

A CONCEPTUAL STUDY ON RELATIONSHIP BETWEEN LEARNING STYLES AND ACADEMIC PERFORMANCE

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Abstract:

Learning styles is said to be the style of learning of an individual. It has always been the main fear of many teachers and parents that their students and children has to be as much successful as possible. Often, one's learning style is identified in determining strengths for academic performance. It is the learning styles which helps the learner in obtaining meaningful and desirable knowledge. Good learning styles act as a strong weapon for the students to excel in life. In this study we are going to see the relationship between the learning styles and academic performance of students.

Keywords: Learning styles, Academic Performance.

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Introduction:

Learning is an intricate variable which is influenced by manifold factors including intelligence, incentive, adequate environment, family and social parameters, quality of school and education, educator and etc. Many people prefer to learn in ways that are different from how other people of the same class, grade, age, nationality, race, culture, or religion prefer to learn. Even though some gifted students can learn proficiently without using their learning style preferences, low achievers perform significantly better when they capitalize on their preferences. A decade of research explained that both low and average achievers earn higher scores on standardized achievement tests and attitude tests when taught through their learning style preferences (Dunn, Griggs, Olson, Gorman, and Beasley 1995).

Objectives of the Study:

- To find the relationship between learning style and academic performance of the students.

Research Methodology

The analysis of this paper is based on secondary data collected from the related websites, books and articles from different journals.

Review of Literature

Albert (2016) analysed the students' preferred learning styles & academic performance. The results are drawn from a sample of 343 business students. Spearman Rho Correlation is used to test the correlation and Kruskal-Wallis test is applied to evaluate whether there is any significant relationship between different learning styles on the basis of academic performance. From the study it is found that the academic performance of business students is affected by learning style.

Karalliyadda (2016) examined the Learning Style and Academic Performance of First Year Agricultural Undergraduates. The total sample size drawn is 74. Chi-Square test was carried out to identify the significant difference of the learning styles between attributes. One Way ANOVA test was administered to identify the availability of significant academic performance

differences between the learning styles. The study concluded that learning style has an impact on the academic performance of the students.

Grace (2015) studied the learning style, teaching strategies, academic achievement among the Psychology Undergraduates in Barbados. The total sample size is 171 of the same university. The tools used for analysis of data are Descriptive statistics, Anova, Multiple regression. The study concluded that VARK is the preferred learning style which influences academic achievement and most required teaching strategies.

Wichuda Jet al., (2015) focused on Learning styles and academic achievement among undergraduate medical students in Thailand. 1014 medical students have been drawn as sample to collect data for the research. The researcher found that a sequential learning style was associated with high academic achievement, compared to the balanced and global learning styles. Latha et al (2011) studied the association of Kinesthetic and Read-Writer Learner with Deep Approach Learning and Academic Achievement in Malaysia. The total sample size is 214 medical students. Descriptive statistics, cross tabulation, multimodal, correlation are used for analysis of the data. The study concluded that Read-write and kinesthetic learners who adopt a deep approach learning strategy perform better academically than do the auditory, visual learners that employ superficial study strategies.

Conceptual frame work:

Learning Styles:

The way learners receive information, based on the VARK theory, has been divided into four categories, sometimes referred to as modalities: visual-sights, pictures, diagrams, symbols; auditory- sounds, words; read- reading\writing, kinesthetic-taste, touch, and smell. An extensive body of research has established that most people learn most effectively with one of the four modalities and tend to miss or ignore information presented in either of the other two. There are thus visual, auditory, read and kinesthetic learners, although there are some learners who tend to use a combination of both visual and auditory senses and have been termed as tactile learners (Doyran, 2000). Visual learners remember best what they see: pictures, diagrams, flow charts, time lines, films, demonstrations. If something is simply said to them they will probably forget it,

