

ACADEMIC ACHIEVEMENT OF FEMALE GRADUATE TEACHER TRAINEES OF FAZILKA DISTRICT IN RELATION TO THEIR LEARNING STYLE

Dr Susheela Narang
Principal
Kenway College of Education, Abohar

Abstract

Learning style refers to the ability of learners to perceive and process information in learning situations. One of the most important uses of learning styles is that it makes it easy for teachers to incorporate them into their teaching. This study is an analysis of Academic Achievement of Female Graduate Teacher Trainees of Fazilka District in Relation to Their Learning Style. It also tries to find out relation and effect of different learning styles on academic achievements of students. A sample of 100 Female Graduate Teacher Trainees of Fazilka District was selected for the study. Findings of the study reveal that there exist positive correlation between learning style and academic achievement of female Graduate teacher trainees. There exists no significant difference between relatedness of learning style and academic achievement of female graduate teacher trainees across academic stream variations.

Keywords: Academic Achievement, Learning Style

INTRODUCTION

Education is an organized process through which an individual or child gains knowledge, understanding and experience. Along with this sound skills and sound attitude is also the output of the education. It can be said that education helps in making individual polished, well-educated and civilized. Hence it is easy to say that education is the only means for the civilized community. It can also be said that it is the powerful weapon to transform and change the world. Eradication of the various evils of the society can only be possible through education. Various problems of life can be solved through proper education. As most of the psychologists and educationalists believe that every individual learns from the day to day experiences. Education with proper efforts and initiatives may lead to the harmonious progress of an individual. It is most important to take into consideration that education can lead an individual towards the progress and successful life but we need to focus on reading good books which do not only provide an individual good job but also a valuable and meaningful life. In this way ethical and moral values are important to be considered in education. So education can make people civilized as it is discussed above and able people can find difference between right and wrong. Overall it is to say that getting degrees is not the true education but positive modification in the behavior of an individual is the right education. Moreover, values like helping nature, positive attitude,

good conduct, considering ethical values etc. are required to be considered in the education system of the country. Hence it will make our students good citizens who will help in the social development. A person's academic achievement is a vital factor to judge his intellectual capabilities. Hence every education system should keep academic achievement in the front and should be focused for better learning process.

ACADEMIC ACHIEVEMENT

Generally, achievement is an indicator of success in life. Achievement signifies social, emotional, educational, cognitive and physical development. The success may be in any walk of life. It is referred to as achievement. Academic achievement is a specific concept which signifies the development of proficiency and skill in academic activities conducted at the end of an educational programme. Webster defines achievement as, "Achievement shows quality and quantity of work done by a student." Academic achievement is considered as one of the most important core of educational growth. It is mostly desired by students in educational setting. The main aim of education is to attain academic Excellency in terms of gaining more marks and grading. Achievement obtained in activities related to school subjects is regarded as A. Achievement. The meaning of academic achievement varies among educators, psychologists, philosophers etc.

FACTORS AFFECTING ACADEMIC ACHIEVEMENT

Basically the factors which are influential of academic achievement can be categorised under following three categories:

(I) Individual Factors: These factors are related to the learner himself. Individual factors can be further divided into two categories:

(a) Cognitive- Cognitive factors include the variables like intelligence, learning ability, creativity and cognitive styles.

(b) Non-Cognitive- The variables like attitude, interest, motivation, study habits, personality, self esteem etc. fall under the category of non-cognitive factors.

(II) Environmental Factors: These factors concern environment of students. These factors consist variables like family's value system, socio-Economic status, system of education, teacher's skill of teaching, home environment, school environment, peer groups etc.

(III) Psychological Factors: Aspiration level, learning style, self concept, self-efficacy and locus of control etc. fall under this category.

LEARNING STYLE

Learning Styles (LS) are how children learn, observe, process, and retain information and have immensely influenced education. Learning Style (LS) is a concept that can be traced back to as early as 334 BC when Aristotle opined that each child possesses a specific set of talents and skills. In the early 1900s, there were many theories relating to this but later on, research in this area witnessed a downtrend as students' IQ and academic achievement garnered more attention comparatively. However, in the last half of the 1900s it again picked up momentum and a lot of research has been happening relating learning style to teaching and academic achievement of children.

