



## Learning Styles of Senior Secondary Students in Relation to Their Home Climate

### KEYWORDS

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**ABSTRACT** *The researchers on learning styles have disclosed this fact that adoption of matching teaching strategies to individuals learning styles not only maximizes learners academic performance, enhances his motivation, increases his self-confidence, helps him/her in development of positive attitude towards learning but makes learning a fun or joyful activity. In view of this, an attempt has been made to investigate the effect of Home Climate and its important influence on learning styles. | To investigate the effect of home climate on learning styles of Government and Public School Senior Secondary 256 students were taken. To collect the data regarding learning styles scale was developed by Dr. B. P. Verma and Home Climate scale was developed by Dr. Beena Shah. The results show significant difference between Government and Public School Senior Secondary Students Learning styles and overall learning styles. Hence, Home Climate of Government and Public School students is an influencing and significant contributing factor in differentiating the Learning Styles of Senior Secondary Students. |*

The style is most pervasive phenomenon of the contemporary society. James and Blank (1993) are the opinion that learning style is a complex manner and conditions in which learners most efficiently and effectively perceive, process, store and recall what they are attempting to learn. The concept of style has been invariably used to describe an individual's quality, form, activity, or behavior sustained over time and has been nevertheless associated with individuality. It represents a distinct notion of coherent singularity in a variety of contexts and has a wide appeal to human life.

Grigerenko and Sternberg (1995) indicated three distinct traditions of style based work in psychology. The first is called the cognition centred approach, second is called the personality centred approach and the third activity-centred approach. The first approach, occurring mostly in a 30 year period beginning in the 1940's, involved the development of cognitive styles which reflected the work of experimental psychologists investigating the area of individual differences in cognition and perception.

Because of frustration with research on ability and intelligence which failed to elucidate the process generating individual differences. The research was carried out by various workers focusing on cognitive and perceptual functioning resulting in identification and description of dimensions of styles. Some of the examples are field dependence/independence (Witkin and Asch, 1948); Impulsivity-Reflectivity (Kagan et al 1964); Convergent Divergent thinking (Guliford, 1967); Adaptor-Innovator (Kirtan, 1976); Assimilator-Explorer (Kaufmann, 1989); Analysis-Intuition (Allinson and Hays, 1996); Analytic-Wholist and Verbal-Imager (Riding and Cheema, 1991).

The third approach tradition began in the 1970 and involved the activities centred theories of learning style associated with educationists addressing environmental and processes based issues related to individual differences in the classroom. This is called the learner-centred approach to emphasize the educational perspective shared by researchers in the tradition. Some prominent example of this tradition are experimental learning style (Kolb, 1976) (Honey and Mumford, 1986); Approaches to Learning (Entwistle, 1979), the Study Processes (Biggs, 1978); Learning Processes (Schmeck et al. 1977). Preference based Learning Style (Dunn, Dunn and Price, 1989), Style of Learning Interaction (Riechmann and Grasha, 1974), the Learning Style Profile (Keefe and Monk, 1986)

Dunn and Dunn (1975) state that a child's learning style may be defined as those environmental, emotional, sociological and physical characteristics through which he/she learns most easily.

Dembo (1977) suggested that certain learning styles may be more important than intelligence in effecting classroom learning. The identification of these styles should be of particular importance for educators as these variables in classification of students may help teachers to optimize the match between teaching technique and type of students.

Claxton and Raiston (1978) defined learning style as a students consistent way of responding to and using stimuli in the context of learning.

In view of Grasha (1996) learning style are personal qualities that influence a students ability to acquire information, to interact with peers and the teacher, and otherwise to participate in learning experiences.

Thus we find that learning styles are as varied as the individuals dealing with the concept. However, we may conclude that learning style is a unique way of an individual learner with which he/she prefers to approach the learning task.

The purpose of this study is to examine the effect of teacher parent's contacts on the learning style. The central idea is that the home environment influence classroom learning. Barbara and Geraldine (1981) conducted a study on parent teacher contacts and student learning. Fehrmann, Reimers and Keith (1987) also reported that parental involvement is considered an important influence on academic progress. Stevenson and Baker (1987) found in a study that, the extent to which parents were involved in school activities, such as parent teacher organizations and parent teacher conferences, was positively related to children's school performance. Maitra (2004) reported that poor home environment was the important variable which, could cause under achievement among the gifted. Sears (2004) found in his study that effective mother praised frequently the child's achievements. Saini, S. (2005) studied that children of working mother were much better than children of non-working mother in respect of academic achievement.

