

## A STUDY OF LEARNING STYLE AND ACADEMIC ACHIEVEMENT OF THE STUDENT AT STANDARD XI<sup>TH</sup> LEVEL

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### Abstract

The present study explored the extent to which the Learning Style and Academic Achievement of the Students at Standard XI<sup>th</sup> level. The survey research method was used for the study. In the present study sample of 200 students (100 boys and 100 girls) were taken by using propoanate simple random sampling technique. Learning Style tools developed by the investigator on 2016 were used for data collection. Moreover, for academic achievement Marks obtained in the XI<sup>th</sup> class of the State board, aided and Matriculation board for assessing the achievement of students. The findings of the study revealed that:(i)There is no significant difference between boys and girls XI<sup>th</sup> standard level school students learning style.(ii)There is no significant difference between boys and girls XI<sup>th</sup> standard level school students academic achievement.

**Key Words:** Learning Style, Academic Achievement, XI<sup>th</sup> Standard level.

### Introduction

In this study learning style has an important place in the lives of individuals. When the individual knows his/her learning style, s/he will integrate it in the process of learning so s/he will learn more easily and fast and will be successful. Learning styles may be defined in multiple ways, depending upon one's perspective. Here are a few definitions of learning styles. Brown (2000) defines learning styles as the manner in which individual perceive and process information in learning situation. He argues that learning style preference is one aspect of learning styles, and refers to the choice of one learning situation or condition over another. Celcia-Murcia (2001) defines learning styles as the general approaches-for examples, global or analytic auditory or visual- that students use in acquiring a new language or in learning any other subject. The manner in which a learner perceives, Interacts with and responds to the learning environment. Learning style is sometimes defined as the characteristic cognitive, affective, social, and physiological behaviors that serve as relatively stable indicators of how learners perceive, interact with, and respond to the learning environment.

### Review of Related Literature

Mohamad Jafre Zainol Abidin, et al., (2011) investigated to relationship between learning styles and overall academic achievement. In order to investigate this relationship a total of 317 students participated in this survey study. The Learning Styles Survey (LSS) instrument which is based on Joy Reid's Perceptual Learning-Style Preference Questionnaire (1987) was used. The statistical procedures employed in this study were one-way ANOVA, and multiple regression analysis. The analyses of the data indicated a

significant relationship between overall academic achievement and learning styles. It was also found that the high, moderate and low achievers have a similar preference pattern of learning in all learning styles.

**Suntonrapot Damrongpanit, and Auyporn Reungtragul (2013)** investigated the learning styles of ninth-grade students, to identify teaching styles of four subject teachers, and to compare four academic achievements between different matching conditions of students' learning styles and teachers' teaching styles. The research participants comprised of 3,382 ninth-grade students and, related with, 440 teachers obtained from multistage random sampling. The research instruments comprised of the four achievement tests, the Learning Style Questionnaire (LSQ), and the Teaching Style Inventory (TSI). The data analyses were employed by the descriptive statistics, One-way ANOVA, and post-hoc comparison by Scheffe method. The main results have showed the closely number of students between 23.74 to 26.11% in each learning style. The biggest groups of Mathematics, Sciences, English, and Thai Language subjects were congruently the Accommodator teachers. The matching types were almost statistically significant and the overall study showed the most advantageous learning style was the Theorist students matching with the Expert and the Facilitator teachers whereas the most disadvantageous learning style was the Realistic students matching with the Personal Model and the Facilitator teachers.

**P. Aruna, and Dr. A. Joycilin Shermila (2015)** examined in learning style of higher secondary commerce students and its influence on the academic achievement. For achieving this, the researcher adopted survey method and learning style inventory developed by As a Grant Hilliard (1989) was the tool used for data collection. 903 higher secondary commerce students were taken as the sample of the study using a simple random sampling technique. Mean, SD and 't' test were used for analyzing the data. The study revealed that the higher secondary commerce students with global and analytical learning style differ significantly in their academic achievement. The higher secondary commerce students with analytical learning style have better academic achievement.

