

LEARNING STYLES ADOPTED BY BACHELOR LEVEL STUDENTS

A Thesis Submitted to the Department of English Education
In Partial Fulfilment for the Master of Education in English

Submitted by
Manoj Bahadur Bohara

1562

Manoj Bahadur Bohara, 2013

Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu, Nepal

2013

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2013**

**T.U. Regd.: 9-2-60-68-2005
Campus Roll No.: 817/2065
Second Year Exam Roll No.: 280575/067**

**Date of Approval of the
Thesis Proposal: 2069/06/19
Date of Submission: 2070/02/24**

DECLARATION

I hereby declare that to the best of my knowledge this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date : 2070/02/23

.....
Manoj Bahadur Bohara

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Manoj Bahadur Bohara** has prepared this thesis entitled “**Learning Styles Adopted by Bachelor Level Students**” under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 2070/02/24

.....
Ms. Hima Rawal (Supervisor)
Lecturer
Department of English Education
Faculty of Education,
T.U., Kirtipur, Kathmandu, Nepal

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation from the following **Research Guidance Committee:**

Signature

Dr. Anjana Bhattarai

.....

Reader and Head

Chairperson

Department of English Education

T U, Kirtipur.

Dr. Tara Datta Bhatta

.....

Professor

Member

Department of English Education

T U, Kirtipur.

Ms. Hima Rawal (Supervisor)

.....

Lecturer

Member

Department of English Education

T U, Kirtipur

Date: 2070/..../....

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following thesis

Evaluation and Approval Committee:

Signature

Dr. Anjana Bhattarai

Reader and Head

Department of English Education

T U, Kirtipur.

.....

Chairperson

Dr. Chandreshwar Mishra

Professor

Department of English Education

Chairperson

English and Other Foreign Languages

Education Subject Committee

T U, Kirtipur.

.....

Member

Ms Hima Rawal (Supervisor)

Lecturer

Department of English Education

T U, Kirtipur

.....

Member

Date: - 2013-06-13

DEDICATION

***DEDICATED
TO MY PARENTS
AND TO MY BROTHER
WITHOUT WHOSE CARE AND INSPIRATION
I WOULD NOT HAVE BEEN ABLE TO MEET
THIS POSITION***

ACKNOWLEDGEMENTS

I would like to express my sincere gratitude and deep reverence to all the persons who directly or indirectly helped me in the accomplishment of my research work. First of all, I want to express my sincere gratitude and owe a great debt to my Guruma, **Ms. Hima Rawal**, Lecturer, Department of English Education who consistently provided invaluable advice constructive suggestions, feedback and support for the completion of this study as the thesis supervisor.

I am equally grateful to my respectable Guruma, **Dr. Anjana Bhattarai** Head, Department of English Education for her inspiration and guidance and providing theoretical knowledge on thesis writing without which the present work would not have been possible. I am extremely grateful and owe a great debt to **Dr. Chandreshwar Mishra**, Professor, Department of English Education and Chairperson, English and other Foreign Languages Education Subject Committee. Similarly, I am also extremely grateful and very much indebted and offer my sincere thanks to **Dr. Tara Datta Bhatta**, Professor, Department of English Education.

In the similar vein, I am very much indebted and offer my sincere thank to all the Gurus and Gurumas in the Department; especially, **Prof. Dr. Jai Raj Awasthi, Prof. Dr. Gobinda Raj Bhattarai, Prof. Dr. Tirth Raj Khaniya, Prof. Dr. Anju Giri, Dr. Tapasi Bhattacharya, Mr. V.S. Rai, Prof. Dr. L.B. Maharjan, Dr. B.M. Bhandari, Mr. Raj Narayan Yadav, Mr. Bhesh Raj Pokharel, Mr. Prem Phyak, Ms. Saraswati Dawadi, and Ms. Madhu Neupane**. Similarly, **Ms. Madhavi Khanal**, the Librarian, Department of English Education deserves my sincere thank for helping me by providing the relevant books needed during this work and other technical support.

Likewise, my special thanks and reverence go to my family members especially, my parents, my brother, **Mr. C.B. Bohara** and sisters for their support and inspirations.

I feel pleasure to express thank to my colleagues **Deepek Bohara, Keshab Singh, Keshab Chand, Puskar Raj Joshi** and **Hembabu Lekhak** for their help in this study. I am also thankful to all the B.Ed. students of Dadeldhura Education Campus, Dadeldhura, especially **Radhika Air** for her kind help during data collection and I am very thankful to my friends, **Kamal Rawal, Amar Saud** and others.

I am very thankful to **Hamro Communication & Stationery**, Bhajangal, Kirtipur, Kathmandu for neat and clean typing and fine printing.

Last but not the least, the credit goes to all the **authors** and **researchers** whose ideas are cited and adopted in my thesis.

Date: 2070/02/29

Manoj Bahadur Bohara

ABSTRACT

The current study was on “**Learning Styles Adopted by Bachelor Level Students**”. The study basically aimed to find out the learning styles, namely perceptual styles, field independent, field dependent, deductive and inductive learning styles used by the Bachelor level students. Besides, other aims were to find out the most frequently and least frequently used styles among those categories and to provide some pedagogical implications. For the purpose, sixty B.Ed. students were selected from Dadeldhura Education Campus, Dadeldhura through quota non-random sampling procedure. The questionnaire was used as a tool to collect the data from the primary source. The data were analyzed using simple statistical tools, namely frequency distribution, percentage and weighted mean. The findings drawn from the analysis and interpretation of the data showed that all the styles mentioned in the questionnaire were found to be used by the majority of the students with some variation in the degree of their use. Mostly, the visual learning styles were found to be the most dominant whereas the kinesthetic learning styles were found to be the least used styles.

The study is divided into four chapters. Chapter one includes introduction, general background, review of the related literature, objectives of the study, significance of the study and definitions of the specific terms used in the study. Chapter two incorporates methodology with sources of data collection, limitations of the study and procedures of data analysis. Chapter three is the analysis and interpretation of the data. It includes the analysis of perceptual, field independent, dependent and inductive deductive learning styles. Chapter four presents the findings and recommendations. References and appendices appear at the end part of the study.

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