### Objectives of the Study-

The study was conducted with the following objectives-

- To study the effect of Government and Public School Senior Secondary Students on Learning Style.
- To study the effect of High and Low Home Climate on Learning Styles of Government and Public school senior secondary students.

**Hypothesis of the Study-**

Based on the above mentioned objectives the following null hypothesis were formed-

- There is no significant difference between mean scores of Learning Styles of Government and Public School Senior Secondary students.
- There is no significant difference between the mean scores of Learning Styles of High and Low Home Climate Students of Government and Public Senior Secondary Schools.

**Collection of Data-**

Data was collected by administering the tools on 256 senior secondary students selected randomly from different schools of Srinagar and Pauri District, Uttarakhand state. The sample was further classified into two categories: first category included those 128 students who were studying in government schools and the second category was of remaining 128 students who were studying in public schools.

**Tools used in the Study-**

In the present study the following two tools were used:

- Grasha-Riechmann's students learning styles scale (GRSLSS) developed by Dr. B.P. Verma was used. It contains 60 items, with 10 items related to each of the six scales independent, dependent, competitive, collaborative, participant and avoidant.
- Home Climate Scale (HCS) was developed by Dr. Beena Shah, Prof. and Head, Deptt. of Education, Rohelkhand, University in Hindi language with 90 items. Each dimension contains 9 items. This tool measures home climate in 10 areas- Restrictiveness vs Freedom, Indulgence vs Fairness, Attention vs Negligence, Acceptance vs Rejection, Warmth vs Cold Relation, Trust vs Distrust, Dominance vs Submissiveness, Expectation vs Hopelessness and Open vs Controlled communication.

**Methodology-**

For the present study a sample of 256 senior secondary students from Srinagar and Pauri Garhwal Uttarakhand was taken and was further classified into Government and Public Schools. Statistical technique employed included descriptive analysis of data. Since the study aimed at comparing the effect of Home Climate on learning styles of Government and Public School Students. Hence it adopted a casual comparative method and 't'- ratio was calculated for the comparison of Home Climate and Learning Styles of Government and Public School Students.

**Table – 1**

**Significance of Mean Difference between Government and Public School Senior Secondary Students, on Learning Styles Scale**

S N	Dimensions of Learning Styles	Govt. School Senior Secondary Student		Public School Senior Secondary Student		t-value
		M1	SD1	M2	SD2	
1-	Independent	23.6	2.3	25.5	2.6	8.76**
2-	Dependent	23.7	2.5	22.0	2.6	7.54**
3-	Competitive	23.4	2.6	22.5	2.6	3.92**
4-	Collaborative	23.6	2.5	25.0	2.6	6.21**
5-	Participant	23.7	2.6	26.5	2.6	12.2**
6-	Avoidant	23.4	2.4	25.5	2.6	9.50**
	Overall	141.5	7.6	147.0	8.7	7.62**

\*\*significant at 0.01 level of significance

Date represented in table-1, revealed that both govt. SS School boys and public school girls were found to have sig-

nificant difference to each other on all 6 dimension of learning styles scale and overall scale. Thus, hypothesis-1, stating that there is no significant difference between the Learning styles of Government and Public School Senior Secondary Students is rejected. In the same direction Sood (2000) reported that women students of public schools were found to be higher on independent, dependent and avoidance learning styles than women students of Government Schools. Malathi, S. and Maliny, E. also (2006) found that there was significant difference in the learning styles of boys and girls.

**Table – 2**

**Significance of Mean Difference between High and Low Climate Holder Government School Senior Secondary Students on Learning Style Scale**

S N	Dimensions of Learning Styles	High Climate Holder		Low Climate Holder		t-value
		M1	SD1	M2	SD2	
1-	Independent	24.7	2.2	22.9	2.2	6.34**
2-	Dependent	25.3	2.1	22.8	2.3	8.89**
3-	Competitive	24.6	2.4	22.8	2.4	5.81**
4-	Collaborative	24.8	2.2	22.9	2.4	6.46**
5-	Participant	25.2	2.3	22.8	2.3	8.08**
6-	Avoidant	24.6	2.2	22.7	2.3	6.58**
	Overall	149.1	4.0	136.9	5.1	21.3**

\*\*significant at 0.01 level of significance

This table reveals that 't' values between the Government Senior Secondary School boys high home climate students and low climate senior secondary girl students were found significant difference in all six dimensions and along with of learning style scales. Thus, hypothesis, stating that there is no significant difference between the Learning Styles of Government School Senior Secondary Students is rejected. It mean that these six dimension of learning style scale and overall scale are significantly related to home climate of Government School senior secondary students. Hence, Home climate variable of govt. School students is influencing and significant. Contributing factor in differentiating the learning styles of senior secondary school students. Fehrmann, Reimers and Keith (1987) reported that parental involvement is considered an important influence on academic progress.

