



LEARNING STYLES AND ACHIEVEMENT IN ENGLISH AMONG HIGHER SECONDARY SCHOOL STUDENTS – GENDER WISE ANALYSIS

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ABSTRACT The purpose of this study was to investigate the relationship between Learning Styles and Achievement in English among Higher Secondary School Students. A randomly selected group of 300 higher secondary school students [152 male and 148 female] participated in the study. Normative Survey Method was used to collect data. The investigator used self made tool to find the achievement of the higher secondary students. The results indicated that there is no significant difference between learning style and achievement in English among Higher secondary students.

KEYWORDS : Learning Styles, Academic Achievement.

INTRODUCTION:

In recent years the number of English language learners enrolled in the English classes has been on the rise among high school students. Students are different based on their ability in learning motivation levels, and how they respond to instructional practices. There are two different categories that have had important implications in teaching and learning, including: different learning styles and different methods, learning approach, and intellectual development levels, in this paper, focus is on learning styles and achievements.

LEARNING STYLES:

Learning styles can be defined, classified and identified in many different ways. It can also be described as a set of factors, behaviours, and attitudes that enhance learning in any situation. How the students learn and how the teacher teaches and how the two interact with each other are influenced by different learning styles. Each person is born with certain tendencies toward a particular style, and these biological characteristics are influenced by external factors such as: cultures, personal experiences, and developments. Each learner has different and consistent preferred ways of perception, organization and retention. These learners styles are the indicators of how learners perceive, interact with, and respond to the learning environments. Students have different styles of learning, and they learn differently from one another.

ACADEMIC ACHIEVEMENT

Academic achievement or (academic) performance is the outcome of education the extent to which a student, teacher or institution has achieved their educational goals.

It is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important procedural knowledge such as skills or declarative knowledge such as facts. Academic performance of students as an aspect of their total behaviour. It is the product of interaction of the students, as an individual with his environment, namely institutions or school teachers and peers. Thus, academic achievement attained in some specific area concerning scholastic and academic work.

OBJECTIVES

- 1) To find out whether there is any significant difference between male and female higher secondary students in their learning styles.
- 2) To find out whether there is any significant difference between male and female higher secondary students in their achievement in English.
- 3) To find out whether there is any significant relationship between learning styles and achievement in English of the higher secondary school students.

NULL HYPOTHESES:

- 1) There is no significant difference between male and female higher secondary students in their learning styles.

- 2) There is no significant difference between male and female higher secondary students in their achievement in English.
- 3) There is no relationship between learning styles and achievement in English of the higher secondary school students.

METHOD:

The investigator has used normative survey method to collect data.

POPULATION:

The population of the study consists those who are studying higher secondary schools in Tirunelveli district.

SAMPLE:

The investigator has randomly selected 300 higher secondary school students in Tirunelveli district.

TOOL USED IN THE STUDY:

The investigator has the learning styles inventory to collect the data for analyzing statistical packages.

STATISTICAL TECHNIQUES USED

In the present study investigator used Mean, 't' test and Correlation Analysis

H₀1 :

TABLE :1 DIFFERENCE BETWEEN MALE AND FEMALE HIGHER SECONDARY STUDENTS IN THEIR LEARNING STYLES

Gender	N	Mean	SD	't' value	level of significance (0.05 level)
Male	152	61.66	11.22	0.94	N.S
Female	148	60.46	9.88		

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

It is inferred from the above table that there is no significant difference between male and female higher secondary students in their learning styles.

H₀2 :

TABLE : 2 DIFFERENCE BETWEEN MALE AND FEMALE HIGHER SECONDARY STUDENTS IN THEIR ACHIEVEMENT IN ENGLISH

Gender	N	Mean	SD	't' value	level of significance
Male	152	138.0	30.35	3.02	S
Female	148	146.4	29.13		

It is inferred from the above table that there is significant difference between male and female school students with respect to their level of achievement in English among higher secondary students.

H03 :

TABLE : 3 DIFFERENCE BETWEEN LEARNING STYLES AND ACHIEVEMENT OF THE HIGHER SECONDARY SCHOOLSTUDENTS

Variables	r' value
Learning Styles And Achievement In English	0.58

The computed co-efficient correlation 'r' value 0.58 which is significant. Hence null hypothesis 3 is rejected and it concluded that there is a significant relationship between the learning styles and achievement in English of higher secondary students.

FINDINGS

1. There is no significant difference between male and female higher secondary school students with respect to their learning styles.
2. There is significant difference between male and female higher secondary school students with respect to their achievement in English.
3. There is a significant relationship between learning styles and achievement in English of higher secondary school students

EDUCATIONAL IMPLICATIONS

The goal of this study was to investigate relationship between learning styles and achievement in English. what we have found here lead us to conclude that students use different preferred learning styles to learn a language. Learning styles also can be considered as a good predictor of academic performance and should be taken into account to improve students' performance specifically in learning an English language. Students should be encouraged to provide be flexible in their own learning styles in order to engage successfully with various and changing teaching methods across the curriculum. Instructors should be also encouraged to provide a variety of teaching materials and resources to suit different learning styles. From the above observation the learning styles and achievement in English of the higher secondary students are having better academic achievement in learning styles. There is low correlation between the learning styles and achievement.

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