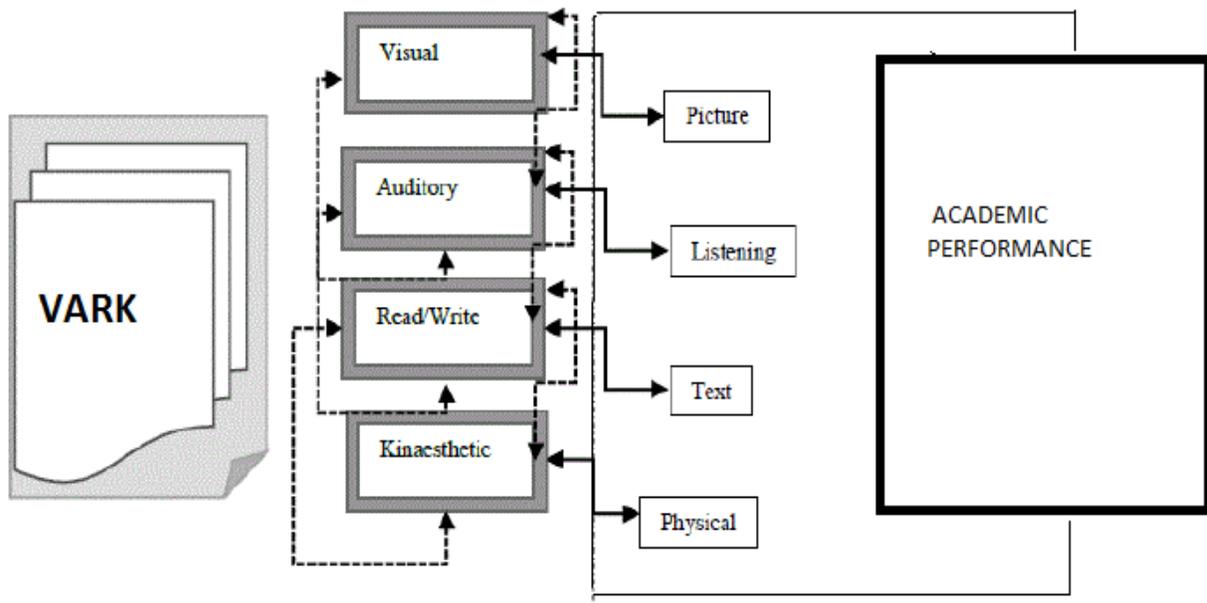
common occurrences in language teaching contexts. Auditory learners remember much of what they heard and more of what they hear and then say. They get a lot out of discussion, prefer verbal explanation to visual demonstration, and learn effectively by explaining things to others (Doyran, 2000).

Academic Performance:

Cumulative grade point average (CGPA) shown on the students' transcripts was used as the measure of academic performance. Academic performance refers to how students manage their examinations and how they adapt to various errands given to them by their instructors. Academic performance is the outcome of education, the amount to which a student, teacher or institution has accomplished their educational goals. Academic Performance has become a guide of child's future in this highly competitive world. Academic performance has been one of the most important objectives of the educational process. It is also a major goal, which every individual is expected to accomplish.

Relationship between Learning style and Academic performance:

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. Learning styles determine the academic performance of students to a great extent. Both learning styles and academic performance are interrelated and dependent on each other. There are students who come from different environment, localities etc. and have different levels of academic performance i.e., high and low. They also differ in the pattern of learning styles. Some students possess higher level of learning styles while the others have lower. Better the learning styles better is the academic performance. A better knowledge and understanding of learning styles may become important as classroom sizes increase and as technological advances continue to mould the types of students. Accommodating teaching to learning styles improves students' overall learning results and analysing students learning style will be very helpful and beneficial as it will help them to be attentive learners, which will eventually increase the academic performance. Academic performance of the students is determined by their learning styles.



Conclusion:

From this study it is clear that there is a relationship between Learning style and academic performance. There exists a close association between learning style and academic performance of the students (Ghazhivakilli, 2014). From this study we can identify the preferred learning style of the students has an impact on their academic performance. And the most preferred learning style is modalities, which is the combination of two learning styles i.e. Visual and Auditory. Hence it is clear that academic performance of the students varies according to their learning styles.

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