

Learning Style of Senior Secondary School Students in Relation to their Academic Achievement

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ABSTRACT

Learning is the necessary concept of learning style. Learning has been defined by **Jonassen and Grabowski (1993)** as the change due to experience. They went on to distinguish between learning as a product which explains the end result or outcome of the learning experience; learning as a process which emphasizes what happens during the course of the learning experience in attaining a given learning product or outcome; and learning as a function which emphasizes certain critical aspects of learning, such as motivation, retention, and transfer and which makes behavioral changes in human learning possible. From the above, learning style is described as the feature cognitive, effective, and psychosocial behaviors that serve as relatively stable indicators of how learners relate, perceive, interact with, and respond to the learning environment (**Keefe, 1987**).

Hartley (1998) opined that learning style is a student's consistent way of responding to using stimuli in the context of learning. A learning style is a preferential mode, through which a student likes to master learning, solve problems, thinks or simply reach in a pedagogical situation (**Allison & Hayes, 1996**).

LEARNING STYLE

The term "learning styles" speaks to the understanding that every student learns differently. Technically, an individual's learning style refers to the preferential way in which a student absorbs processes, comprehends and retains information. Each person has a unique way to absorb and process experiences and information. "Learning style" refers to how an individual respond to the learning environment (**Claxton & Ralston, 1978; Wooldridge, 1995**). **Dunn and Gregorc and Ward (1977)** stated that learning style "consists of distinctive and observable behaviors that provide clues about the mediation abilities of individuals. In operational terms, people through their characteristic sets of behavior 'tell' us how their minds relate to the world

TYPES OF LEARNING STYLE

When people identify the learning style that suits them best, they tend to stick with it. However, research has shown that the most effective study comes from blending different learning styles together. The four core learning styles in the VARK model include visual, auditory, reading and writing, and kinesthetic. Here's an overview of all four learning style types.

1. **Visual learners:** are better able to retain information when it's presented to them in a graphic depiction, such as arrows, charts, diagrams, symbols, and more. Similar to how designers use visual hierarchy to emphasize specific design elements, visual learners thrive with clear pictures of information hierarchy.
2. **Auditory** - Sometimes referred to as "aural" learners, auditory learners prefer listening to information that is presented to them vocally. These learners work well in group settings where vocal collaboration is present and may enjoy reading aloud to themselves, too.
3. **Reading & Writing** - Focusing on the written word, reading and writing learners succeed with written information on worksheets, presentations, and other text-heavy resources. These learners are note-takers and perform strongly when they can reference written text.

DIMENSIONS OF LEARNING STYLE

Three dimensions of learning style are:

- ✚ **Cognitive dimension:** this dimension focuses on ways people decode, encode, process, store and retrieve information.

- ✚ **Affective dimension:** this dimension focuses on emotional and personality characteristics such as motivation, curiosity, persistence, anxiety, risk taking, and personal interests.
- ✚ **Physiological dimension:** it is focuses on sensory perceptions (e.g., taste and smell); environmental characteristics (light, furniture, temperature); intake (e.g., eating food); time (when we work or do things best, e.g. in the morning, afternoon, or evening); and mobility (moving around).

Learning Styles That Leads To Good Academic Performance:

In the view of Crow and Crow (2007), the following are learning styles that leads to good academic performance:

1. Attending classes regularly
2. Taking down notes during teaching
3. Concentrating on study
4. Studying with aim of getting meaning not cramming
5. Preparing a time table

Academic Achievement

In our society, academic achievement is taken as a key criterion to evaluate one's total potentialities and capabilities. It occupies a very important place in teaching and learning process. The technology and information based society demands the people who are able to find out the solution of different issues, to analyze carefully and adapt to new situations such as solving problems of various kinds and sharing their thinking successfully. The need to make systematic educational efforts primarily aimed at influencing attitudes, behaviour, values and personality of individuals to manage their growth and development well is very important. One of the best legacies a nation can offer its citizen is education especially for the younger generation. For this reason, the development of a nation or a community depends entirely on the quality of education of such a nation. In general, the children acquire achievement motive usually from their parent's life style.

Significance Of The Study

Concepts of learning styles and strategies have been advocating that every learner has his/her unique way of learning i.e., learning style enables learner to learn best. To know about students' learning styles is also helpful to improve teaching-learning process to the teachers. Teacher needs to identify the styles and strategies of teaching of his/her students to prepare instructional strategies to make them effective learners. Learning styles is a significant factor in the Academic achievement of the understudies. A few understudies have great learning styles, a few understudies may have helpless learning styles which might be because of a few factors, for example, family foundations, financial status, size of the family, training of the guardians. Singular contrasts additionally assume a crucial job in the learning styles of kids.

