CHAPTER – I
INTRODUCTION

‘Physical Education’ is a vides term which has its own significance, and occupies a vast area for study. It is not only just confined to the sports and physical exercises but also it plays a vital role in every human being’s life. It is a kind of education through which every human inculcates the right attitude and perspective for living a healthy life. Sports and physical exercises are inseparable part of physical education, and these have their own importance in this kind of education.

In this regard the researcher has made an effort due to which the performance of a player could be improved on the basis of prior knowledge about his personality, behaviour and learning. It is first study of its own kind in which researcher explores the new methods to achieve good results from a player after understanding him.

The responses of every individual, whether he is human being or animal, to different stimuli which present in the environment is called that individual’s behaviour. Crow and crow (1963) stated that “learning involves change. It is concerned with his acquisition of habits, knowledge and attitudes. It enables the individual to make both personal and social adjustments. Since the concept of change is inherent in the concept of learning, any change in behaviour implies that learning is taking place or has taken place” Similarly, Srivastava (1972) viewed that learning means improvement and modification of behaviour.

Learning is an important process in human behaviour. It pervades everything one thinks and does. Learning is the modification of individual’s previously acquired storage of information as well as his perceptive structure. The work of Ausubel (1968), Bruner (1960), Dienes (1971) and piaget (1969) is highlighted that learners interact actively with the environment and construct meaning form their experience. Learning is reflected in a change in behaviours as a result of experience (Haggard, 1963). Sports psychology since its beginning has been engaged in investigating human learning and sports psychologists point out that learning is an individual personal matter. Often, it seems that a wide range of
individual differences exist at any given age level of sports men. It has been observed that the sports men vary not only in what they learn, their ability to learn and their level of achievement but also in the ways how they learn.

Cognitive-styles, in actual sense, broad personal-styles are characterised as self-consistent modes of functioning reflected in the individual’s perceptual, intellectual, personality and social behaviour (Rai and Prakash, 1989). Gibson (1976) believed that cognitive style and learning style are synonymous and defined learning style, “as the different ways in which people process information in the course of learning”. In their researches Dunn and Price (1979) and Keefe (1979) and often used cognitive style and learning style interchangeably and they considered learning style as a broader construct. In this process the research scholar has used the cognitive style and learning style interchangeably in this thesis.

The Journal of Physical Education Psychology gives an operational defines of ‘learning style’ “An attribute of an individual which interacts with instructional circumstances in such a way as to produce differential learning achievement, as a function of their circumstances”. Through the definition it clears that learning style is a way in which a learner approaches a problem or deals with learning situations. Dunn (1983) stated that, “learning style” is an approach used by individuals to absorb, retain and process new information. Agarwal (1980) defines learning style, “as sum total of physical, social, emotional and environmental elements which affect and help an individual in the course of learning”. Keefe and Monk (1986) hold that learning style are the characteristic cognitive affective and psychological behaviours that serve as relatively stable indicators of how learner perceive, interact with and respond to the learning environment.

Dr. Verma (1994) classified the various definitions of learning styles into three broad categories –

Learning styles in terms of cognitive processes.

Learning styles in terms of characteristic learning behaviour patterns, and

Learning styles in terms of both cognitive process and learner behaviours.
Although, there may be a number of combinations of the factors for different persons but there will always be unique learning style of every individual.

According to Verma (1988), “though, various sports psychologists have defined the term ‘learning style’ in their own manner, nevertheless, all agree that it refers to individual characteristic pattern of learning behaviour which is pervasive and consistent in nature.”

In simplest words, an individual’s learning style is the special way of learning through which he learns best. Keefe (1979) view on learning, “learning style diagnosis, as the most powerful leverage yet available to educators to analyse, motivate and assist students in schools.”

**TYPES OF LEARNING STYLES**

Learning is dynamic and inter-active process in which the role and experience of the players are vital components. These pervasive and stylistics patterns of the plyers’ learning experience are known as “learning styles”.

According to Reissman (1966), visual, aural and physical are three basic learning styles. But, Shumsky (1968), has observed four learning styles, - Tempo in learning, Independence in work; Attentiveness, and reactions to new situations, Biehler (1974) has identified the following learning styles–

Impulsive, Reflective; Short – attention span; Long attention span; Convergent production; Divergent production; Resistance to change, and Flexible. D.A. Kolb (1976) provided the four categories of learning styles - Diverger, Assimilator, Converger and Accommodator. Schmec, Ribich and Ramanaiah (1977) developed the inventory of learning process with the following dimensions – Deep processing, Elaborative Processing, Elaborative Processing, Fact Retention, Methodical Study, Holist and Serialist. Laycock (1978) has identified six most common learning styles as–

Modality Preference, Attention Control, Reflection – Impassivity, levels of processing, Reinforcement, and Grouping Preferences.

