

# STUDY OF THE LEARNING STYLE AND STUDY HABITS IN RELATION TO THE ACHIEVEMENT AMONG THE STUDENTS BELONGING TO DIFFERENT TYPES OF SECONDARY SCHOOLS

---

**Shougrakpam Ibeyaima Devi**

Research Scholar, Glocal School of Education,  
The Glocal University, Mirzapur Pole, Saharanpur

**Dr. Poonam Lata Middha**

Professor, Glocal School of Education,  
The Glocal University, Mirzapur Pole, Saharanpur

---

## ABSTRACT

The study examined the learning styles and study habits of secondary schools as basis for possible inter professional education program. This study demonstrates the value of matching students' learning styles and study habits with appropriate instruction. The study used a descriptive design using quantitative approach. Results show that the secondary students prefer visual learning style and that the program they enrolled does not affect their preferred learning style. On the other hand, their year level poses a significant difference. In terms of study habit, they mastered the skill, motivation. In terms of year level, those who are in their 4th and 5th years also have different study habit with those who are in their first, second and third year. With such, the researcher opined that learning styles and study habits are crucial in determining appropriate teaching instruction and programs which in hand, increases the quality of education and client or patient care. Determination of these factors is needed as a guide when a committee will develop a program, emphasizing interprofessional communication and collaboration.

**Key words:** Learning styles, study habit, effective teaching, interprofessional education.

## INTRODUCTION

When researches on ability, intelligence and personality traits failed to educate the process of generating individual differences in context to academic achievement of the students, psychologists and researchers started searching other variables which could predict the variance in performance of individual learners. As a consequence of its research on study habits and learning styles got the impetus.

The most crucial problem of education is how to cater to the individual differences with regard to various abilities, background characteristics personality traits etc. Class-room observations revealed that students differ in their reaction time, in the amount of encouragement they need to perform a learning style. Similarly there are individual differences in the study habits of the students. Schools were found to play significant role in the development of learning styles and study habits in students.

Teaching is made adaptive to the difference which exists among learners with regard to their study habits and learning styles for planning systematic instruction different types of information about the learners are needed. Research in area of study habits and learning style seems to be the most important and indispensable as it may highlight the learning variations among students for promoting excellence in education. There is a lot of scope for work in initiating the work in the area of learning style and study habits.

**REVIEW OF RELATED LITERATURE**

Survey of related literature helps us to show whether the evidence already available shows the problems adequately and whether further investigation is required or not, and these may save duplication. It may contribute to the general scholarship of the investigator by providing ideas, theories and explanation, valuable in formulation the problem and may also suggest the method of research appropriate.

The review of related literature implies locating studying and evaluation reports of relevant research, study of published article going through related portion of encyclopedia and research abstracts, study of pertinent pages out of comprehensive books of subjects and going through the related manuscripts if any.

Study of the related literature forms an importance part in any field of research because it enables the research to have a clear view of the study of the problem related to it and the work done in that area by other scholars. It is also helpful in formulating correct hypothesis and better dealing of the problem. The knowledge of related literature also guards the researches against probable that are likely to emerge during the course of investigation and will save him against unnecessary duplication of work.

Yeh (1991) found results of the study supporting the relation of academic achievement to the variables of achievement motivation, study habits and intellectual development.

Panda (1992) in study of advantaged and disadvantaged students noticed that high achieving adolescent students had better study habits than their counterparts.

Verma (1996) found that study habits had significant main effects on academic achievement in Hindi, English, and social studies. Student with better study habits and higher level of academic performance than their counterparts with poor study habits.

Verma and Raj Kumar (1999) found that achievement in English, Hindi, Mathematics, General Science, and Social Studies was found to be positively and significantly related with study habits of the students. Overall achievement was also appeared to be significantly and positively related to the study habits of the students.

A number of investigators have conducted studies on the relationship of achievement on learning styles using a variety of learning style inventories. Some studies reflecting upon this aspect have been reported in the following paragraphs.

Andres (1984) reported that students with independent learning style out performed student with dependent learning style in discovery learning format while reverse was true in the expository learning format.

