



STUDY ON LEARNING STYLE AND TEACHER STUDENT RELATIONSHIP OF HIGHER SECONDARY STUDENTS

KEY WORDS: Analytical Style Of Learning, Global Style Of Learning And Teacher-student Relationship

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ABSTRACT

The present study is expected to provide relevant inputs to the wastage in the field of education could be avoided and school programmers can be better oriented, if good teacher student relationship are maintained. The study can highlight on some factors that accelerate learning. He followed the normative survey method and stratified random sampling method for the present study. He calculated Descriptive Analysis and Pearson’s product moment correlation. He used standardized tools in Internet knowledge and computer attitude. He tested the formulated hypotheses and given their findings

INTRODUCTION

The present study aims at perceiving the relationship between learning style and teacher student relationship of higher secondary students. Thus, the students’ better learning style and the teacher student relationship can be modify the classroom environment so as to enable them to nurture the young minds in a healthy goal oriented education, which leads to a better school activity and ultimately to higher achievements.

NEED FOR THE STUDY

This investigation throws light on learning style and teacher student relationship of the higher secondary students. There is a general criticism that the present generation pupils do not possess proper learning style and school environment. It is intended to suggest useful measures to improve knowledge of learning style and proper techniques of teacher student relationship in order to achieve better results in their academics.

STATEMENT OF THE PROBLEM

Study on Learning Style and Teacher Student Relationship of Higher Secondary Students.

OBJECTIVES OF THE STUDY

- 1. To find out the level of analytical style of learning of higher secondary students.
2. To find out the level of global style of learning of higher secondary students.
3. To find out the level of teacher student relationship of higher secondary students.
4. To find whether there is any significant relationship between learning style and teacher student relationship of higher secondary students.

HYPOTHESES OF THE STUDY

- 1. The analytical style of learning of higher secondary students is low.
2. The global style of learning of higher secondary students is low.
3. Teacher students’ relationship of higher secondary student is low.
4. To find out whether there is any significant relationship between style of learning and Teacher student relationship.

TOOLS USED

- 1. Learning Style Inventory Standardized by Hilliard’s (1989) and
2. Teacher Student Relationship Inventory Standardized by Arun Christopher(2001)

Reliability and Validity of the tools

a. Learning Style Inventory

The author of the inventory had already established the reliability by test-retest method (r=0.65). In the present study, the reliability co-efficient for the inventory has been found out by test-retest method. The reliability co-efficient is found to be 0.69 for the right hemisphere dominance and 0.62 for the left hemisphere dominance. These values reveal that the tool used is highly reliable.

b. Teacher Student Relationship Inventory

The reliability of the teacher student relationship scale was calculated using odd even method which was found to be 0.683, indicating that the scale is highly reliable. Validity refers to the appropriateness of the tool and was ascertained by the expert. They suggest that the this tool is highly valid. The validity of this inventory had been ascertained by the expert in the field of education and psychology they suggest that the tool used in this study is highly valid.

SAMPLE

The stratified random sampling technique was used for the selection of the sample for the present study. A total of 500 students were selected from different schools

STATISTICAL TECHNIQUES USED

- 1. Descriptive analysis
2. Correlation analysis

Hypothesis: 1

The analytical style of learning of higher secondary students is low. The mean and standard deviation has been calculated to find out the analytical style of learning of higher secondary students. The result of the analysis is given below.

Mean and SD of Analytic Style of Learning of Higher Secondary Students

Table with 5 columns: Si. No., Samples, N, Mean, SD. Row 1: 1, Entire Sample, 500, 6.04, 1.51

The above table reveals that the mean and SD of analytical style scores of the higher secondary students is found to be 6.04 and 1.51 respectively. The mean score is more than the mid score 5.5. Hence it is concluded that the higher secondary student level of analytical style of learning is high.

Hypothesis: 2

The global style of learning of higher secondary students is low

Mean and SD of Global Style of Learning Higher Secondary Students

Table with 5 columns: Si. No., Samples, N, Mean, SD. Row 1: 1, Entire Sample, 500, 4.97, 1.48

The above table reveals that the mean and SD scores of analytic style of the higher secondary students is found to be 4.97 and 1.48 respectively. The mean score is more than the mid-score of 5.5. Hence, it is concluded that the global style of learning of higher secondary students is low.

Hypothesis: 3

Teacher students’ relationship of higher secondary student is low.

Mean and SD of Teacher Students Relationship of Higher Secondary Students

Table with 5 columns: Si. No., Samples, N, Mean, SD. Row 1: 1, Entire Sample, 500, 104.80, 15.66

The above table reveals that the mean and 'SD' scores of teacher students relationship of higher secondary students is found to be 104.80 and 15.66 respectively. The mean score is more than the mid-score of 75. Hence, it is concluded that the teacher students' relationship of higher secondary students is high.

Hypothesis No: 4

To find out whether there is any significant relationship between style of learning and Teacher student relationship.

Pearson product moment correlation has been applied to find out the significant relationship between style of learning and teacher student relationship. The result of the analysis is presented below

Co-efficient of Correlation Between Style of Learning and Teacher Student Relationship

Variables	Teacher Student Relationship
Analytical Style of Learning	r = 0.294
Global Style of Learning	r = -0.299

The above table reveals, that the 'r' value of analytical style of learning and teacher student relationship is found to be 0.294. It exist the low correlation between the analytical style of learning and teacher student relationship of higher secondary student.

It is also reveals, that the 'r' value of global style of learning and teachers student relationship is found to be 0.299. It exist the negative low correlation between the global style of learning and teacher student relationship of higher secondary students.

FINDINGS

1. The level of analytical style of learning of higher secondary student is high.
2. The level of global style of learning of higher secondary student is low.
3. The level of teacher student relationship of higher secondary student is high.
4. There is a significant positive relationship between analytical style of learning and teacher student relationship.
5. There is a significant negative relationship between global style of learning and teacher student relationship

SUGGESTIONS FOR FURTHER STUDY

1. This study was conducted only on XII Standard students. Similar study could be extended to college level.
2. The present study is limited to schools in Thirunelveli District. It could be extended to schools in other districts in Tamil Nadu State.
3. Other psychological variables can also be included in the study.

CONCLUSION

The present study shows that the level of analytical style of learning of the students is high than the global style learning. Neurological studies indicate that education as it is now structured develops only one part of the human brain i.e., (left brain) untouched which has a high level potential. Different teaching techniques and methodologies can be adopted to influence and activate the integrated hemisphere functions of the brain.

The teacher stands at the most important point in the educational process. He still important point in the educational process. He still occupies a fairly important place in spice of the fact that the Education has been pushed to the front in the progressive thought in Education.

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