#### **Statement of the Problem**

A Study of Learning Style and Academic Achievement of the Student at Standard XI<sup>th</sup> level

#### **Objective of the Study**

- To study and compare the learning style of boys and girls XI<sup>th</sup> standards level school students.
- To study and compare the academic achievement of boys and girls XI<sup>th</sup> standards level school students.

**Hypotheses**

- There is no significant difference between boys and girls XI<sup>th</sup> standard level school students learning style.
- There is no significant difference between boys and girls XI<sup>th</sup> standard level school students academic achievement.

**Delimitation**

The present study being exploratory in nature has following delimitations:

- The study was delimited to XI<sup>th</sup> class students of higher secondary schools in Chennai in Tamil Nadu.
- Higher secondary school students have been selected on simple random sampling based.
- The present study is delimited to three independent variables only.

**Methodology**

Methodology makes the most important contribution towards the environment of any study. Survey method of research was employed by the investigator.

**Sample for the Study**

In the present study sample of 200 students (100 boys and 100 girls) were taken using proportionate simple random sampling technique.

**Tools for the Study**

Tools used to be:

- Learning Style questionnaire by the investigator.
- Marks obtained in the XI<sup>th</sup> class of state board, aided and matriculation board for assessing the achievement of secondary level students.

**Statistical Analysis**

The collected data were tabulated and analysed using descriptive statistics, namely mean, standard deviation, t-test to get results.

**Analysis and Interpretation of Data**

The essential step in the process of research, after the collection of data, is the organization, analysis and interpretation of the data and formulation of conclusions and generalization to get a meaningful picture out of the raw information thus collected. The mass of data collected needs to be systemized and organized, i.e., edited, classified and tabulated before it can serve the purpose. Data are meaningless heaps of material without analysis and interpretation. The purpose of the analysis is to find out the relationship between the variables, which lead to the verification of hypothesis. This is achieved with

the logical organization of data and use of relevant statistical techniques. After analysis, interpretation has to be done carefully, logically and critically by examining the results obtained, keeping in view limitation of the sample chosen, tools selected and used in the study.

### Hypothesis-1

There is no significant difference between boys and girls XI<sup>th</sup> standard level school students learning style.

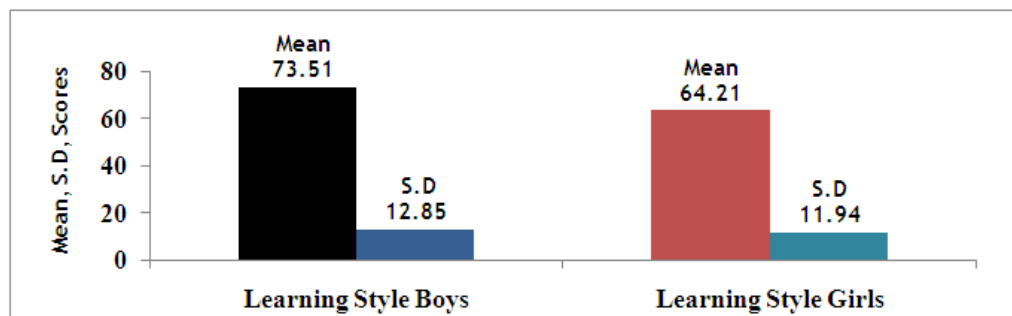
**Table 1: Showing the Means, SD, 't' Value and level of Significance of 100 boys and 100 girls Students on Learning Style**

Variable	Boys		Girls		't' Value	Significance at 0.05 Level
	Mean	S.D	Mean	S.D		
Learning Style	73.51	12.85	64.21	11.94	1.79	NS**

S\*-Significant N.S\*\*-Not Significant

### Interpretation

Table 1 shows that the mean scores of boy's student for learning style are  $64.21 \pm 11.94$  and girl's student is  $73.51 \pm 12.85$ . The calculated t-value is 1.79 which is no significant at 0.05 level of significance. It indicates that there is no significant difference between the boys and girls students on their level of learning style. Thus, our hypothesis that, "There is no significant difference between boys and girls XI<sup>th</sup> standard level school students learning style" is Accepted at 0.05 level of significance.