Ketechum (1985) found that class rank of achievement of the students was significantly related to learning style on Grasha-Riechmann Learning Styles Scales.

**CONCEPT OF STUDY HABITS**

The term habit has been defined variously. According to the Encyclopedia of Psychology Vol. (A-K) edited by Eysneck et al. (1975) the habit comes from Latin Noun 'Habere' to have. In technical language in psychology the use of the word 'Habit' refers to an individual's tendency to act in automatic ways, especially when these are acquired by practice or experience.

Major task of education programs is to come up with guidelines and tools to enable students to learn effectively, it includes both the aspect of studying or acquiring knowledge and to imply or to regenerate it in appropriate time and need. Education also ensures that students are able to acquire skills for them to carry out their academic and problem solving tasks, not only academically but throughout their whole life. This objective of educational program needs acquisition of specific traits like, Intelligence, Personality, reasoning skills, logic etc which not only enhance their academic achievement but also enables them to face and react appropriately in the changing situations of life. Generally in academic life of any student they primarily lays their emphasis on good study habits and positive attitudes, which directly or indirectly affects their academic achievement in a short period of time and in a long run of life it enable students to deal up with changing situations of life, keeping in mind the good contextual reinforcers and influences is needed which effect their life positively. Many educators have noted that

learning and study habits are the important factor which is dynamic in nature and that it does not occur in a vacuum. Learning happens due to various factors and influences, and thus keeping this fact in mind it is important to mark some important variables and their extent to which they get affected by study habits of students and vice-versa, so that they may be focused to develop overall calibre of students.

Study habits mean theme setting of subject to be learned or investigated, and the tendency of pupils or students to study when the opportunity is provided to them. Students can't use effective study skills, until they are not having good study habits. One individual learn more quickly and thoroughly than other due to good study habits. No one can deny the importance of teaching and learning in the whole process of education. This process can only become successful when teachers fully know their subject matter and effectively communicate it to students and while students have a clear view of their abilities, have good study habits and are able to use effective study skills.

Learning how to study involves putting away the habits and ideas which have made study unpleasant and burden some, and talking on habits and ideas which make study more pleasant and fruitful. Why does one individual learn more quickly and thoroughly than other? The main reason for inefficiency in learning is ones carelessness and ineffective study habits. According to New Standard Dictionary of Education, study habits mean 'theme setting of subject to be learned or investigated', and the tendency of pupils or students to study when the opportunity is given. Effective and successful study consists of more than merely memorizing facts, it affects various other factors on the whole as well as it also gets affected by the type of personality set-up of students, it calls for knowing where and how to obtain important information and ability to make intelligent use of it.

### **CONCEPT OF LEARNING STYLE**

Learning styles refer to a range of theories that aim to account for differences in individuals' learning. Although there is ample evidence that individuals express personal preferences for how they prefer to receive information, few studies have found any validity in using learning styles in education. Many theories share the proposition that humans can be classified according to their "style" of learning, but differ in how the proposed styles should be defined, categorized and assessed. A common concept is that individuals differ in how they learn.

The idea of individualized learning styles became popular in the 1970s, and has greatly influenced education despite the criticism that the idea has received from some researchers. Proponents recommend that teachers run a needs analysis to assess the learning styles of their students and adapt their classroom methods to best fit each student's learning style. Critics claim that there is no consistent evidence that better student outcomes result from identifying an individual student's learning style and teaching for specific learning styles. Since 2012, learning styles have often been referred to as a "neuromyth" in education. There is evidence of empirical and pedagogical problems related to forcing learning tasks to "correspond to differences in a one-to-one fashion". Studies contradict the widespread "meshing hypothesis" that a student will learn best if taught in a method deemed appropriate for the student's learning style. However, a 2020 systematic review suggested that a majority (89%) of educators around the world continue to believe that the meshing hypothesis is correct.

Studies further show that teachers cannot assess the learning style of their students accurately. In one study, students were asked to take an inventory on their learning style. After nearly 400 students completed the inventory, 70% didn't use study habits that matched their preferred learning method. This study also indicated that students who used study methods that matched their preferred learning style performed no better on tests than students who did not.

