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A Comprehensive Literature-Based Analysis of the Interconnection Between Learning Styles and Lifestyle Patterns: Educational Perspectives

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Abstract:

This paper reviews different studies to understand how a person's learning style is connected to their way of living (lifestyle), and how both together affect their learning and education. It looks at global theories as well as studies done in India to explain how things like family background, culture, financial status, access to technology, and daily habits affect the way people prefer to learn. The study finds that lifestyle factors—such as how time is managed, the environment at home, food habits, and social life—can influence whether someone learns better by seeing, hearing, reading/writing, or doing activity. A person's learning style can affect their daily lifestyle, especially how they study or use information.

The paper suggests that teachers, school leaders, and education planners should understand this connection. Instead of using the same teaching method for everyone, schools should use flexible and suitable methods for different learners. It also says that parents and communities should be more aware of this. Some useful steps include checking learning styles carefully, helping students understand how they learn, using low-cost technology, and creating learning spaces that suit different needs—according to the goals of the National Education Policy (NEP) 2020.

Keywords: Learning Styles, Lifestyle Patterns, Socio-Cultural Factors, Education, Educational Equity, NEP 2020, Literature Review.

Introduction:

India is a country with great diversity—people here come from different cultures, economic backgrounds, regions, and traditions. Because of this, our education system faces a big challenge: how to meet the different learning needs of such a wide variety of students. Most schools still follow the same syllabus and teaching methods for everyone. But now, there is growing awareness that every student learns differently. This is where the idea of learning styles becomes important.

Learning styles refer to the way a person best understands and remembers things. **"Learning styles are the complex ways in which individuals respond to and process what they learn."** (James and Gardner (1995), Fleming's VARK model (2001) defines four primary types of learning styles:

Visual (V) – learning through seeing

Auditory (A) – learning through hearing

Reading/Writing (R) – learning through reading and writing

Kinesthetic (K) – learning through doing and hands-on experience

Example: A kinesthetic learner might grasp science better through experiments rather than lectures. Well-known models like Visual, Auditory, Read/Write, Kinesthetic help in understanding how students prefer to learn.

At the same time, each student follows a different lifestyle—influenced by their home environment, financial condition (whether from a village or a city, rich or poor), cultural values, use of technology, food habits, sleep schedule, and free-time activities-world. **"A way of living based on identifiable patterns of behavior, which are determined by the interplay between an individual's personal characteristics, social interactions, and socioeconomic and environmental conditions."** (Health Organization (WHO, 1998) defines lifestyle) Example: Choosing a balanced diet, engaging in physical activity, avoiding smoking — all represent a healthy lifestyle. These lifestyle factors are not just background details; they directly affect how a student thinks, feels, and prepares for learning.

This paper highlights a deep connection between a student's learning style and their lifestyle pattern. This connection works both ways: a student's lifestyle can shape how they learn, and their learning style can also affect their daily habits—especially how they study and look for information. Understanding this relationship is very important if we want to create teaching methods that are fair, effective, and suitable for all types of learners in India. Through this detailed review of past research, the paper aims to explore this relationship and share useful suggestions for improving our education system.

Objectives:

- To carefully study and combine past research on how learning style models like VARK are connected with different types of lifestyles.
- To understand how common lifestyle factors in India—such as joint family living, differences between rural and urban areas, money-related challenges, cultural traditions, and uneven access to technology—affect the way students develop and use their learning styles.
- To look at how a student's main learning style also affects their study routine, how they manage time, and how they use learning materials, especially within the limits of their personal lifestyle.

- To find out how the connection between learning styles and lifestyle affects things like academic performance, interest in studies, motivation, and overall educational progress.

Research Methodology:

This study is based on a qualitative and descriptive research method, where no new data has been collected. The research is done by studying and analyzing already published books, research papers, and reports related to the topic. These materials were collected from online sources like Google Scholar, JSTOR, Research-gate, and library resources. Only those studies were included which are related to the topic, written by experts, and published in the last 10 to 15 years. Old or unrelated materials were not used. The collected literature was carefully studied to understand common ideas, different viewpoints, and gaps in previous research. Since no survey or interview was taken, there was no need for ethical approval, but proper credit has been given to all authors and sources used in the study.

