

LEARNING STYLE OF SENIOR SECONDARY WOMAN STUDENTS IN RELATION TO THEIR ACADEMIC ACHIEVEMENT

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ABSTRACT

This study intended to examine the learning style of woman students in relation to their academic achievement in different schools of senior secondary school of Odisha. The sample of the study selected through simple random sampling technique. The sample comprised of 300 senior secondary woman students. The result of the study revealed that there is exist a significant positive relationship between learning style and academic achievement of senior secondary women students.

KEYWORDS: Learning Style, Senior Secondary Students and Academic Achievement

INTRODUCTION

The term learning styles refers to the view that different people learn information in different ways. In recent decades, the concept of learning styles has steadily gained influence. The intense interest and discussion that the concept of learning styles has elicited among professional educators at all levels of the educational system. Moreover, the learning-styles concept appears to have wide acceptance not among educators, parents and the general public. This acceptance is perhaps not surprising because the learning-styles idea is actively promoted by vendors offering many different tests, assessment devices, and online technologies to help educators identify their students' learning styles and adapt their instructional approaches accordingly. We are cognitive psychologists with an interest both in the basic science of learning and memory and in the ways that science can be developed to be more helpful to teachers and students. We were commissioned by Psychological Science in the Public Interest to assess, as dispassionately as we could, the scientific evidence underlying practical application of learning style assessment in school contexts. This task involved two steps: (a) analyzing the concept of learning styles to determine what forms of evidence would be needed to justify basing pedagogical choices on assessments of students' learning styles and (b) reviewing the literature to see whether this evidence exists.

People, use learning every day as it is the period of processing the data. The purpose of people using learning is to manage and adopt the conditions which result in different learning styles (Brown, 2009). Thus, here it is seen that individuals might differ in learning styles. When we ask the meaning of learning styles, we can easily notice that it is not a brand new topic in education and can be encountered in the studies that took place in the last 20 years. It has been observed by lots of different researchers and has always been one of the topics that have been taken into consideration within the framework of learning (Ballone and Czerniak, 2001). 'Learning Style' was described as the path which individuals prefer in order to adopt the new data and strategies that they process for active learning. In other words, learning styles are conceptual, cognitive, behavioral patterns which are exposed to time and duties (Guild, 19940).

In visual learning students learn through seeing. Visual learners prefer visual aids like pictures, figures and tables (Mills et al., 2010). In auditory learning, students learn through hearing. They tend to prefer verbal and written materials (Mills et al., 2010). In kinesthetic learning, students learn as they perform. Learning styles are not stable. Students might adopt different styles depending on their subject and their learning environment (Pritchard, 2009). For example, some students might have one or two of the learning styles like visual, auditory and kinesthetic while others might have all of them.

Determining the learning styles of students is of vital importance in order to collect data about their preferences. It creates awareness for the student. This awareness provides the learner to gain knowledge during his effort to learn and also acts as a motive for the learner to use the gained. Knowledge (Federico 2000). Learning styles not only creates awareness for the students but they can also be used to inform them about their strengths and weaknesses. Being cognizant of their strengths and weaknesses might trigger them to be more motivated to learn (Coffield et al., 2004).

Starting from this point, the target was to determine different learning styles among the senior secondary woman students those are enrolled in different streams. A nation can't develop without healthy and strong people and that is why contribution of education has been acknowledged. This is done through imparting proper education to youngster especially to woman students. Students participate in various academic and non-academic program bring laurels not only to themselves but also to their organization where they were attached. However, academic achievement of students depends upon a number of factors like learning style, demographic variables like residential background and stream chosen by the students. After serious scanning of the researches conducted in this area, the researcher has keen interest to conduct a research on learning style among woman students.

OBJECTIVES OF THE STUDY

The objective of the study is to find the significant relationship between learning style and academic achievement among senior secondary woman students.

HYPOTHESES OF THE STUDY

The hypothesis of the study framed in this way:

There exists a significant positive relationship between learning style and academic achievement of senior secondary woman students.

Method

The present research work was a descriptive survey type of research. The sample consisted of a total of 300 senior secondary woman students from three district named Balasor, Bhadrak and Keonjhar of Odisha

Tools

Learning Style Inventory by Grasha and Riechmann () was used in the study. The questionnaire has 45 items which are distributed among six dimensions of learning style. The reliability of the test was worked out by split half method used Spearman Brown Prophecy Formula, the product moment correlation was found to be .80 which was of high magnitude ensuring the reliability of the test. The learning style inventory bears a high validity as held by the authors. Scoring the learning style scale contains five possible responses to each question. 1 = always, 2= Often 3= Some times, 4=

seldom, 5= Never. The items were scored as per the scoring key.