Grasha – Riechmann (1979) identified six types of learning styles – Independent, Dependent, Collaborative, Competitive, Participant, and Avoidant.
Dr. Agarwal (1983) studied the complete literature, which is based on learning styles, and noticed that several of learning styles are repetitive with the same names or synonym names. He had identified the following learning style through his study –

Flexible Vs Non-flexible, Individualistic Vs. Non – individualistic; Visual Vs Aural; Field impendent; Short attention-span Vs. Long attention-span; Motivation Entered Vs motivation non-Cantered; and Environment - oriented Vs Environmental-free.

Further, Dr. C. Jangaiah (1977) studied the learning style variables in his Inventory as – Field – independent Vs. Field-dependent, Reflective Vs Impulsive, Convergent Vs. Divergent, Levelling Vs. Sharpening, Verbalisers Vs Visualisers, Serialise Vs. Holist, Confident Vs. Cautious, Conceptual style, Category width and Cognitive complexity.

Many scholars and investigators find that Dr. Agrawal (1983) has very much categorised the various learning style in this learning style Inventory.

**LEARNING STYLE PREFERENCES AND ADJUSTMENT**

Normally, the efficiency of an individual in any work is the result of his adjustment to the work – situation. Adjustment is one of the important variables that affect human-behaviour. Behaviour is a difference between well-adjusted person and poorly adjusted person.

Adjustment is a process which moulds an individual’s behaviour by finding and adapting modes that are suitable for his environment and help him to change his environment. An adjusted sports student takes active part in the class room situation and shows a balanced behaviour and as such his learning – style preferences might be affected by his adjustment status. Keeping in mind this point the research scholar decided to explore the possible relationship of students’ adjustment status with their learning style preferences in the present work.

**LEARNING STYLES PREFERENCES AND PERSONALITY TYPE**

On the basis of characterization, Jung (1925) has classified personality into two types; extroverts and introverts. The person taking more interest in others and has an attitude to face outer world is called as extrovert. Introvert, on the other hand, means the person with mental tendencies directed inwards to him and has an attitude to face the inner world. In the
general way an individual may have either extroversion or introversion type of personality. Kogan (176) stated that there are individual differences in styles of perceiving, thinking and judging, and these variations appear to be associated, though least, with dimensions of one’s personality.

Under this presumption, the present work has been designed to test the form of linkage between the players’ learning style preference and personality type. Thus, present investigator put a question before him, “whether one’s learning style preferences has any type of relationship (association) with this adjustment-status and extroversion/ introversion personality type?” But its answer needed an empirical validation. In this context, the present research study was designed and carried out which could more clearly be expressed by the following paradigm-

![Diagram]

**ORIGIN OF THE STUDY**

It is accepted by everyone that a child enters the school to adopt the desirable behaviour. And his desirable behaviour is change by his learning process. The variations in his degree of learning appear in the form of variations in his performance than to his other team mates. It can be observed in the practice session situation that though a trainer trains the whole team mates in the same manner yet the trainer finds that few of them become able to perform their skill and solve certain problems while the others can not up to the same extent. It explicates that there exist individual variations with regard to their study of perceiving, span of attention, capacity for acquiring, synthesising, organizing and processing the information in the form of content presented before them by the trainer. It may also be caused owing toothier varied skill learning potentiality.
It is our common experience that every player tries to have adjustment properly with his various camps environment to which extent he finds possible yet there remain variations on players adjustment status owing to few factors prevailing in the various camps situations. It makes affect on pupils learning process and on their learning style preference. Since, One’s adjustment variable affects to his personality traits certainly may be up to some extent, so the investigator though that there might be some type of association between players’ learning style preferences and their personality type. As such, the investigator decided to design the present study to examine the learning style preferences of the pupils in the context of their adjustment status and their extroversions/ introversion type of personality.

Intermediate education is the important ladder of our nation’s education and the intermediate sports players can play a vital role for making the nation’s future in the field of sports. A good sports person’s personality is the responsible for making a healthy environment of a society. Sports are necessary part of students’ curriculum because it moulds students’ simple personality into the most adjusted personality. Keeping this view in mind the scholar wants to explore the hidden perspective of intermediate-sports players including trainers for a beneficial teaching-learning programme. So, the present study was proposed and conducted on the intermediate-sports players. Further, in Uttrakhand, the district of Tehri Garhwal is considered as one of the biggest and most historical district and as such, the proposed study was conducted on the population of intermediate-sports players studying in Tehri Garhwal district.

