PERCEPTION ON LEARNING STYLE AND ACADEMIC STRESS

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Abstract:

Education is a process that brings out all the skills and knowledge of the child who used to meet the challenges of the global society. Development of well-balanced personality, growth of social values and virtues and preparation for life highly depends on the teaching and learning process. Effective teaching should enhance the learner's capacity to learn themselves by adopting their own learning style which is vital to assess their expertise in various domains and to avoid academic stress. From the above discussion the investigator has chosen the variables learning style and academic stress which is applied to higher secondary students from different school managements in and around Chennai. The major objective of the study is to find the relationship between learning style and academic stress among higher secondary students. The sample constituted 400 students from higher secondary level and survey method was employed. The tools namely the perceptual learning style inventory by J.M. Reid and academic stress scale constructed by the investigator were adopted for the present descriptive study. The result showed that there was a positive relationship between learning style and academic stress among higher secondary students. Hence it can be concluded that academic stress highly influences the learning style of the students. Identifying appropriate learning style of each student is significant to reduce their academic stress level.

Key words: Learning Style, Academic Stress and Higher Secondary Students.

I.   Introduction:

Civilization is changing as never before. Today we are living in a much more digitalized world than our fathers and forefathers experienced. There are harder things to learn every day where we face new problems and unknown future. On account of new scientific inventions and technological revolution, the materialistic world is changing more rapidly along with social conditions and economy of life. From which the present teaching and learning process has different classroom environment which expects more from the learners to adopt the challenging futuristic society. It means that teacher must teach for their students how to find the best means for studying and solving the pressing problems of life.

Learning Style:

Learning is different from individual to individual. Learning style is the way in which individual can concentrate, process, internalize and evaluate the new academic information that is gained by the learning environment. Agarwal (1987) stated that learning styles a sum total of individual's performance for physical, social, emotional and environmental elements in the course of learning.

There are different learning style models have been developed over the years were bipolar in nature. But nowadays learning style has been conceptualized as multidimensional one for the learners to update their knowledge and skills. The perceptual learning style is inclusive of the dimensions namely,

- ➢ Visual
- ➢ Auditory
- ➢ Kinesthetic / Tactile

Visual Learning Style:

The occipital lobes at the back of the brain manage the visual sense. Both the occipital and parietal lobes manage spatial orientations. Visual learners prefer using images pictures, images, colors and maps to organize and learn academic information and communicate with others.

Auditory Learning Style:

The temporal lobes handle aural content. The right temporal lobe is especially important for music. Aural learners can use sound, rhyme and music in their learning and focus on using aural content in their association and visualization. Using a recording of wind and water helps when visualizing sailing maneuvers.

Kinesthetic Learning Style:

The cerebellum and the motor cortex (at the back of the frontal lobe) handle much of our physical movement. Kinesthetic learners use their body and sense of touch to learn about the world around them. They prouder in sports, exercise and other physical activities and also they use physical objects as much as possible.

Academic stress:

Stress is the rate of all wear and tear caused by life. Jary and Jary (1995) revealed that stress as a state of tension produced by pressure or conflicting demands with which a person cannot adequate cope.

Academic stress has emerged as a significant mental health problem in the recent years. Academic stress is a mental distress with respect to some anticipated frustration associated with academic failure. High academic achievement is the need of the day to pursue desirable courses. Shisom (1986) studied that examination related stresses were found to cause high stress followed by classroom assignment overloaded. So coping with academic stress is vital to gain meaningful learning. Appropriate learning style helps to manage the academic stress in the learning environment especially at the higher secondary level since it is the terminal stage for one's academic career. .

In this knowledge era, academic performance is vital for each student to enhance their life style at next level. In this context proper guidelines to identify their fixed learning style which will cope up the students to get rid of academic stress to accomplish higher in their academic performance. Considering all these factors, the investigator desired to study the relationship between learning style in relation to academic stress among higher secondary students.

II. Reviews of Literature:

Monroe and Mark (1992) conducted a study on the relationship between curriculum achievement and the students' preferred learning style. The findings of the study revealed that several learning style groups differed significantly, when comprising natural science and the result of ANOVA showed significant difference between learning style and their cumulative frequency. In addition Heikkila, Annamari (2012) investigated the effect of learning, cognitive and attributional strategies, stress, exhaustion and study success. The results were helpless students who are one of the three groups of selected students have high level stress and exhaustion than non-academic and self-directed students followed by self-directed students had higher level of stress management skills. .

Statement of the problem:

The present study entitled **"Perception on Learning Style and Academic Stress among Higher Secondary Students".**

Objectives of the present study:

➢ To study if there is any significant differences in learning style and academic stress with regards to stream of study.
➢ To find if there is any significant relationship existed between learning style and academic stress.

III. Methodology

Hypotheses:

➢ There is no significant difference in learning style and academic stress with regards to stream of study.
➢ There is no significant relationship between learning style and academic stress.