### **OBJECTIVES**

- To study the learning styles of the student belonging to the government and Private Inter Colleges.
- To study the study habits of the students of government and private inter colleges.
- To compare the learning styles of the students of government and private inter colleges.

- To compare the study habits of the students belonging to government and private institutions.

### **HYPOTHESIS**

- There is no significant difference between the study habits of the students studying in private and government inter college.
- There is no significant difference between the learning styles of students studying in private and government inter college.

### **DELIMITATION OF THE STUDY**

The present study was delimited in terms of the following:

- The study was restricted to the students studying in class XI.
- The subject belongs only to the urban background.
- The study was confined to government and public secondary schools of Meerut region.
- The study was carried out on a sample of 100 students only.
- Selection of institutions was made by random method and selection of subject by purposive sampling.
- Research hypotheses were restricted to non-directional type.
- A descriptive research method has been used.
- Sex factor is not controlled in this study.

### **METHOD**

Keeping in view a number of considerations such as nature of problems objectives of the study and resourcefulness of the investigators etc. the researcher decided to use normative observation survey method. In the present study are the steps and characteristics have been used which are essential for descriptive survey method.

### **POPULATION**

The population of the study is comprises of students of XII<sup>th</sup> class studying in different types of secondary schools of Meerut district. Therefore, the result of this study will be applicable to population of XII<sup>th</sup> class student of Meerut district.

### **SAMPLING**

The principle purpose of research is to discover principles that have universal application, but study a whole population in order to arrive at generalizations would be impracticable, or not possible. The process of sampling make it possible of sampling makes it possible to draw valid inferences on the basis of careful observation or manipulation of variables within a relatively small proportion of the population.

For the present study school were randomly selected from Meerut.

A sample of 100 students was taken, 50 from Govt. school and 50 from Private schools.

### **TOOL USED**

For collecting desired data for the study of any problem the researcher may use various devises and instruments these instruments are called tools.

The selection of suitable instruments or tools is of vital importance for success of a research study.

Two tools were used for study habits and learning styles.

- Study Habits Inventory by B.V. Patel.
- Learning Style Inventory by Subhash Aggarwal.

### **STUDY HABITS INVENTORY**

The study habits of the students were measured by Study Habits Inventory of B.V. Patel. It was considered suitable for the purpose on the basis of its characteristics given in the manual. In the inventory consists of 45 statements. The subject is asked to give his/her reaction on a 5 point scale viz. always, often, sometimes, hardly and never. The statements of inventory cover the seven major areas. The details of the areas along with total statements have been reported below:

**Table-1**  
**Areas of Study Habits**

S. No.	Areas	Total No. of Statements
1.	Home Environment and Planning	7
2.	Reading and Note Taking	9
3.	Planning of Subjects	5
4.	Habits of Concentration	4
5.	Preparation for Examination	6
6.	General Habits & Attitudes	8
7.	School Environment	6
	<b>Total</b>	<b>45</b>

**RELIABILITY**

The reliability was established by test-retest method and split half method. The coefficients of correlations were found to be 0.79 and 0.82 respectively. Thus inventory was reported have a satisfactory level of reliability.

**VALIDITY**

Validity of the study Habits inventory was judged by external criteria. Sources of the inventory were correlated with the teacher's opinion and examination marks. The coefficient of correlation was found to be 0.50. For examination marks which was considered sufficiently high with teacher's opinion. The co-efficient of correlation was obtained as 0.40 which indicated satisfactory level of the validity of the inventory.

**ADMINISTRATION**

The inventory could be administered individually as well as in group. The simple and clear instructions have been printed on the front page of the inventory. Students have to mark their responses on a 5 point scale.

**TIME LIMIT**

Although there is no time limit, students are asked to complete the inventory as quick as possible and try to record their reaction without any fear.

**USABILITY**

This inventory can be used easily with secondary and senior secondary students.

**SCORING**

The scoring is done with the help of scoring key given in the manual.