Statement Of The Problem

Learning Style of Senior Secondary School Students in Relation to Their Academic Achievement

Objectives Of This Study

1. This study is carried out to analyze Learning style and Academic achievement among the senior secondary school students in Rohtak city in Haryana.
2. To find a relationship between the students learning styles and academic achievement:
3. To find out a significant difference the dimension wise of learning style and academic achievement

Hypothesis Of This Study

The hypotheses formulated for the study are the following:

1. There is no significant relationship between Learning style and Academic achievement among the senior secondary school students in Rohtak city in Haryana.
2. There is no significant relationship between academic achievement and learning styles (enactive, figural, & verbal) of senior secondary school students.
3. No significant difference was found between the academic achievement and dimension wise of learning style

Tools Used In The Present Study

The investigator used the following tools for collecting data that were very useful for fulfilling various objectives of her study.

- Learning Style Inventory (2012) developed by Karuna Shankar Mishra.
- Other correlates of achievement can also be studied.

Variables Used In The Study:

- ❖ **Independent Variable:** Learning Styles.
- ❖ **Dependent Variable:** Academic Achievement

Delimitations Of The Study:

Due to the involvement of time, money and energy the present study has been limited on the basis of the following factor:

- Schools are taken from Sonipat district of Haryana state only.
- The study is delimited to 200 students from government and private senior secondary schools.
- The present study is delimited to the learning styles of students.
- The study is limited to two variables i.e., learning styles and academic achievement.

SAMPLE

Sample of the Study A sample is a small representation proportion of a population selected for the study. By observing the characteristics of the sample, one can make certain influences about the characteristics of the population from which it is drawn. For the present study, proportionate stratified sampling technique was adopted. Stratified sampling is a method of sampling from a given population. In the present study, the sample was selected as follows:

Selection of one district

Selection of senior secondary school students

Selection of districts: In Haryana state, there are 22 districts out of which Sonipat was selected.

Table: Showing distribution of Schools District wise

Name of District	No. of Schools
Sonipat	07

Selection of students: Random Sampling Technique was used to select schools for the study. Seven senior Secondary schools from Sonipat districts were selected. Thus, the total numbers of schools selected were 07 schools selected were from two types of management i.e. Government Schools and Private Schools. From each school, 25-30 students were selected through proportionate stratified sampling technique. Thus, 100 students were selected from government and 100 from private schools, the total student sample selected was 200 students.

Statistical Techniques Applied For Data Analysis:

The data was collected and analyzed. The following statistical techniques were employed for the analysis of the data.

- Mean and Standard deviation were calculated for the entire sample with respect to all the variables.
- Pearson's Product Moment Correlation is employed to find out the relationship between Learning Styles, study habits and Academic Performance.

Main Findings Of The Study

The main findings of the study are as follows:

There is found a positive correlation between academic achievement and enactive learning style. As the value of 'r' is not significant at any level of significance; hence the hypotheses stating that, "there is no significant relationship between academic achievement and enactive learning style," is accepted. It indicates that there is a correlation existing between academic achievement and enactive style of learning and yes, it is a positive correlation, but it is not in major role and thus it is not significant.

There is found the value of 'r' is 0.0458 between academic achievement and Figural learning style. It shows positive correlation between academic achievement and Figural style of learning. Means academic achievement does not increase, especially within correlation with the figural style of learning individually.

CONCLUSION OF THE STUDY

In the present study, it is found that there is positive relationship between Academic Achievement of secondary school students and their learning styles. The study also found that there is significant difference in the Academic Achievement of students having different levels of learning styles.

SUGGESTIONS FOR FURTHER STUDY

The following suggestions were presented for further research:

- ❖ These result suggested that teacher should use all types of teaching strategies (learning style) keeping in mind, phases and theories given by eminent educationist for better performance of students in academics.
- ❖ Learning styles (Enactive, Figural and Visual) should be focused with the precision by the teachers for the betterment of students.
- ❖ Free Environment, controlled rejection, well defined polls and policies, strong discipline forum, proper decorum interactive classrooms, teaching strategies and proper learning styles will help students to reduce anxiety and achieve academic aims.
- ❖ The same study can be undertaken in other provinces of Rwanda with a large sample and extending some more socio-psychological variables.
- ❖ Further, Similar study can be undertaken on different levels of school education as well as higher education also.
- ❖ The study can be extended by undertaken the teacher related, school related and home related variables which will be influencing the Academic Achievement of students.

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