Analysis and Interpretation

Table 1: Co-Efficient of Correlation between Learning Style and Academic Achievement of Senior Secondary Woman Students

Variables	N	Df	Coefficient of Correlation	Level of Significance
Learning Style	300	298	0.62	.01
Academic Achievement				

Table value of 298 df at .05 level =.138, at .01 level=.181

It is revealed from the Table 1 the coefficient of correlation between learning style and academic achievement of senior secondary woman students is .62 which is significant at .01 level of significance. It suggested that there is significant positive relationship between learning style and academic achievement of senior secondary woman students. That means learning style of senior secondary woman students did reveal significant positive relationship with their academic achievement.

Table 2: Coefficient of Correlation between Learning Style (Dimension Wise) and Academic Achievement of Senior Secondary Woman Students

Sr. No	Dimension of Learning Style	R with Academic Achievement
1	Avoid	0.56**
2	Dependent	0.54**
3	Participation	0.53**
4	Independent	0.60**
5	Competative	0.61**
6	Collaborative	0.60**

Table value of 298 df at .05 level =.138, at .01 level= .181

* Significant at .05 level ** significant at .01 level

It is revealed from the Table-2 the coefficient of correlation between learning style dimension i.e. 'Avoid' and academic achievement of senior secondary woman students is .56 which is significant at .01 level of significance. It suggested that there is significant positive relationship between 'Dependent' dimension of learning style and academic achievement of senior secondary woman students. That means students those are not enthusiastic and not interested in learning have low academic achievement in the class.

Again, Table-2 depicts that the coefficient of correlation between learning style dimension i.e. 'Dependent' and academic achievement of senior secondary woman students is .54 which is significant at .01 level of significance. It suggested that there is significant positive relationship between 'Dependent' of learning style and academic achievement of senior secondary woman students. It indicates that students those have shown little intellectual curiosity and learn only what is required are good academic achievers in the schools.

Further, Table 2 the coefficient of correlation between learning style dimension i.e. 'Participation' and academic achievement of senior secondary woman students is .53 which is significant at .01 level of significance. It suggested that there is significant positive relationship between 'Participation' dimension of learning style and academic achievement of senior secondary woman students. That means students those were participate in learning activities had better academic

achievement.

Furthermore, it is observed from the same Table 2 the coefficient of correlation between learning style dimension i.e. 'Independent' and academic achievement of Senior secondary woman students is .61 which is significant at .01 level of significance. It suggested that there is significant positive relationship between independent learning style and academic achievement of senior secondary woman students. That means those students were independent in learning had better academic achievement.

It is revealed from the same Table- 2 the coefficient of correlation between learning style dimension i.e. competitive and academic achievement of senior secondary woman students is .61 which is significant at .01 level of significance. It suggested that there is significant positive relationship between competitive dimension of learning style and academic achievement of senior secondary woman students. That means involvement of senior secondary woman students those were in competitive with their class fellow they had better academic achievement.

The same denoted that the coefficient of correlation between learning style dimension i.e. 'Collaborative' dimension of learning style and academic achievement of senior secondary woman students is .60 which is significant at .01 level of significance. It suggested that there is significant positive relationship between collaborative dimension of learning style and academic achievement of senior secondary woman students. That means involvement of students in team learning, group discussion with their class mate had better academic achievement.

Thus the hypothesis that 'there exists a significant positive relationship between learning style (Dimension wise) and academic achievement of senior secondary woman students' is retained.

DISCUSSIONS AND CONCLUSIONS

The purpose of this study was to determine the relationship between learning style and academic achievement of senior secondary girl's students. Result of the study shows that there is a significant positive relationship between learning style and academic achievement of senior secondary girl's students. It indicates that senior secondary girls students were more academically achieved those had good learning style. This result was supported by the findings of McKachie (1995), Grasha (1999) and Newland and Woelfl (1992).

The findings of this study are consistent with the study by Tetavintseva (2009) that found those senior secondary students had good study habit, they were more academically achieved.

These results are meaningful because students should develop learning style to perform well in academic pursuits. It is suggested that parents should get appropriate guidance and counseling about dealing with secondary school students to develop a good learning style for the educational developments of their kids. Healthy and sympathetic teacher student's relationship should be made to upgrade the level of academic self esteem of students. Emphasis should be given on social and cognitive development of the student to increase the level of self-esteem. Self- study should be encouraged and emphasized. The teachers should ask the students to keep the record of their progress towards their set goals. The teachers should make an effort to develop a conducive social climate in the class so that every student should feel that he/she belongs to a group.

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