Literature Review:

Saadi, R. A. (2014). explored the learning styles of 399 male and female students enrolled in preparatory schools in Saudi Arabia. The students were initially divided into two groups based on their approach to learning: those who adopted a multimodal style, using multiple methods to absorb information, and those who relied on a single learning style. A further classification was conducted using the VARK7G model, which categorized learners into seven distinct groups—visual, aural, read/write, kinesthetic, bimodal, trimodal, and quad modal learners. The analysis revealed a significant correlation between gender and the type of learning style (multimodal or single mode). However, when examined through the VARK7G framework, no notable relationship was found between gender and specific learning style preferences.

Viriya and Sapsirin (2014) studied how male and female students differ in the way they prefer to learn languages and the strategies they use for language learning. They used two tools: the Perceptual Learning Style Preference Questionnaire (PLSPQ) to understand students' learning style preferences, and the Strategy Inventory for Language Learning (SILL) version 7.0 by Oxford (1990) to examine their preferred learning strategies. The research was done with first-year university students from the Faculty of Information and Communication Technology in Thailand. The results showed that gender influenced students' learning styles, but it did not affect the strategies they used to learn languages.

Schwarzinger, S., et al. (2024) The concept of "lifestyle" in research can be understood through three key dimensions that reflect different types of research questions and academic approaches. The first dimension looks at whether lifestyle is treated as a cause or as an outcome, which is especially important from a methodological point of view. The second dimension considers the level of analysis, whether the study focuses on individuals (micro), groups or communities (meso), or larger societal trends (macro). The third dimension relates to the range of behaviors studied under lifestyle,

depending on how many different behavioral areas are included. Together, these three dimensions help explain the variety of ways in which lifestyle is studied, and all the research examined was organized based on this framework.

Hautekiet, P., Saenen, N.D., Martens, D.S. et al.(2020). In this large study, we found that a healthy lifestyle is linked to better mental health, overall well-being, and certain biological signs of healthy aging, such as longer telomere length (TL) and higher mitochondrial DNA content (mtDNAC). People experiencing suicidal thoughts or severe mental distress were found to have lower mtDNAC. These results suggest that promoting healthy lifestyle habits in everyday life could improve public health and help reduce the harmful effects of stress from the environment. However, more research—especially long-term and follow-up studies—is needed to confirm these findings and understand whether these lifestyle factors directly cause the observed effects.

Ali, M., & Chandio, A. R. (2022) Health means being free from illness and having a sound mind and body. A healthy lifestyle includes eating balanced food, regular exercise, avoiding stress, and staying away from harmful substances like tobacco and alcohol. In many areas, especially cities, healthy food is costly and less available, while unhealthy food is cheap and easily accessible. Overpopulation, urbanization, and low income affect food quality and access. Age, gender, and social support also influence health conditions. Clean water, fresh air, and health education are essential for well-being. With proper habits and awareness, many health issues can be prevented and a better lifestyle maintained.

Lifestyle Patterns in the Indian Context:

A student's way of living, or lifestyle, plays a big role in how they learn, especially in a country like India where situations vary a lot. A family's economic status affects how much support a student gets—like access to books, internet, private study space, and tuition classes. Children from low-income families often help with household work, leaving them with less time and energy to study. Family structure also matters—joint families may give emotional support but less privacy, while nuclear families offer focus but fewer elders to guide. Parents' involvement in a child's studies can also differ based on their parenting style. Where a student lives—city, village, or tribal area—makes a difference too. Cities usually have better schools, internet, and extracurricular options, while rural or tribal areas may offer learning from nature and culture, but struggle with poor facilities and little digital access. Cultural and religious practices influence how much importance is given to education, how children are taught, and even how time is divided between study and religious or family activities. Technology access is another major factor—many students in cities benefit from online learning, but a large number still don't have proper devices or internet, making it hard to study effectively. Lastly, students' daily habits, like sleep, food, and physical activity, strongly affect their memory, focus, and ability to learn. Poor sleep, junk food, or no exercise can lead to weak attention

and low performance in studies.

