

A Review Study on Learning Styles and Academic Achievement

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Abstract: *The investigators reviewed literature on learning styles and academic achievement from journal articles published between 2006 to 2018. Result of the reviewed studies revealed positive link between learning styles and academic achievement.*

Keywords: learning styles and academic achievement

I. INTRODUCTION

The learning styles perspective has a significant impact on the education profession, and it is now widely used at all levels of education, from kindergarten to graduate level. Different techniques or methods of learning are referred as learning styles. They entail educating approaches that are specific to an individual and are thought to assist that individual to learn best. The majority of people prefer a recognisable way of interacting with, absorbing, and processing stimuli or information. This approach spawned the idea of individualized learning styles" in the 1970s, which swiftly gained acceptance. Learning style, according to Peirce (2000), is the manner that people choose to learn. Teachers, school administrators, and other members of the instructional team must take into account disparities in students' learning styles. Different perspectives have been used to characterise learning styles. Learning styles, which are a source of concern for all of us, play a significant role in students' lives. Individuals' preferred learning methods, as well as how they acquire or interpret new knowledge, have received a lot of attention. As a result, understanding one's individual learning styles has become critical for pupils. A better learning style might assist a person in choosing a better job path in life. He/she is also exposed to scientific theories and principles with the pedagogical goal of creating a scientific attitude because there are so many disciplines of studies. Learning styles, according to Kolb (1984), are relatively permanent preferences or habitual procedures employed by a single learner to organise and process information for problem solving. Following studies shows the results of learning styles and academic achievement.

Dalmolin et al. (2018) revealed that there was a positive link between learning styles and academic achievement of students.

Barman et al. (2014) conducted study on learning style and academic achievement of students concluded that students' knowledge of their learning style can improve their academic performance. As a result, academic achievement of students in any educational environment, whether primary, secondary, or tertiary, is a barometer of the quality of learning experiences. Academic performance is measured by students' outstanding results in all of their studies. Formative and summative evaluations can be used to assess this.

Vaishnav (2013) looked at the relationship between learning style and academic achievement among secondary school students, assuming that learning style relates to a learner's ability to receive and absorb information in a learning setting. Kinesthetic learning style was shown to be more prevalent than visual and auditory learning styles, as well as a positive high association between kinesthetic learning style and academic achievement, according to the study. The major effects of the three factors visual, auditory, and kinesthetic on academic achievement were shown to be significant. Independent learning style students were found to be much larger than dependent learning style students among Distance Mode B.Ed. Trainees, according to

Sahoo and Chandra (2013). Among Distance mode B.Ed. Trainees, Participant learning style students were found to be much larger than Avoidant learning style students.

Zainol, Abdullah and Rezaee (2011) explored the association between learning styles and total academic accomplishment. A total of 317 students took part in this survey study to evaluate this relationship. There is a considerable association between overall academic accomplishment and learning styles, according to the data analysis. In all learning styles, it was also discovered that high, moderate, and low achievers have a similar preferred pattern for

learning. Furthermore, the learning styles framework is consistent across disciplines, and it plays a significant role in all of them.

Alireza (2008) investigated learning styles as a predictor of academic success and achievement motivation. The study's goal was to look into the role of learning styles in academic accomplishment motivation and performance.

Kolb's LSI was the data gathering tool used. There was a substantial difference between the means of variables in different learning styles, according to the study. Converge and assimilator learning styles have strong accomplishment motivation and outperformed other styles in academics.

Singh (2008) conducted research on schoolchildren's learning styles preferences and academic accomplishment. The goal of the study was to determine the relationship between learning style preferences and academic achievement of high school students. It was discovered that flexible, aural, short-attention span, non-motivated centred, learning-style preferences have been observed to positively affect academic achievement of urban-pupils, while non-flexible, visual, non-motivation centred, and environmental learning-style preferences have been observed to negatively affect academic achievement of urban-pupils.

Vengopal and Mridula (2007) conducted a study on styles of learning and thinking. The study aimed at examining the hemispheric preferences for information processing and styles of learning and thinking in children. A sample of 250 students of class VIII which included both boys and girls from five English medium schools were selected. The tools Styles of Learning and Thinking developed by Venkataraman was administered. Results revealed that there was significant difference in the right and left (brain) hemisphere preference for information processing among children and boys were moreright hemispheric oriented and girls were more left hemispheric oriented in information processing. There was also a significant difference in learning and thinking processes, as well as concept preference, between right and left hemisphere dominant children of both genders.

Malini(2006) looked on the link between learning style and achievement among Chennai district high school students. A total of 640 students from higher secondary schools participated in the study. The study discovered a strong link between learning style and academic accomplishment. It was discovered that the higher the achievement, the better the learning style among higher secondary students.

II. CONCLUSION

The above research studies revealed that students have a variety of learning styles. There is no single learning method that can guarantee a student's academic success. The audio-visual learning modalities are the ideal revealed by above researches. It is possible that students' academic performance will increase if they are aware of their learning style preferences and can harness their diverse learning styles. Therefore, it's a need of time to explore more techniques of learning styles for making learning easy and feasible for society as well as nation.

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