ATTITUDE TOWARDS LEARNING STYLE AND ACADEMIC ACHIEVEMENT AMONG HIGH SCHOOL STUDENTS

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ABSTRACT

The present study is a survey to find out the relation between attitude towards learning style and academic achievement among high school students. In order to study the learning style of the students the investigator has developed and validated a tool. The validated tool was administered to the sample selected for the study. Data were collected from a sample of 300 IX std students. The collected data were given appropriate statistical treatment. The findings and conclusion drawn from the data have been recorded in this study.

INTRODUCTION

A comprehensive definition for learning styles that has been adopted by leading theorists in the field is given by Keefe (1989) (quoted by Griggs, 1991) Composite of characteristic, cognitive, affective and psychological factors that serve as relatively stable indicators of how a learner perceives, interacts with and responds to the learning environment". The important point to be drawn from this definition is that learning styles reflect an individual's preferences and choices in a learning situation and encompass a range of factors that includes cognitive styles. At present the most used and convenient way to assess learning styles is through self-evaluation questionnaires. These provide researchers as well as educators and trainers an easy, reliable and validated way to distribute and assess individual requirements (Cronbach 1990).

NEED FOR STUDY

The concept of learning styles is rooted in the classification of psychological types. The learning styles theory is based on research demonstrating that, as a result of heredity, upbringing, and current environmental demands, different individuals have a tendency to both perceive and process information differently. Teachers should design their instruction methods to connect with all four learning styles, using various combinations of experience, reflection, conceptualization, and experimentation. Instructors can introduce a wide variety of experiential elements into the classroom, such as sound, music, visuals, movement, experience, and even talking. Assessment – Teachers should employ a variety of assessment

techniques, focusing on the development of whole brain capacity and each of the different learning styles. The present investigator being a teacher herself thought of the conduct of the present study entitled “Learning styles and academic achievement among IX standard students in Madurai”.

STATEMENT OF THE PROBLEM

Learning styles and Academic achievement among IX standard students in Madurai

OBJECTIVES OF THE STUDY

1) To find out whether there is any significant difference in learning style among IX standard students in terms of gender, internet using, learning type, and learning hours.
2) To find out whether there is any significant difference in academic achievement among IX standard students in terms of study habit, internet using, learning type and usage of library.

HYPOTHESES

1) There is no significant difference in learning style among IX standard students in terms of gender.
2) There is no significant difference in learning style among IX standard students in terms of learning hours.
3) There is no significant difference in learning style among IX standard students in terms of internet using.
4) There is no significant difference in learning style among IX standard students in terms of learning type.
5) There is no significant difference in academic achievement among IX standard students in terms of study habits.
6) There is no significant difference in academic achievement among IX standard students in terms of internet using,
7) There is no significant difference in academic achievement among IX standard students in terms of learning type.
8) There is no significant difference in academic achievement among IX standard students in terms of usage of library.

METHODOLOGY-IN-BRIEF

Method

The investigator used the survey method for the study.

Sample

A stratified representative sample of 300 IX standard students of Madurai district was selected for the study.

Tool

Learning style tool developed by Mumtaz Begum and Kamatchi was used to collect data.

Statistical technique

Correlation and 't' test were used.

ANALYSIS AND INTERPRETATION OF DATA

Hypothesis 1

There is no significant difference in learning style among IX standard students in terms of gender.

Table 1

DIFFERENCE IN LEARNING STYLE AMONG IX STANDARD STUDENTS IN TERMS OF GENDER

Gender	N	Mean	SD	"t" value	Significance at 0.05 level
Male	167	142.13	28.21	0.3156	NS
Female	133	141.16	24.18		

(At 5% level of significance the table value of 't' is 1.96)

It is inferred from the above table that there is no significant difference in learning style among IX standard students in terms of gender. Hence the hypothesis is accepted.

Hypothesis 2

There is no significant difference in learning style among IX standard students in terms of learning hours.

Table 2

DIFFERENCE IN LEARNING STYLE AMONG IX STANDARD STUDENTS IN TERMS OF LEARNING HOURS

Learning hours	N	Mean	SD	"t" value	Significance at 0.05 level
Less than 3 hrs	256	144.25	27.60	0.8573	NS
More than 3 hrs	44	138.54	24.57		

(At 5% level of significance the table value of 't' is 1.96)

It is inferred from the above table that there is no significant difference in learning style among IX standard students in terms of learning hours. Hence the hypothesis is accepted.

Hypothesis 3

There is no significant difference in learning style among IX standard students in terms of internet using.