The Interconnection: How Lifestyle Shapes Learning Styles:

In India, students come from many different family backgrounds, and the way they live affect how they learn. For example, a child staying in a joint family in a small town may not get a peaceful place to study, but they receive care and emotional strength from elders and relatives. On the other hand, a student in a nuclear family in a city might have a quiet room and fast internet but may feel lonely or under pressure. These lifestyle conditions influence how students like to learn—some enjoy reading and writing quietly, while others learn better by doing activities, watching visuals, or listening to explanations.

Students from poor families often have to manage household work or part-time jobs, which leaves them with less time and energy for studies. Such children often learn by observing and doing practical things in real life. Meanwhile, students from financially strong families get better access to private coaching, books, and technology, which allows them to try different learning methods and find the one that works best for them.

Daily habits also matter a lot. If a student stays up late, eats unhealthy food, or spends too much time on phones, it can lower their focus and memory. This may lead them to adopt quick learning tricks instead of deep understanding. In rural areas, although internet is limited, children may learn more through nature, farming, and traditional practices.

To sum up, lifestyle and learning style are closely linked. A student's family setup, routine, eating habits, tech access, and emotional support all affect how they learn. If teachers and parents understand this link, they can support children in better ways. This also highlights the need for schools to use flexible teaching methods, so that every child, no matter where they come from, gets equal chances to learn and grow.

The Reciprocal Influence: How Learning Styles Shape Lifestyle Choices:

Learning styles are not only shaped by how students live but also affect how they manage their daily schedule, study habits, and use of time. For instance, a student who learns better by seeing things (visual learner) may spend more time watching videos or drawing diagrams to understand topics. Someone who prefers to learn by listening (auditory learner) might choose to hear lectures or educational audio during free time or while doing chores. Those who learn by doing (kinesthetic learners) usually prefer hands-on learning like experiments, role-play, or model-making. These learning choices guide how students plan their study time, what study methods they follow, and how they solve problems.

In the Indian context, where many students also help with household responsibilities, learning styles influence how they manage both study and personal life. A student who prefers reading and writing may keep their notes, flashcards, and journals ready to revise whenever they find time. In this

way, their learning style affects how they use technology, how they rest, and how they interact with others. Knowing this two-way relationship between lifestyle and learning style can help teachers, parents, and students make better study plans that suit individual needs.

Impact on Educational Outcomes:

Poor Academic Performance: Students may find it hard to understand lessons if they are not taught in the way they learn best. For example, a visual learner may struggle with text-heavy lessons.

Lack of Interest and Motivation: When students cannot connect with the teaching method, they may feel bored or frustrated, leading to low interest in studies.

Increased Stress and Anxiety: Constant struggle to keep up with lessons can make students feel nervous, stressed, or even helpless.

Unfair Learning Environment: Students who live in conditions that do not support certain learning styles—especially reading and writing, which are commonly used in exams—may find themselves at a disadvantage. For example, children from rural areas may lack resources like books or internet, making it harder for them to succeed in a system that favors certain styles (Desai & Patel, 2021).

Understanding and respecting students' learning styles and their life situations can help create a fairer and more supportive learning environment that benefits everyone.

Discussion:

The studies clearly show that learning style and lifestyle are closely connected and affect each other. Learning style models developed in Western countries don't always work the same way in India because our culture, society, and economic conditions are very different. For example, a child who prefers learning by doing—what we call kinesthetic learning—might learn farming techniques by helping in the fields in a village. But another student in a city might express the same learning style by working on robotics in a lab. That means a student's lifestyle gives real meaning to how their learning style is seen and supported. India's National Education Policy (NEP) 2020 encourages a more flexible, practical, and well-rounded way of learning. This approach is closely connected to using different teaching methods—like stories, games, projects, art, and sports—which can match different learning styles. These methods can also be adapted easily to suit whatever resources are available in the student's home or community. Technology also offers great tools to match learning styles—like videos, audio lessons, or interactive apps. But not every student has access to these tools. Many still face the problem of poor internet or lack of devices. So, we need to find local solutions too—like setting up learning hubs in the community, using radio or offline apps that don't need internet. Teachers have an important part to play here. They need to be trained not just to recognize different learning styles, but also to understand their students' backgrounds and lifestyles. Training should focus on how to use simple, available resources and create learning activities that suit all kinds of students. Only teaching by lectures doesn't work for most learners