Tools used for the present study:

➢ The perceptual learning style inventory by J.M. Reid (1995)
➢ Academic stress tool was constructed by the investigator.
➢ Personal date sheet

Sample:

For the present investigation, the sample size was 400 higher secondary students from different types of management such as Government, Private and CBSE schools.

Table - 1

Distribution of the sample according to stream of study

Variable	Sub category	Size	Percentage
Stream of study	Arts	200	50.0
	Science	200	50.0

Table – 1 showing the distribution of sample from the total sample size 400, for arts and science stream 200 samples respectively.
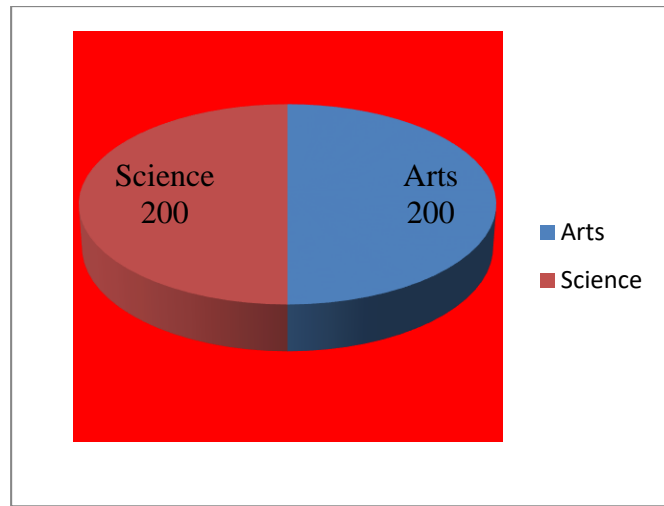
IV. Results and Discussion

Table - 2

Table showing the critical ratios of difference in learning style and academic stress with stream of study

	Group	N	Mean	Standard Deviation	Degree of Freedom	't' value	Significance Level
Learning Style	Arts	200	2.2600	0.62799	398	0.476	P>0.05 NS
	Science	200	2.2150	0.63307			
Academic Stress	Arts	200	1.8950	0.64502		0.003	P<0.05 S
	Science	200	1.6900	0.73252	398		

The 't' value 0.476 of learning style is greater than 0.05 level of significance. Hence the null hypothesis is accepted. Thus there is no significant difference in learning style owing to stream of study. For academic stress, the 't' value is 0.003 is significant at 0.05 level which shows the null hypothesis is rejected. Thus there is significant difference in academic stress with respect to stream of study.

This finding of learning style with stream of study is agreement with Monroe and Mark (1992) who also found that no significant difference established between learning style and stream of study.

Table – 3 indicating Co-efficient of correlation between learning style and

academic stress

Variables	N	r	Level of Significance
Learning Style and Academic Stress	400	0.033	0.05

From the above table it is inferred that there is a positive relationship existed between learning style and academic stress of higher secondary students.

Major findings of the study:

- ➢ There is no significant difference in learning style with respect to stream of style and significant difference existed in academic stress with stream of study.
- ➢ There is a positive relationship between learning style and academic stress of higher secondary students.

V.   Educational Implications:

Childhood and teen stress has reached epidemic levels in today's world. The role of teacher and school management work hard to teach children and teens to recognize the causes and symptoms of stress and to counteract them with relaxation techniques and stress management skills. The present study showed that stream of study is differed with academic stress and not in learning style. Desirable opinion to choose their stream of study is vital for higher secondary students because of career development. Appropriate methodology and proper practice highly reduce the academic stress level among the students. Motivation from the subject expert is also notable part to reduce the level of stress.

The present study also revealed that positive relationship existed between learning style and academic stress. To reduce the academic stress, the teachers and parents should help the students in planning and programing their work. Systematic study habits and self-management skill will lessen academic stress among the students. Effective stress coping strategies for higher secondary students should be as follows,

- ❖ Identify and Draft their own study habit
- ❖ Take balanced diet and avoid tea, coffee and carbonated drinks.
- ❖ Do meditation and physical activity as much possible.
- ❖ Diagnose their strength and weakness in academic performance.
- ❖ Relaxation with family members and peer groups.
- ❖ Be precise and clear in their academic work.
- ❖ Ensure your confidence level at all tasks and programs.
- ❖ Acknowledge their career plan and do hard work on it.

VI.   Recommendations for further study:

- ❖ The present descriptive study can be extended to experimental study by using the dimensions of learning style such as audio-visual programs as a treatment.
- ❖ Rural area samples also important to contribute effective results to the society.
- ❖ The same study may be attempted on a large sample size and on different age groups.

Conclusion:

The purpose of the present study was to find the relationship between learning style and academic stress of higher secondary students. The result of the present study creates awareness about the influence of academic stress on adolescent students and its impact in teaching learning process. Hence it can be concluded that this study may enrich the students' community and the findings of this study may secure a database for future research.

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