Ghosh and Maseg (1979) reported that students studying in different types of schools show significant differences in their cognitive style. In this reference Johanson (1987) found that there were no significant differences in learning styles of public and private institutions.

**Table – 3**

**The Significance of Mean Difference Between High and Low Home Climate Holder of Public School Senior Secondary Students, on Learning Styles**

S N	Dimensions of Learning Styles	High Climate Holder		Low Climate Holder		t-value
		M1	SD1	M2	SD2	
1-	Independent	25.3	2.5	23.4	2.3	6.24**
2-	Dependent	25.4	2.5	23.4	2.3	6.57**
3-	Competitive	25.5	2.2	23.4	2.3	7.26**
4-	Collaborative	25.5	2.3	23.2	2.3	7.82**
5-	Participant	25.6	2.3	23.4	2.2	7.68**
6-	Avoidant	25.5	2.4	23.7	2.2	6.17**
	Overall	152.9	4.8	140.4	4.1	22.3

\*\*significant at 0.01 level of significance

The difference in the mean scores of six dimensions of learning styles scale of the high and low home climate is significant at 0.01 level of confidence. Thus, hypothesis, stating that there is no significant difference between the learning styles of public school students is rejected. High home climate holders have higher preference for all six dimensions and of overall learning styles as compared to low home climate holders.

On the basis of these results it could be inferred that high home climate holder of public school senior secondary students with mean scores of ( $M = 152.9$ ) have more learning styles than low home climate holder of public school students whose mean score is ( $M = 140.4$ ). Similarly, Dimensions -4 of learning styles scale with the highest t- value of 7.82 is found more influenced by home climate of public school senior secondary students as compared to dimension Avoidant of learning styles scale which has a lowest t- value of 6.17.

Some of the previous researchers do support the present finding of Calvano (1985). He reported that High and Low achievers also differ significantly by grade level in higher learning style preferences. Gadzella, Ginther and Higgins (1987) also found that high achievers were significantly superior to low achievers on deep processing styles.

#### Discussion-

Study revealed that government and public school senior secondary student differed to each other on six dimensions of learning styles scale which exposes that these dimensions of the scales are influenced by finance variable of government school senior secondary students. Study also revealed that learning styles of public school students was observed highly favourable as compared to their counterpart government school students. Verma (1996) supported this finding and he found that adolescents studying in convent schools differed significantly than adolescents studying in government schools with regard to their learning styles. Ajitha Nayar, K. (2004) also reported that students of private schools were found to have better retention than students of govt. schools.

Study revealed that High and Low Home climate holder of government school students differed to each other on all six dimensions of learning styles scale, which exposes that these dimensions of the scale are influenced by Home climate variable of government school senior secondary students. Study also reported that learning styles of High Home Climate holder of government school students was observed highly favourable as compared to their counterpart Low Home Climate holder of government school students (Boys/Girls). Paul (2005) supported the finding of this study, he found that the

factor of Home Environment, like recognition of the child's achievement, parental aspiration, forbearance for the child's wishes, parental affection, encouragement for initiative and freedom etc. had positive and significant correlation with each of the form modes of cognitive styles.

Study revealed that High and Low Home Climate holder of Public School Students differed to each other on all six dimensions of learning styles scale which expose that these dimensions of the scale are influenced by Home Climate variable of public school senior secondary students. Study also exhibits that learning styles of High Home Climate holder of Public School students was observed highly favourable as compared to their counterpart Low Home Climate holder of Public School Students. The finding supported by Talan (1980) noted a significant relationship of home environment of children with their achievement. Many researchers have found that good ability, interest, achievement and altitude are influenced by family climate.

Study revealed that significant influence of Home Climate was found out on Learning styles of government and Public School students. The influence on learning styles of Home climate of public school students more significant than students of government schools. The finding supported by Agarwal (1982) reported that public school students and Central School students were preferred motivation centered learning styles but in public school students were significantly higher as compared with central schools.

#### Conclusion-

The study found that Independent learning style, dependent, competitive, collaborative, participant and avoidant learning styles were found significant difference among the government and public school students. While the results obtained from the sample of the study have shown variation in preference for the Independent Participant and Avoidant learning styles.

Learning styles along with its all six areas are influenced by Home Climate variable of senior secondary school students. Learning styles of High Home Climate holder Public School students were found more as compared their counterpart Low Home Climate holder of government School Students.

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