# A Study of Learning Style and Academic Achievement of High School Students in Relation to Their Socio-Economic Status

INDUMATI YADAV
Research scholar
Mewar University, Rajasthan

DR. S. P. YADAV
157/173 Sheikhpur, Roadways
Jaunpur, Utter Pradesh

## 1. Introduction
One of the most crucial problems of education is how to cater to the individual differences and maximise learning. This made adaptive to the differences which exit among learners with regard to their style of perceiving, capacity for independent work, Willingness, level and span of attention in class room situation children how they concentrate upon also demonstrate observe and retain different types of information.

In a view style refers to a pervasive quality in the behaviour of an individual, a quality that that persists though the content may change. In short, people can be identified with distinctive qualities of behaviour that are consistent through time end carry over from situation to situation. It is important to know about the learning style of students and how academic achievement is related to their learning style. Dunn and Dunn (1978). Found it are "We first became involved with the phenomenon. celled 'learning style' as an outgrowth of trying to help show learners. Narrow the gap between their ability to read and the grade level expectation held for them" Learning style shows the different ways in which learners can learn effectively. There are various learning styles of students, which will, of course, favour to their strong dominance, Individual differences in learning styles are, thus major determinants of the kind of approaches that work best with different student as student do learn in various ways.

## 2. Need of the study
Though a lot of work has been done in the area of learning style abroad, no such study has been conducted in India except a few. The researcher found; this area very challenging one. Now a day, knowledge is multiplying day by day; when new methodologies, strategies and techniques are being explored; where new approaches and systems are being invented; where new models are being initiated to redesign and reshape the prevailing academic environment in institutions to keep space with the increasing knowledge in each sphere;

## 3. Objectives of the study
Based on above premises, the following objectives of the present study have been delimited:
### 3.1 Main Obectives
The proposed study will be concentrated at the following objectives: -
 1. To find out the learning styles of high socio-economic status students.
 2. To find out the learning styles of middle socio-economic status students.
 3. To find out the learning styles of low socio-economic status students.
 4. To find out the learning styles of high socio-economic Status students.

## 4. Key concept and tems used
**Learning style** as a term has been largely restricted in educational research to narrowly focussed aspects of the perceptual modalities. This sensory-based pre occupation has the effect of virtually excluding considerations that focussed on other dimensions of the learning styles. Learning style may be referred specifically to a person's characteristics pattern of behaviour in a particular learning field.

The determination of functional level and specific provides the essential; information for deciding 'what' a child should be taught and deciding 'how' to teach him effectively, requires a different data base.

According to psychologists, and educationists the term 'learning style' is defined as "the potential individual differences that might be used by the teacher to enhance student's learning". The term learning style refers to a way or approach a student follows in his course of learning.

## 4.1 Academic achievement
Knowledge attained or skill development in the school subjected usually designed by test score or by marks assigned by teachers or both

## 5. Research Designed and Methodology
The investigation is basically a descriptive survey and conducted on the basis of certain procedures and techniques. The responses collected through the administration of learning style inventory (Agarwal 1983) and socioeconomic status (Chaubey and ojha 1979) skull. Academic achievement offers students measured by their aggregate marks obtained in high school examination.

## 5.1 Population
All the students of 9th class at Jaipur city constitute the population of this study

## 5.2 Sample
Able to approach all the students in the visually to know about their learning style and academic achievement therefore to 98 students of different school of Jaunpur city were selected by employing random techniques of sampling. So as to found a representative simple.

## 5.3 Tools
In order to collect the data following two tools were used for the study.
1. Learning style by Dr. SC Agarwal for measuring learning style.
2. Socio economic status scale by Dr SP Chaubey and Dr. KP Ojha

### Table 1: Learning style of high socio- economic status of students

| LS1 | | LS2 | | LS1 | | LS1 | | LS1 | | LS1 | | LS1 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| I | II | I | II | I | II | I | II | I | II | I | II | I | II |
| 18 | 80 | 20 | 78 | 21 | 77 | 76 | 22 | 16 | 82 | 17 | 81 | 19 | 79 |

### Table 2: Learning style of low socio- economic status of students

| LS1 | | LS2 | | LS1 | | LS1 | | LS1 | | LS1 | | LS1 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| I | II | I | II | I | II | I | II | I | II | I | II | I | II |
| 56 | 45 | 40 | 62 | 48 | 54 | 52 | 50 | 53 | 49 | 51 | 51 | 50 | 52 |

## 6. Discussion
Above of the table that the first learning style was flexible / non flexible.
1. In high socio economic 18 students related flexible whereas 80 students related non- flexible. In low socio-economic 56 students were related with flexible where is 45 students related with non- flexible. because they take risk and have strongly supported by economical and sociological factors.
2. The Second learning style was individualistic/ non- individualistic. In high socio economic 78 students were related with non- individualistic and 20 students were related with individualistic. In low socio economic 40 students related with individualistic and 62 students non- individualistic because they were strongly supported by our society and living individually.
3. The third learning style was visual / Aural. In High socio-economic 21 students where related with visual learning style where is 77 students where aural and in low socio-economic 48 students were

**International Journal of Research in all Subjects in Multi Languages**
**[Author: Indumati Yadav et al.] [Subject: Education]I.F.6.156**

**Vol. 9, Issue: 12, December: 2021**
**(IJRSML) ISSN: 2321 - 2853**

related with visual learning style whereas 54 students aural because they have self-confidence and have supported by many things.

4. The fourth learning style was field independent / field dependent. In high socio-economic 22 students with field dependent whereas 76 student's field independent. In low socio-economic 52 students where related with field independent whereas 50 students field dependent because they use large field and take risk.

5. The fifth learning style was short attention span / long attention span. In high socio-economic 16 students were related with short attention span whereas 82 students with long attention span and in low socio economic 53 students where related with short attention span whereas 49 students' long attention span because they were strongly supported by their own environment and take interest in learning for a long time.

6. The sixth learning style was motivation centred / motivational centred. High socio-economic 17 students were related with motivation centred whereas 81 students' motivation non- centred and in low socio economic 51 students were related with motivation centred whereas 51 students' motivation non- centred because those students do not complete their assignment and rarely got success in their life.

7. The seventh learning style was environmental oriented environmental free. In high socio economic 19 students prefer environmental oriented whereas 79 students environmental free and in low socio economic 50 students were related with environmental oriented whereas 52 students environmental free because these students can adjust in environmental free dad and do not bother in any condition and can concentrate their mind in adverse situation also.

**Table 3: Academic achievement of high socio-economic status students**

| 57.25% |
|--------|

High socio-economic status student has not any financial problem and due to this reason, they have full confidence regarding their study and always get success in a good mark.

**Table 4: Academic achievement of low socio-economic status students**

| 38.23% |
|--------|

Low socio-economic students have obtained 38.23% marks in their final examination by normative value of academic achievement. It is superior 33% and interior then 45% thus it is indicated that the lower socio-economic status students higher than norm of failure.

**7. Result**

1. High socio-economic students have been related with non- flexible, non- individualistic, aural, field dependent, long attention, span, motivation, non- cantered, environmental free as low socio-economic group students where weaker in their studies and have lake of books and financial support.

2. High socio-economic students have low socio-economic students are high and low academic achievement achiever respectively.

**References**
1. Ausubal, D.P (1968). Educational psychology e cognitive view New York Holt
2. Batch, M.B (1974). A survey of educational research CASE-M.S. University of Baroda
3. Dressel, P.L (1976). Handbook of academic Evaluation
4. Ojha (1978). socio-economic status information schedule
5. Sweney, A.B (1962). Human motivation measured by objective test, psychological report 1962, 10, 408