STATEMENT OF THE PROBLEM

The present study was dealt with to study the learning style preferences of Intermediate sports students in the context of their adjustment status and extroversion/introversion type of personality.
OBJECTIVES OF THE STUDY

The study was conducted to fulfil the following objectives –

(i) to know the various learning style preferences of intermediate players.

(ii) to compare the learning style preferences of male and female players.

(iii) to compare the learning style of better and poorly home adjusted players.

(iv) to compare the learning style of better and poorly socially adjusted players.

(v) to compare the learning style of better and poorly health and emotionally adjusted players.

(vi) to compare the learning style of better and poorly various training camps.

(vii) to compare the learning style of extrovert and introvert players.

HYPOTHESES

The following hypotheses are examined in the study –

(i) The importance of research work significant differences between the leaning style preferences of male and female players.

(ii) The importance of research work differences between the learning style of better and poorly home adjusted players.

(iii) The importance of the research work significant difference does not exist between better and poorly emotionally adjusted players on their learning styles preferences.

(iv) The importance of research work significantly difference between better and poorly adjusted various training camps on their learning styles preferences.

(v) The importance of research work significantly difference between extrovert and introvert players on their learning styles preferences.
DELIMITATION OF THE STUDY

The present study was delimited to the class XII players studying in the Inter colleges of district Tehri of Garhwal Region in the state of Uttarakhand. The researcher has opted only those Class XII players who participated at least one game in the state level sports tournament.

OPERATIONAL DEFINITION OF THE TERMS USED IN THE STUDY

Learning styles: Learning style is a way in which a trainer approaches a problem or deals with training situations. It is an approach used by individuals to absorb, retain and process new in formations. The present study based on class XII sports’ students and their learning styles was assessed in terms of their seven preferences as has been described in the “Learning style Inventory” of Dr. S.C. Agarwal (1983): Flexible/Non-flexible; Individualistic/Non-individualistic; Visual/Aural’ Field – Dependent/Field independent; Short attention span/Long attention span, Motivation- centred/ Motivation non-centred and Environment oriented/ Environment free. One’s score on every option denotes one’s that learning style preference. Here is the need to describe these learning styles respectively: -

FLEXIBLE VS NON-Flexible LEARNING STYLE

There are some players who follow the instructions or approaches of their trainers and coaches as suggested by them in the practice session and tournaments. They do not want to ignore the guidelines provided to them. They are rigid in their approach and are satisfied with what their sports’ teachers instruct them. They are not eager to consult other methods for solving the problems except what is instruct to them and, as well as, they do not consult the other methods with same zeal and spirit. They believe in traditional solutions of a learning problem in lieu of new technical solution. Such students have been characterized as having Non flexible learning style. On the other hand flexible learning style covers such type of students who act and react to a learning situation after a lot of relevant and productive thinking. They do not follow their trainers blindly and try to go through other methods for further learning and enjoy discussion with their trainers and coaches.
Thus, in the present study Flexible Vs non–flexible learning style has been defined as students who are not satisfied with the traditionally accepted solution to a learning problem and always try to arrive at unique response and solutions have, been identified as having Flexible learning style. Student’s who are satisfied with traditionally accepted responses to a learning situation have been characterized as having Non–flexible learning style.

**INDIVIDUALISTIC VS NON INDIVIDUALISTIC LEARNING STYLE**

In a tournament a trainer may want to know how players differ in their ability to skill independently, who are the players who can skill with a minimum of adult direction and prodding? Who are those who need quite a bit of help at the initial stage of a given task and can later proceed on their own? Thus, in the present work, players who enjoy working at their own on some given task, have been named as having Individualistic learning style. On the other hand, players who prefer carrying out any given task within a team have been characterised as having Non-individualistic learning style.

**VISUAL VS AURAL LEARNING STYLE**

This learning style has been taken to refer to an ability to learn and retain information more effectively when certain channels of communications are employed. Players differ with respect to how much they rely on ‘eyes’ or ‘ears for learning. Players, who prefer those subjects in which some type of visual aids, are used and they have to perform something, are named as having Visual learning style. And the players who remember best only when they them selves speak it or hear it from someone are characterised as having Aural learning style. The Visual learning sports’ students can learn more readily form word symbols that are printed or written and the Aural learning sports’ students do better when they hear the human voice directly or indirectly.

