



## **LEARNING STYLE AND ACADEMIC ACHIEVEMENT OF KASHMIRI AND LADAKHI SECONDARY SCHOOL STUDENTS – A COMPARATIVE STUDY**

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### **Abstract**

*The present study was conducted to compare the Kashmiri and Ladakhi secondary school students on Learning style and academic achievement. The sample for the present study consisted of 400 secondary school students (200 Kashmiri and 200 Ladakhi). The sample for the study was selected randomly from different secondary schools of Kashmir and Ladakh. Learning Style inventory developed by Venkantaraman was used to measure the learning style of the sample subjects. The study revealed that there is significant difference between the two groups on Learning style and Academic Achievement. The Kashmiri Secondary students were found to have better learning styles and academic achievement as compared to Ladakhi Secondary school students.*

**Keywords:** Learning Styles, Academic achievement, Kashmiri, Ladakhi, secondary school students.



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## **INTRODUCTION**

Learning Skills refers to ability of an individual to analyze, process and remembering new information or skill (Reid, 1995). According to Keefe (1979) Learning styles may be defined as the composite of characteristic cognitive, affective, and physiological factors that serve as relatively stable indicators of how a learner perceives, interacts with, and responds to the learning environment". Learning may be also defined as the way of learning of student. Every Individual has its own way of learning. Learning styles varies from person to person. Even in same classroom environment learning occurs at different level among students. All students do not learn at same level. Researches have shown that how students learn affects their students' performance in the school. Junko (1988) researched that learning styles affects the learning behavior of the student in classroom. Homayoni and Abdolahi (2003) argued direct correlation between abstractive conceptualization of learning style and academic achievement.

Academic achievement is a key mechanism through which adolescents learn about their talents, abilities and competencies which are an important part of developing career aspiration. One of the most important outcomes of any educational set up is achievement of the students. Depending on the level of achievement, individuals are characterized as high achievers, average and low achievers. Taylor (1964) states that the value the student places upon his own worth affects his academic achievement. Achievement in educational institution may be taken to mean any desirable learning that is observed in the student. Academic achievement of pupils refers to the knowledge attained and skills developed in the school subjects. So academic achievement means the achievement of pupils in the academic subjects. Thus the study aims to compare the learning styles and academic achievement of Kashmir and Ladakhi Secondary school students.

### **OPERATIONAL DEFINITION OF VARIABLES**

#### **Learning Style**

Learning styles include the cognitive, affective and psychological elements of an individual's ability to learn. Learning styles for the present study refers to the scores obtained by sample subjects on D. Venkataraman's Style of learning and thinking Inventory.

#### **Academic Achievement**

Academic achievement of pupils refer to the knowledge attained and skills developed in school subjects. It is the end product of all the educational endeavours. For the present study the academic achievement refers to two years academic record of the Kashmiri and Ladakhi Secondary School Students.

### **OBJECTIVES**

The following objectives were formulated for the present study:

1. To compare learning styles of Kashmiri and Ladakhi secondary school students.
2. To compare Academic Achievement of Kashmiri and Ladakhi Secondary school students.
3. To give suggestions and some practical interventions for the development of learning style and academic achievement of Kashmiri and Ladakhi secondary school students.

### **HYPOTHESES**

The following hypotheses were formulated for the present study:

1. Kashmiri and Ladakhi secondary school students differ significantly on learning styles.

2. Kashmiri and Ladakhi secondary school students differ significantly on academic achievement.

### **SAMPLE**

The sample for the present study consisted of 400 secondary school students (200 Kashmiri and 200 Ladakhi). The sample for the study were selected randomly from different secondary schools of Kashmir and Ladakh by using simple random sampling technique.

The breakup of the sample are as under:

<b>Group</b>	<b>N</b>	<b>Total</b>
<b>Kashmiri</b>	200	400
<b>Ladakhi</b>	200	

### **TOOLS USED**

The investigator used learning style inventory developed by Venkataraman. The tool is very valid and reliable for the assessment of learning style of sample subjects. The academic achievement of the sample subjects were assessed by consulting their previous two years academic records. The aggregate of marks were considered to be the academic index of the subjects. The investigator also used self-constructed opinionaire to pool the opinion of all the stake holders and to make some suggestions for the development of learning style and academic achievement of Kashmiri and Ladakhi Secondary school students.

**Table 4.1: Mean Comparison of Kashmiri and Ladakhi Secondary Students on learning Styles (N= 400)**

<b>Group</b>	<b>Mean</b>	<b>S.D.</b>	<b>t-value</b>	<b>Level of Significance</b>
<b>Kashmiri</b>	28.03	5.2	7.75	Significant at 0.01 level
<b>Ladakhi</b>	24.23	4.6		

The perusal of the above table shows the mean difference between Kashmiri and Ladakhi secondary school students on learning styles. The statistical analysis reveals that there is significant mean difference between the two groups and the difference was found to be significant at 0.01 level. The data reveals that the Kashmiri students were found to have better Learning style than the Ladakhi Secondary School Students.

On the basis of the above empirical evidences the Hypothesis No.1 which states that, ***“Kashmiri and Ladakhi secondary school students differ significantly on Learning Styles”*** stands accepted

**Table 4.2: Mean Comparison of Kashmiri and Ladakhi Secondary Students on Academic Achievement**

Group	Mean	S.D.	t-value	Level of Significance
Kashmiri	59.31	7.20	13.75	Significant at 0.01 level
Ladakhi	50.23	6.17		

A quick look at the above table reveals the mean comparison of Kashmiri and Ladakhi Secondary School Students on academic achievement. The data reveals that there is significant mean difference between the two groups on the academic achievement and the difference was found to be significant at 0.01 level. The data confirms that the Kashmiri students were found to be better on academic performance than Ladakhi Students.

On the basis of the above empirical evidences the Hypothesis No.2 which states that, *“Kashmiri and Ladakhi secondary school students differ significantly on Academic Achievement”* stands accepted

#### **MAJOR FINDINGS OF THE STUDY**

On the basis of the analysis and interpretation, the following meaningful conclusions have been drawn from the present study:

1. It has been found that the Kashmiri secondary School students have better learning style than the Ladakhi students. The Kashmiri students were found to have better Verbal Concept, content preference, Learning preference, interest, divergent and convergent abilities, creative abilities, problem solving aptitude and imagination power than the Ladakhi secondary school students.
2. It has been found that the Kashmiri students were found to have better academic achievement than Ladakhi Students.

#### **EDUCATIONAL IMPLICATIONS**

In order to develop better learning styles and academic achievement of Kashmiri and Ladakhi Secondary school students. Following suggestions have been pooled from the different stake holders

1. Academic Orientation programmes should be organised for the Ladakhi Secondary School students to develop their Learning Style.
2. The Lecture methods of teaching used in the Ladakhi Schools should be replaced by the new methods of teaching which can encourage the Ladakhi students for self study and divergent thinking.

3. There should be the provision of library classes in the time table, so that the habit of self study shall be inculcated among the students.
4. Zero classes should be organised for the Ladakhi students so that their academic achievement will get improved.
5. As Ladakh is topographically unique division therefore, special training should be organised for the teachers who are working in Ladakhi schools.

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