**Figure 1: Showing Means, S.D. of Boys and Girls Students on Learning Style**

### Hypothesis-2

There is no significant difference between boys and girls XI<sup>th</sup> standard level school students academic achievement

**Table 2: Showing the Means, SD, 't' Value and level of Significance of 100 boys and 100 girls Students on Academic Achievement**

Variable	Boys		Girls		't' Value	Significance at 0.05 Level
	Mean	S.D	Mean	S.D		
Academic Achievement	64.31	12.19	73.51	12.85	2.94	S*

S\*-Significant N.S\*\*-Not Significant

### Interpretation

Table 2 shows that the mean scores of boy's student for academic achievement are  $64.31 \pm 12.19$  and girl's student is  $73.51 \pm 12.85$ . The calculated t-value is 2.94 which is no significant at 0.05 level of significance. It indicates that there is significant difference between the boys and girls students on their level of academic achievement. Thus, our hypothesis that, "There is significant difference between boys and girls XI<sup>th</sup> standard level school students academic achievement" is Rejected at 0.05 level of significance.

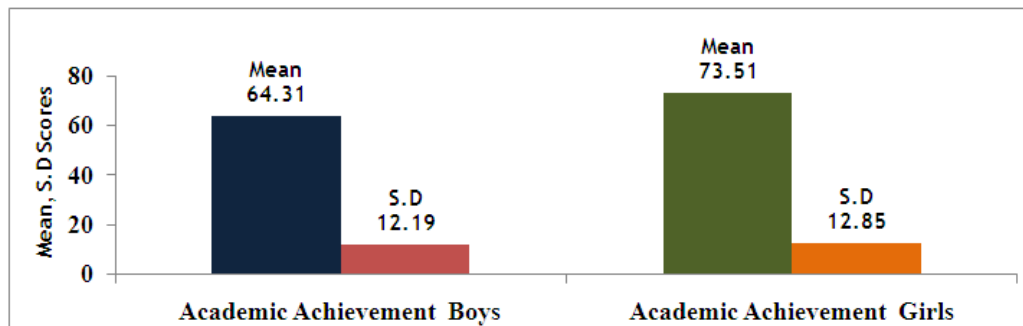


Figure 2: Showing Means, S.D, of Boys and Girls Students on Academic Achievement

### Findings

Major findings of the present study are as under:

1. There is no significant difference between boys and girls XI<sup>th</sup> standard level school students learning style.
2. There is significant difference between boys and girls XI<sup>th</sup> standard level school students academic achievement.

### Conclusions

From the above said findings, we can conclude that the boys students show better learning style as compared to girls students. The girls students show better academic achievement as compared to boys students. The development of any country requires integrated learning ability of young generation. Based on the finding and discussions, it could be concluded that we must develop a positive performance, learning style of higher secondary level students and aspire them for good academic achievement. In the context of liberalization, privatization, and globalization of education, a healthy, creative, inspired, and innovative education is the need of the hour. The performance development of any area requires integrated learning ability of society. Based on the finding and discussions, it could be concluded that we must enlarge positive performance, learning style and positive academic achievement of higher secondary level students. Higher secondary level school students academic achievement and learning style helps to make the performance better. The young generation should be learning style stable and academic achievement to do performance better in their professional career and able to face the any positions in future.

Moreover, it is the responsibility of the teachers and the school administrators to create a better learning environment that arouses students interest to achieve goals and they should ensure transfer of learning style or learning ability into academic performance.

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