anymore. Families and communities also play a big role. If parents understand that good sleep, food, and a calm space for studying matter, they can support their children better. Schools and communities working together can use local skills—like grandparents telling stories or artisans teaching practical skills—to make learning more real and connected to life.

Educational Implications and Suggestions:

For Teachers:

Teachers should use different teaching methods like pictures, group discussions, hands-on tasks, and reading-writing activities to help all types of learners. They can observe students or use simple tools like small surveys or feedback forms (such as VARK) to understand how students prefer to learn, keeping in mind their lifestyle and background. Students should be given choices in how they show their understanding — for example, through a presentation, a written report, a model, or a short performance. Teachers can allow them to work alone, in pairs, or in groups, depending on the activity. Using easily available local materials and support from the community can make learning interesting. For example, nature walks, storytelling, and role-plays using local experiences can be effective and low-cost. Teachers should also talk with students about how they learn best and help them develop good study habits, especially in their home environment. It is important for teachers to build positive relationships, understand the challenges students face, and provide encouragement and support where needed.

For Curriculum Makers and Policymakers:

The curriculum should be flexible so that students with different learning styles and resources can still reach the same learning goals. Learning materials should be designed in different formats — like audio lessons for areas without internet, picture-based content, and simple activity kits in different languages. Teachers should receive proper training to understand learning differences, use child-friendly and culturally relevant methods, and know how to teach in places where resources are limited. There should be more support for basic school facilities like libraries, labs, and computer/internet access. In rural or low-resource areas, community learning centers can also help fill the gap between school and home. Policies should aim to reduce inequalities caused by different lifestyles. This may include free meals, scholarships, study devices or mobile data, and support for children who work or come from difficult situations. Indian researchers should be encouraged and funded to study how learning styles vary across regions and cultures (e.g., rural, tribal, migrant children) and what teaching methods work best in each context.

For Parents and Communities:

Parents and community members should try to learn about different ways of learning and how things like sleep, food, and a quiet space affect a child's learning. They should watch how their child plays or studies to understand their natural preferences, without forcing any one way of

learning. Talking regularly with teachers about the child's home situation, needs, and strengths helps create better support. Parents can support learning at home through conversations, storytelling, household tasks, or visits to local places like temples, farms, or libraries. These experiences also help in learning. Finally, ensuring good health, emotional well-being, and a supportive environment is essential for any child to learn effectively, no matter what their learning style is.

Conclusion:

This detailed review clearly shows that learning styles and lifestyle habits are closely connected and both play a big role in how a student learns. In a country like ours, where students come from different types of families, cultures, income levels, and regions, ignoring this connection creates unfairness and stops many students from reaching their full potential. A student's lifestyle—based on their home situation, financial background, and where they live—shapes how they develop their way of learning. At the same time, their natural learning preference also guides how they manage the things and support they have in daily life.

This shows that using only one way of teaching for all students doesn't help everyone. The New Education Policy (NEP) 2020 talks about making learning more practical, flexible, and meaningful, which fits perfectly with this idea. But to bring this into real practice, everyone involved in teaching and learning has to change the way they think and work. Teachers need to understand their students' different learning needs. People who make school programs should include variety and options. Leaders in education should support fairness and help teachers grow. Parents and local communities should also take part in helping children learn better.

Understanding the link between learning style and lifestyle is not about making things fancy or giving unlimited choices. It's about giving every child a fair chance to learn in a way that works for them. No matter where a student comes from or how their life is, they should have the chance to learn in a way that helps them grow. If we accept this truth and help children know how they learn best (meta-cognition), and if we also make teaching methods more flexible, then we can create a learning system that truly supports every child.

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