To Study the Effect of Learning Style on Intelligence of Secondary Schools Students

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ABSTRACT

The present investigation was conducted to study the effect of learning style on intelligence of secondary schools students. Sample of hundred students was selected randomly from secondary schools of Abohar Tehsil. Learning style inventory by Karuna Shankar Misra and Ravens progressive matrices test for measuring intelligence were used for present investigation. T-test was used for the analysis of data. The study revealed that there was no significant effect of learning style on academic achievement of senior secondary schools students.

Keywords—T-test, intelligence

I. INTRODUCTION

LEARNING STYLE

Learning style is an individual unique approach to learning based on the strengths weakness and preferences.

Learning style can be defined, classified and identified in many different ways. Generally they are overall patterns that provide direction to learning and teaching. Learning style can also be described as a set of factors, behaviours and attitudes that facilitate learning for an individual in a given situation.

Styles influence how students learn, how teachers teach and how the two interact. Each person is born with certain tendencies towards particular styles, but these biological or inherited characteristics are influenced by culture, personal experience, maturity level and developmental. Style can be considered a “contextual” variable or construct because what the learner brings to the learning experience is as much a part of the context as are the important feature of the experience itself.

Each learner has distinct and consistent preferred ways of perception, organization and retention. These learning styles are the indicators of how learner perceive interact with and respond to the learning environments. Students have different style of learning and they learn differently from one another learning style is generally used to explain an individual’s natural or habitual pattern of acquiring and processing information in learning situation.

Aggarwla (1981) define learning style “as sum total of physical, social, emotional and environmental element which effect and help and individual in course of learning”.

MC-Dermott P.A. (1984) define learning styles as the distinct ways by which a child characteristically goes about learning process.

James and Gardner (1995) defined learning styles as "the complex manner in which, and conditions under which, learners most efficiently and most effectively perceive, process, store, and recall what they attempting to learn".

Sarasin(1998) defined it as "the preference or predisposition of an individual to perceive and process information in a particular way or combination of ways"

II. INTELLIGENCE

The word intelligence came from the Latin word coined by Cicero to translate the Greek intelligence in general is the ability to learn from experience and to deal with new situations and also the ability to deal effectively with the task involving abstractions. Lot of researches has been done in the field of education and psychology. Many of them are of the view that intellectual superiority of an individual is the most important determinant in the field of academic achievement.

Piaget (1960) described intelligence as the ability to modify and expand cognitive structures through the process of accommodation and assimilation.

Garry, R.(1965) says that intelligence is the innate ability to solve problems. The innate ability is that which is presented in a person from birth and not acquired through self study or as a result of classroom situations.

III. SIGNIFICANCE OF THE STUDY

Learning and thinking style plays very important role in determining the behaviour of an
individual. Learning is the basis of success in life and occupies very important place in the field of education. It is through learning that man brings so many changes in the instinct that becomes difficult to recognize them. When child is born his mind is just like a clean slate. As soon as he comes in contact with his environment, he starts reacting and in this process of interaction between individual and his environment, the foundation of learning is laid down. Learner’s acquiring the capability to make a common response to an entire class of stimuli objects or events that may different from each other in physical appearance. Style of learning of the school students is the main thing which affect the intelligence and achievement of the students. Mahajan (2014) revealed that there is no significant difference in achievement of senior secondary school students in relation to their style of learning and thinking. Although some work has been done in the field of learning style with achievement yet least work has been conducted in the field of learning style with intelligence. Hence the investigator felt the need for such a study.

IV. STATEMENT OF THE PROBLEM

“To Study the effect of Learning Style on intelligence of Secondary Schools Students.”

OBJECTIVES

1. To know types of learning style prevalent among secondary school students.
2. To compare the effect of different learning style on intelligence of secondary school students.

HYPOTHESIS

There is no significant effect of learning style on intelligence of secondary schools students.

SAMPLE OF THE STUDY

The sample of hundred students was selected randomly from secondary schools of Abohar.

TOOLS

1. learning style inventory by Karuna Shankar Misra.
2. Ravens progressive matrices test for measuring intelligence.

STATISTICAL TECHNIQUES

Mean, S.D and t-Ratio was employed to analyze the raw data.

V. RESULT AND DISCUSSION

TABLE NO. 1

Showing t-ratio between intelligence scores of constructive style and reproducing style

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>SE</th>
<th>t-ratio</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intelligence Scores Of Constructive Style</td>
<td>52</td>
<td>25.28</td>
<td>7.39</td>
<td>1.39</td>
<td>0.094</td>
<td>Not Significant</td>
</tr>
<tr>
<td>Intelligence Scores Of Reproducing Style</td>
<td>48</td>
<td>25.13</td>
<td>8.35</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table shows that t-ratio between intelligence scores of constructive style and intelligence scores of reproducing style is 0.094 The t-value to be significant at 0.05 and at 0.01 level is 1.96 and 2.58 respectively since calculated t-ratio is less than both these values therefore it is not significant.

Hence the hypothesis “There will be no significant effect of learning style on intelligence of secondary school students.” is accepted.

VI. CONCLUSION

There was no significant effect of learning style on intelligence of secondary schools students.

REFERENCES