**LEAVING STYLE INVESTORY**

The learning style of the student was measured by learning style inventory consists of 63 items. The subject is asked to give their answers in 'Yes' or 'No'. The items of inventory measures seven type of learning style of students. There are 9 statements for each type of learning style.

These seven types of learning styles covered by learning style inventory are as follows:

- Flexibility vs. Non flexibility
- Individualistic vs. Non individualistic
- Visual vs. aural
- Field independent vs. field dependent
- Short attention span vs. long attention span
- Motivation centered vs. motivation non centered
- Environment oriented vs. environment free.



**RELIABILITY**

The reliability was established by test-retest method. The reliability coefficient ranged from 0.841 to 0.912. As the coefficients are quite satisfactory, the inventory is suitable for measuring students learning styles.

Coefficients of correlation for each learning style have been found as follows.

**Table-2**

<b>Learning Style</b>	<b>Reliability</b>
Flexibility vs. Non flexibility	0.884
Individualistic vs. Non individualistic	0.912
Visual vs. aural	0.856
Field independent vs. field dependent	0.843
Short attention span vs. long attention span	0.909
Motivation centered vs. motivation non centered	0.841
Environment oriented vs. environment free	0.899

**VALIDITY**

Validity of the inventory was established by the ratings of the 5 aspects of the field which clearly indicates that learning style inventory has high validity.

**ADMINISTRATION**

LSI could be administered in group or individually students have to make their responses in the form of yes or no. Instructions are given on the front page of the manual.

**TIME LIMIT**

Although there is no time limit, students are asked to complete the inventory as quick as possible and try to record their responses with precaution.

**SCORING**

The scoring is done with the help of scoring key given in the manual. 7 scores found one for 7 types of learning styles.

**COLLECTION OF DATA**

The investigator attempted to use the best methodology in the observation and survey method and data collection. The tools were given in the form of booklet. A request was made to seek co-operation of students and teachers in getting data. Two separate booklet for study habits and learning style were given and a Performa for achievement in high schools.

Scoring is done with the help of answer keys given in the manual of the test.

**CONCLUSION**

When researches on ability, intelligence and personality traits failed to elucidate the process generating individual difference in context of academic achievement of the students, psychologists and researchers started searching other variables which could predict the variance in performance of individual learners. A consequence of this research on study habits and learning styles got the impetus. It is needless to mention that non-cognitive factors play significant role to account for the major proportion of individual differences in academic achievement and motivation, study behaviour and learning style are the factors which may be considered as key factors to understand the academic achievement of the students.

Related literature reveals that better study habits have been found higher level of academic achievement as compared to their counterparts having poor study habits.

Learning style have been reported to be associated with enhanced academic achievement if student were taught accommodating their learning style in institutional transactions by the teachers researches done in the field of study habits and learning styles has established that individual differences do exists in these areas at schools college and university levels. In India and abroad, these areas have been explored with reference to psychological variables

such as intelligence, creativity achievement, personality traits/types, level of aspiration, anxiety, needs and demographic factors, but a little research has been undertaken on study habits and learning style in relation to achievement and type of institution.

#### **BIBLIOGRAPHY**

- Aggarwal, S. C. (1982) Learning Style Preferences of Secondary Students in Relation to Institution and Sex. Indian J. of Psychology, Vol. 47, 129-204.
- Buch, M.B. (1986) (Ed.) Fourth Survey of Research in Education, New Delhi, NCERT.
- Carker, D.D.G. (1999) The Relationship of Study Habits, Attitude and Motivation to Academic Achievement in Selected Course of Study at on Historically Black University Dissertation Abstracts International, 2000, Vol. 60(9), 32-46A.
- Garger, S. and Guild, P. (1984) Learning Styles : the Crucial Differences. Curriculum Review, 231, 9-12.
- Ghosh, E.S.K. and Massey, R.R.K. (1979) Cognitive Differentiation : Effects of Social Class and Types of Schooling Unpublished Research Report, Deptt. Psy. Allahabad U.
- Serenson HP. (1991). Psychology in Education. McGraw Hill Book. Co. Inc., N.Y., USA.