

LEARNING STYLES AND ACADEMIC ACHIEVEMENT OF HIGH SCHOOL STUDENTS IN VILLUPURAM DISTRICT

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ABSTRACT

The present study Learning Styles and Academic Achievement of High School Students in Villupuram District is an attempt To find out whether Gender influence the learning styles of the high school students in Villupuram District, to find out whether Locality of school influence the learning styles of the high school students in Villupuram District, to find out whether Type of school influence the learning styles of the high school students in Villupuram District and to find out the relationship between learning style and academic achievement of high school students in Villupuram District The investigator used the “learning styles inventory” designed by Rita Dunna. 200 High school students (both the gender) procured from two different schools (Government and private) were used as the sample for present study .Mean, Standard Deviation and ‘t’ test were calculated to test the hypotheses. There is no significant difference exist in the learning styles of high school students in Villupuram District with respect to Gender, Locality of school, type of school and there is significant relationship between learning style and academic achievement of high school students in Villupuram District.

Key words: *learning styles, High school students, academic achievement, Locality of school.*

1.0 INTRODUCTION

Education in the largest sense is any act or experience that has a formative effect on the mind, character or physical ability of an individual. In its technical sense, education is the process by which society deliberately transmits its accumulated knowledge, skills and values from one generation to another. Education is the pivot around which the destiny of any country is shaped. “Learning is any change in behaviour, resulting from learning.” In this definition, a distinction between change in behaviour due to maturity and change in behaviour due to learning is unavoidable. There has been work on learning styles over the last two decades. It is currently fashionable to divide education into different learning modes. The most common learning modalities are visual, auditory and kinaesthetic learnings. Methods for visual learners include ensuring that students can see words written down, using pictures when describing things, drawing time lines for events in history etc., For auditory learners include repeating difficult words and concepts aloud, incorporating small group discussions, organizing debates and for the kinaesthetic learners include providing hands on activities,

assigning projects, having frequent breaks to allow movement, using visual aids and objects in the lesson, using role-play and having field trips. The consideration of learning styles and student academic achievement are important criteria in the development and implementation of both curricula and instructional performance.

2.0 NEED FOR THE STUDY

Learning styles play vital role on pupil's behaviour. The research findings sometimes accept the view that learning influence achievement of pupils. Equal number of studies expresses the view in contradiction. Hence investigator has taken up the problem.

3.0 REVIEW OF RELATED LITERATURE

According to Bajinder Singh, Maghar singh and Kuldip singh (2009) this study explore the influence of emotional intelligence and learning styles on academic achievement of university students. A sample size of 500 students at higher secondary level selected for their study. The total number of usable questionnaires returned was 389 which gave response rate of 78%. Emotional intelligence, learning styles in this study are measured with the questionnaire which showed significant positive relationship between emotional intelligence and academic achievement and also between learning styles and academic achievement and according to the study of Gokhan Bayratkar (2010) in the effects of cooperative learning on students and achievements. The subjects of the present study comprised of 50 university students were enrolled in two classes. The purpose of this research is to determine the effect of two different teaching methods over student's academic achievements and their general approach and also weigh student's opinion about cooperative learning method. The review clearly reveals that only limited study was done in India. So far there is no significant report regarding "the relationship between learning styles and academic achievement among the high school students from Villupuram district".

4.0 OBJECTIVES OF THE STUDY

The objectives of the study as follows.

1. To find out whether Gender influence the learning styles of the high school students in Villupuram District.
2. To find out whether Locality of school influence the learning styles of the high school students in Villupuram District.
3. To find out whether Type of school influence the learning styles of the high school students in Villupuram District.
4. To find out the relationship between learning style and academic achievement of high school students in Villupuram District

5.0 HYPOTHESES OF THE STUDY

- There is no significant difference exist in the learning styles of high school students in Villupuram District with respect to Gender.
- There is no significant difference exist in the learning styles of high school students in Villupuram District with respect to Locality of school.

- There is no significant difference exist in the learning styles of high school students in Villupuram District with respect to Type of school.
- There is no significant relationship between learning style and academic achievement of high school students in Villupuram District.

6.0 METHODOLOGY

- **Method:** Normative survey method was adopted for the present study. The investigator used the “learning styles inventory” designed by Rita Dunna. The questionnaire consists 60 test items.
- **Sample of the study:** 200 High school students (both the gender) procured from two different schools (Government and private) were used as the sample for present study.

7.0 RESULTS

Hypothesis -1: There is no significant difference exist in the learning styles of high school students in Villupuram District with respect to Gender.

Table-1 Significant difference exist in the learning styles of high school students in Villupuram District with respect to Gender

Variables	No of Students	Mean	SD	t- value	Level of significance
Male	100	73.53	6.78	1.19	Not Significant
Female	100	72.28	8.01		

The above table shows that the computed t- value 1.19 is lower than the critical value 1.96 at 0.05 level and hence the null hypothesis is accepted.

Hypothesis -2: There is no significant difference exist in the learning styles of high school students in Villupuram District with respect to Locality of School.

Table-2: Significant difference exist in the learning styles of high school students in Villupuram District with respect to Locality of School.

Variables	No of Students	Mean	SD	t- value	Level of significance
Rural	100	72.08	7.53	1.58	Not Significant

Urban	100	73.73	7.23		
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The above table shows that the computed t- value 1.58 is lower than the critical value 1.96 at 0.05 level and hence the null hypothesis is accepted.

Hypothesis -3: There is no significant difference exist in the learning styles of high school students in Villupuram District with respect to Type of School.

Table-3 Significant difference exist in the learning styles of high school students in Villupuram District with respect to Type of School.

Variables	No of Students	Mean	SD	t- value	Level of significance
Rural	100	71.9	6.87	1.86	Not Significant
Urban	100	73.92	7.47		

The above table shows that the computed t- value 1.86 is lower than the critical value 1.96 at 0.05 level and hence the null hypothesis is accepted.

Hypothesis - 4 : There is no significant relationship between learning style and academic achievement of high school students in Villupuram District.

Table-4 Significant relationship between learning style and academic achievement of high school students

Variables	Degrees of freedom	Correlation co- efficiency	Level of significance
Rural	198	0.42	Significant
Urban			

The above table shows that the computed correlation co-efficient (r) value 0.42 is greater than the critical value at 0.05 level and there is significant in the learning style and achievement of high school students.

8.0 MAJOR FINDINGS

1. There is no significant difference exist in the learning styles of high school students in Villupuram District with respect to Gender.
2. There is no significant difference exist in the learning styles of high school students in Villupuram District with respect to Locality of school.
3. There is no significant difference exist in the learning styles of high school students in Villupuram District with respect to Type of school.
4. There is significant relationship between learning style and academic achievement of high school students in Villupuram District.

9.0 CONCLUSION

The study based on relationship between learning styles and achievement among high school students in Villupuram District reveals that majority of the students have high learning styles and achievement. The study also helps us to know about the problematic area and factors to be identified or destroyed for the great development of any phenomena or policy programmes.

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