Table 3

DIFFERENCE IN LEARNING STYLE AMONG IX STANDARD STUDENTS IN TERMS OF INTERNET USING

Internet using	N	Mean	SD	"t" value	Significance at 0.05 level
Yes	27	131.92	24.46	2.0234	S
No	273	142.67	26.50		

(At 5% level of significance the table value of 't' is 1.96)

It is inferred from the above table that there is a significant difference in learning style among IX standard students in terms of internet using. While comparing the mean value of yes (mean = 131.92) and no (mean = 142.67), the students who are not using the internet is performed well. Hence the hypothesis is rejected.

Hypothesis 4

There is no significant difference in learning style among IX standard students in terms of learning type.

Table 4

DIFFERENCE IN LEARNING STYLE AMONG IX STANDARD STUDENTS IN TERMS OF LEARNING TYPE

Learning type	N	Mean	SD	"t" value	Significance at 0.05 level
Silent	138	139.71	32.58	1.2068	NS
Loud	162	143.40	19.76		

(At 5% level of significance the table value of 't' is 1.96)

It is inferred from the above table that there is no significant difference in learning style among IX standard students in terms of learning type. Hence the hypothesis is accepted.

Hypothesis 5

There is no significant difference in academic achievement among IX standard students in terms of study habits.

Table 5

DIFFERENCE IN ACADEMIC ACHIEVEMENT AMONG IX STANDARD STUDENTS IN TERMS OF STUDY HABITS

Study habit	N	Mean	SD	"t" value	Significance at 0.05 level
Individual	167	332.35	71.33	0.1449	NS
Group	133	331.15	71.33		

(At 5% level of significance the table value of 't' is 1.96)

It is inferred from the above table that there is no significant difference in academic achievement among IX standard students in terms of study habits. Hence the hypothesis is accepted.

Hypothesis 6

There is no significant difference in academic achievement among IX standard students in terms of internet using,

Table 6

DIFFERENCE IN ACADEMIC ACHIEVEMENT AMONG IX STANDARD STUDENTS IN TERMS OF INTERNET USING

Internet using	N	Mean	SD	"t" value	Significance at 0.05 level
Yes	27	344.62	83.96	0.9791	NS
No	273	330.56	69.88		

(At 5% level of significance the table value of 't' is 1.96)

It is inferred from the above table that there is no significant difference in academic achievement among IX standard students in terms of internet using. Hence the hypothesis is accepted.

Hypothesis 7

There is no significant difference in academic achievement among IX standard students in terms of learning type.

Table 7

DIFFERENCE IN ACADEMIC ACHIEVEMENT AMONG IX STANDARD STUDENTS IN TERMS OF LEARNING TYPE

Learning type	N	Mean	SD	"t" value	Significance at 0.05 level
Silent	138	335.10	71.17	0.7345	NS
Loud	162	329.03	71.35		

(At 5% level of significance the table value of 't' is 1.96)

It is inferred from the above table that there is no significant difference in academic achievement among IX standard students in terms of learning type. Hence the hypothesis is accepted.

Hypothesis 8

There is no significant difference in academic achievement among IX standard students in terms of usage of library.

Table 8

DIFFERENCE IN ACADEMIC ACHIEVEMENT AMONG IX STANDARD STUDENTS IN TERMS OF USAGE OF LIBRARY

Usage of library	**N**	**Mean**	**SD**	**"t" value**	**Significance at 0.05 level**
Regularly	116	358.67	66.77	5.4249	S
Irregularly	184	314.90	68.85		

(At 5% level of significance the table value of 't' is 1.96)

It is inferred from the above table that there is a significant difference in academic achievement among IX standard students in terms of usage of library. While comparing the mean value of regular (mean = 358.67) and irregular (mean = 314.90) usage of library, the students who are using the library regularly have performed well. Hence the hypothesis is rejected.

FINDINGS

1. There is no significant difference in learning style among IX standard students in terms of gender.
2. There is no significant difference in learning style among IX standard students in terms of learning hours.
3. There is significant difference in learning style among IX standard students in terms of internet using.
4. There is no significant difference in learning style among IX standard students in terms of learning type.
5. There is no significant difference in academic achievement among IX standard students in terms of study habit.
6. There is no significant difference in academic achievement among IX standard students in terms of internet using.
7. There is no significant difference in academic achievement among IX standard students in terms of learning type.

8. There is a significant difference in academic achievement among IX standard students in terms of usage of library.

CONCLUSION

Educators have, for many years, noticed that some students prefer certain methods of learning more than others. These traits, referred to as learning styles, form a student's unique learning preferences and aid teachers in the planning of small-group and individualized instruction. The present study has given an educational implication that the majority of IX standard students are having individual learning styles. It is possible because the present day society in Tamilnadu has improved in educational standards. Another interesting aspect in this study is that the IX standard students who have proper learning style are found to be good in academic achievement.

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