Learning style is that methodologies of learning through which a student learns. Each and every human being have his own and unusual way of learning. Some students learn by doing a work practically, some learn by hearing and some students learn by seeing a single or a number of concepts. This is due to individual differences among students. Every child is different from one another in terms of intelligence, motivation, problem solving ability etc. In other words it denotes those techniques which are helpful in making a student to learn the concept. A good learning style is that one in which students learn best. Learning style is a technique which is used by individual to understand the subject matter properly. Learning style refers to the way one internally represents experiences and recalls or processes information.

According to Crow and Crow, (1973), "Learning is the acquisition of habits, knowledge and attitudes. It involves new ways of doing things, operates an individual's attempt to overcome obstacles or to adjust to new situations. It represents progressive changes in behaviour. It enables him to satisfy interest to attain goal"

According to Webster's New World Dictionary, "A style is a way of showing performance. Styles signify a set of preferences. Various researches have defined that styles of learning are key factors to understand student's academic performance."

TYPES OF LEARNING STYLE

On the basis of definitions given by various researchers and psychologists it becomes clear that learner style keeps on changing according to the demand of academic situation. According to K.S. Mishra (2012), "Learning style denotes educational circumstances in which child learns and achieve more and more in academic subjects. He has discussed following learning styles based on his own inventory which he has developed to measure learning styles.

Enactive Learning: In this learning style senses of body are used, interaction is done with the environment. Action and performance are done physically to gain academic knowledge.

Verbal Learning: Verbal information about certain academic concept is also— important way of learning. Under this learning style students learn a subject matter verbally. The repetitive presentation of information makes it more interesting and effective.

Figural /Visual Learning: Visual training is considered is regarded as one of— the most effective methods of learning. Diagrams, photographs, maps, charts, reproduction of information, imitation and exercise are some the techniques which are employed in figural learning. The students who use this way of learning are more interested in comfortable in learning the subject matter that is presented in visual or figural manner. Such types of learners are able to recall the content that has been observed. These learners learn best by paying attention to body language and facial expression of teachers. Such students learn the content by highlighting the main points in textbook. Visual or figural learners visualise content as a picture to recall the information.

Constructive Learning: Construction of diagrams is helpful in adding new— ideas in learning. Self-efforts are of much importance in this learning style.

Reproducing Learning: Reproduction of learnt subject matter is very— effective way of learning. In this learning style students memorise the concept and reproduce the information by reading loudly.

Auditory Learning: As the title itself is indicative that auditory learning is— that learning in which students learn by listening. Such types of students learn through lecture method. Some lectures in form of recorded audio are also helpful for these learners. They clarify and remember the concept by listening the recorded audio lectures. Discussion of the content in group is also very helpful for auditory learners.

There is general acceptance of the perception that the manner in which an individual chooses a learning style has a direct impact on their Academic Achievement (AA). Many research studies have proved this fact. Sharma (2011) studied the relationship and significance of difference between academic achievement and learning-thinking style of secondary school students. The study was delimited to class Xth students only. The study's findings revealed that learning-thinking style and academic achievement of secondary school students are positively and significantly related to each other. Students having high academic achievement are better for teaching. It can also be concluded that male and female secondary school students are not different in respect to their academic achievement whereas they are different in respect to their learning-thinking style.

Vaishnav and Chirayu (2013) examined the “relationship and effect of different learning styles on academic achievements of senior secondary school students”. It was investigated and revealed that there were only three variables which affect most such as visual, auditory and kinesthetic. They significantly affect the academic achievement of the students. Along with this it was also revealed and exposed that kinesthetic learning style was more in practice and found used by everybody than visual and auditory learning.

