore, the following Problem was formulated.
PROBLEM

"To study the effect of learning styles and retrieval facilitation on verbal memory".

OBJECTIVES

The following objectives were formulated:

1. To investigate and compare the performance of four types of learners on acquisition of given verbal learning tasks.

2. To investigate and compare the performance of four types of learners on retention of given verbal learning tasks.

Both of the objectives to be investigated from the following viewpoint.

(i) To find out whether the 4 types of learners differ from each other regarding their performance on the given tasks (i.e., between learning type).

(ii) To find out if any one type of learners differ in performance on different tasks (i.e. within learning type differences).

3. To find out if there is any significant effect of learning style in performance of males and females on different tasks.