**FIELD-DEPENDENT VS FIELD–INDEPENDENT LEARNING STYLE**

Generally Players’ learning is influenced by the structurization of learning situations. This type of learning is called Field – dependent. But there are some players who grow in their learning at their own without caring for the structurization of learning tasks provided to them. This type of learning is called Field independent.

**SHORT-ATTENTION SPAN VS LONG-ATTENTION SPAN LEARNING STYLE**
When a task is given to complete, some players’ work until it is completed. They can give continuous or long sitting without getting bored or without taking some type of rest in between. Such players have been characterized as having Long attention span learning styles. Other players who experience difficulty in concentrating for a long time during the learning, they loss interest become irritated and get involved in social activities rather than completing their learning tasks named as Short attention span.

Players who are not able to concentrate on some learning skill task for a longer period of time and may need some type of rest to continue work on that learning skill tasks, have been characterized as having Short – attention span learning style. Similarly players’ who can give long continuous sitting for doing some learning task without having any intake or without performing any other activity in between have been named as having Long-attention span learning style.

**MOTIVATION-CENTERED VS MOTIVATION-NON CENTERED LEARNING STYLE**

Motivation is a very important factor to strengthen or maintain individual behaviour for achieving game’s achieving objective. It also accelerates the process of players are differ to each other and every players require different type of amount, frequency and kind of motivation learning. Some players have an inner drive for learning but Motivation centred players are eager to learn they should be told exactly what they are require to do, what resources are available to them, how to get help if they need, it, and how they will be expected to demonstrate that they have learned what they were assigned.

In the present work this style has been described as, players who are eager to learn more and more, are enthusiastic about exploiting the learning skill situations, are more conscious about demonstrating their best to get high grade, praise etc. for their performance, have been characterized as having Motivation-centred learning Style. On contrary to it, those have been taken Motivation – non centred learning style. The players with Motivation – non centred learning styles often, do not work hard and blame others for their failure and always feel disappointed.
**ADJUSTMENT:** - Adjustment is a process by which an organism attempts to meet the demands placed upon it by its own nature and by its environment (Coleman, 1965). It is the capacity and efficiency of an individual to resolve the conflicts arising before him. In the present work one’s adjustment Inventory of Dr. V.K. Mittal (1965). One’s high scores on this inventory denote his adjustment status. The middle one is treated as of normal adjustment status.

**EXTRVERSION – INTROVERSION:** The individual having an attitude to face outer world is termed as extrovert, whereas, the person having an attitude to face the inner-world and who is directed to himself is termed as introvert. In the present work individuals were classified as the extrovert or the introvert on the basis of their scores obtained on “Extroversion- Introversion Inventory” of Aziza and Agnihotri (1991).

**JUSTIFICATION OF THE STUDY:**

Although, learning is regarded as the multi-channel activity in modern perspective but players learn by the four channels-

- Learning from the trainers,
- Learning from the peers,
- Learning through creativity and intuition, and
- Experimental learning

Each of the four channels implies a set of learning skills. The path ways of learning adopted by players give the learning outcomes for him, and these path ways of learning may be called as the learning styles to be used in any of the channel of learning. It is an important for a trainers and coaches to recognize every player’s diversity in respect to their learning style preferences because every player learning style preferences differ to other player. As such, the researcher found this area of research to be worth interesting and challenging and he finally selected the present research – study.

It is hoped that the researcher will though the findings of the present study, be able to put a clear picture before the trainers and coaches about the various learning style preferences adopted by the intermediate players, in general. This may encourage the trainers and
coaches to guide the players, properly, to adopt a suitable learning style as per the practice and tournament situations. The outcomes of the present study may motivate the trainers and coaches to identify the most and the least preferred leaning styles of the intermediate players. It is hoped the result of the study will be helpful in encouraging the players for their better adjustment status which, ultimately, make affect one their appropriate learning style preferences.

The findings of the present research work will be helpful in encouraging the trainers and coaches to analyse their players’ learning style preferences and in paying their attention one the association of players learning style preferences with their better adjustment status and extroversion/introversion personality type.

The conclusions of the study will be open the new fields of research to the future researchers, sports psychologists, coaches and trainers interested in this field of research to generalize the findings and they should find the ways and means towards better preference to learning styles, leading to players better performance in the games and sports. Hence, from above various point of view the present research work appears to be significant and is worthful for an in–depth investigation.
REFERENCES

BOOKS