Singh, Govil and Rani (2015) examined a study on learning styles preferences among 300 secondary school students. Central tendencies measure and chi- square test were computed through SPSS to analyze the

data. The study revealed that visual style of learning was most preferred by students followed by auditory, tactile and kinesthetic learning style. The Learning styles of students were significantly influenced by mother educational level. The study also revealed that gender, place of living, religion and educational level of father not significantly impacted the learning styles of secondary students.

Nissei (2015) carried out a correlation study between learning styles and academic achievement among secondary school students in Kenya. The study's findings revealed that there exists a positive correlation between the learning styles and academic achievement of their target respondents.

Satyanarayana & Hoovinabhavi (2016) studied achievement motivation of university students in relation to their learning styles. Out of the total of 100 students 50 males and 50 females were taken as sample from Gulbarga University. Learning Style Inventory 53 (K.S Mishra, 1971) & achievement motivation scale (Deo Mohan, 2002) were used as tools to collect data. Mean and F- ratio were used to analyze the data. The study showed that learning styles and academic motivation not significantly differ among university students. It also showed that significant relationship existed between gender and locality in relation to learning styles and academic motivation.

SIGNIFICANCE OF THE STUDY

Recently, learning style of the students have drawn the attention of many educators and researchers. Many researchers have been expressed that learning style of student is perhaps the single most important factor in his/her academic performance. Learning style has important bearing for classroom teacher, curriculum designer, educational technologist, guidance and counseling workers and even educational administrators. Individual differences work everywhere in every situation, whether it is personality differences, biological or social differences or it is difference in learning and responding to a specific situation. There is a need to study which factor affects what. The present study aimed at studying whether learning style affect the Academic Achievement. The findings and the conclusions of the study will be helpful for students to identify and differentiate their own learning style. It will also help the teachers to adopt teaching method according to the learning style of students. The teacher educators can get benefit from this study for teaching prospective teachers to understand different learning styles of students and designing classroom learning activities according to the preferences of their student. The principals and administrators can use finding of study for establishing the system in their institutions which suit to maximize the learning. Policy makers will be benefited by the result of the study for further policy formulations regarding teacher, designing teaching learning aids and taking measures for improvement of classroom environment.

STATEMENT OF THE PROBLEM

Academic Achievement of female Graduate teacher trainees of Fazilka District in relation to their learning style

OPERATIONAL DEFINITIONS

Academic Achievement: - “Academic achievement is one of the major criteria applied to judge proficiency and skill of a learner in a given area at a particular time. It is the indication of performance or achievement in a test performed to measure one’s achievement”.

Learning Style:- “Learning styles have been widely defined “as the individual preference process to use in learning. Each student has his/her own style frequently used for manipulating, processing, interpreting and assimilating their knowledge”.

OBJECTIVES OF THE STUDY

1. To find out Academic Achievement of female Graduate teacher trainees of Fazilka.
2. To find out the Academic Achievement in relation to the learning style of female graduate teacher trainees of Fazilka.

HYPOTHESES OF THE STUDY

1. There exists significant relation between learning style and academic achievement of female Graduate teacher trainees.
2. There exists no significant difference between relatedness of learning style and academic achievement of female graduate teacher trainees across academic stream variations.

METHODOLOGY

The present study was conducted on 100 Female Graduate Teacher Trainees of Fazilka District. The sample was further equally divided between 50 Arts and 50 Science female graduate teacher trainees. The sample was randomly selected from the following colleges of fazilka district.

TOOL USED

- Test used in Present Study is Learning Style Inventory by Misra(2012).
- Final Examination marks of B.Ed first semester

RESULTS AND DISCUSSION

Table-1

Pearson's product moment correlation was computed between mean scores of learning style and academic achievement of female graduate teacher trainees

Variable	N	df	Co-efficient of Correlation
Learning Style	100	98	0.32
Academic Achievement			

0.05 = 0.195; 0.01=0.254

Table 1 show that correlation between Learning Style and Academic Achievement of Female graduate teacher trainees is 0.32. In order to be significant at 0.05 and 0.01 Level it should be 0.195 and 0.254 respectively since obtained r is greater than these values therefore it is significant. Hence Hypothesis 'there exist significant relation between learning style and academic achievement of female graduate teacher trainees' is accepted.

