



Exploring the Learning Styles of Students in Ethiopian Public and Private Schools and at University

Adamu A. Miharika¹ and Salomé Schulze²

***Department of Psychology of Education, University of South Africa, PO Box 392,
Pretoria 0003, South Africa
E-mail: schuls@unisa.ac.za***

KEYWORDS Active-reflective Learning Style. Sensing-intuitive Learning Style. Sequential-global Learning Style. Visual-verbal Learning Style

ABSTRACT Teaching in Ethiopia had to change from passive, teacher-centered instruction to active, student-centered methods while also considering the students' current learning style preferences. This study therefore aimed to determine the learning style inclinations of students in grade 10 and at university in terms of being balanced, moderate or strong on each of the four dimensions of the Felder-Silverman's Index of Learning Styles (ILS), namely active-reflective, sensing-intuitive, visual-verbal and sequential-global. A second aim was to investigate if the students had statistically significant preferences for certain learning styles over others if the four dimensions were compared simultaneously. To this end, the ILS questionnaire was implemented with 920 students in grade 10 public and private schools, and at second year university level. The results indicated preferences and significant differences between the groups. The study made recommendations for improved teaching, which are relevant to all developing countries.