Table-2

Fisher's Coefficient Correlation between Learning Style and Academic Achievement of Female Graduate Teacher Trainees Across Academic Streams Variations

Variable	Fisher's Coefficient Correlation		SE _d	CR
Science	0.38	0.40	0.20	0.10
Arts	0.36	0.38		

0.05 = 0.196; 0.01=0.258

Table 2 shows that correlation between shows that Fisher's correlation coefficient is 0.10 in order to be significant at 0.05 and 0.01 level. It should be 1.96 and 2.58 respectively since obtained CR is less than these values therefore it is not significant. Hence Hypothesis II "There exists no significant difference between relatedness of Learning Style and academic achievement of female graduate teacher trainees across academic stream variations" is accepted.

CONCLUSIONS

1. Significant relation was found between learning style and academic achievement of female Graduate teacher trainees.
2. Insignificant difference between relatedness of learning style and academic achievement of female graduate teacher trainees across academic stream variations.

EDUCATION IMPLICATIONS

1. Balanced approach in teaching to allow for diverse learning styles
2. Provide time for both student active Participation and reflection on the material (active and reflective Learners)
3. Use both Visual and Verbal information for Learning Style.
4. Engage Students in activities to Support constructive Style.
5. Use Numerical/algebraic examples along with abstract concepts (inductive and deductive Learners).

REFERENCES

- Awang, H., Abd Samad, N., Mohd Faiz, N. S., Roddin, R., & Kankia, J. D. (2017). Relationship between the learning styles preferences and academic achievement. *IOP Conference Series: Materials Science and Engineering*, 226, 012193.
- Bakar, Z. A., & Ali, R. (2016). Learning style construct in Student's learning. *Mimbar Pendidikan*, 1(2), 213.
- Bhatia, K.K. (2003). *Basis of Educational Psychology*, Kalyani Publishers, Ludhiana.
- Chandhari, A.N. (2013). Study Habits of Higher Secondary Schools Students In Relations O Academic Achievement. *International Journal of Research in humanities and Social Sciences*, 1(3), 52-54.
- Cheng, G. & Chau, J. (2014). Exploring the relationships between learning styles, online participation, learning achievement and course satisfaction: An empirical study of a blended learning course, *British Journal of Educational Technology*, 1-20.
- Chermahini S. Aghanbari, A., & Talab, M.G (2013). Learning Style and Academic performance of students in English as Second Language Class in Iran. *Bulgarian of Science and Education Policy*, 7(2) 322-323.
- Garett, H.E (2007). *Statistics in Psychology and Education*. Paragon International Publisher, New Delhi.
- Gokalp (2013). The effect of student's learning styles of their academic success. *Creative Education* 4(10), 627-632.
- Misra, K. 2012. *Manual for Learning Style Inventory*, National Psychological Corporation.
- National Curriculum Framework (2005). *Investing in learning: A policy statement with recommendations on research in education teaching techniques* by Department of Education.
- Nissei, M.M. 2015. A correlation study between learning styles and academic achievement among secondary school students in Kenya. M.Sc. Thesis submitted to University of Nairobi, Kenya.
- Satyanarayana, G. & Hoovinabhavi, B. L. (2016). A Study on Achievement Motivation of University Students In Relation To Their Learning Styles. *International Journal of Informative & Futuristic Research*, 4 (4), 6041-6045.

- Sharma, P. (2011). A study of learning-thinking style of secondary school students in relation to their academic achievement. *International Journal on New Trends in Education and Their Implications*, 2(4), 115-23.
- Singh, L. Govil, P. and Rani, R. (2015). Learning styles preferences among secondary school students. *International Journal of Recent Scientific Research*. 6 (5), 3924- 3928
- Vaishnav, R. S., & Chirayu, K. C. (2013). Learning Style and Academic Achievement of Secondary School Students. *Voice of Research*, 1(4), 1-4.

