Review of Learning Styles and Study habits on the Academic Performance of Secondary School Students

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Abstract- Learning types are just separate techniques or learning processes. Learning types are diverse modes of knowledge collection and interpretation. The age, the experience, the psychology, the society and several other aspects influence these forms. There are several inventories that compare modes of learning. Each child has a certain dominant learning style and a secondary style that he/she often knows. It is very difficult to find a person who learns equally in all three forms. Persons with two or more dominant approaches to learning are considered multi-modal learners. Students have varying modes of learning, attributes and interests in the manner they obtain knowledge and interpret it. Some students prefer to concentrate on statistics, data and algorithms; others get more familiar with mathematical models and theories. Others respond strongly to visual knowledge sources, such as photographs, diagrams and schemas; others get more from verbal shapes, i.e. Explanations written and voiced. Certain individuals tend to learn consciously and interactively; others are more personally and introspectively. Learning styles suggest the ways in which students learn

Keywords- study habit, performance, school, students

I. INTRODUCTION

Learning is a humanistic process. It plays a very Significant function in assessing an individual's actions. This is a comprehensive concept that gives the person a lasting influence or perception. Apprenticeship is said to be equal to growth, change, creation, progress and adaptation. It plays a very significant role in human life. It is a continuous change in actions arising from environmental experience. It's a process that takes a lifetime. It is targeted at. The learning becomes relevant and successful if the object of learning is simple, vibrant and explicit. The attitude of each student is special in the approach to a range of learning tasks and it is often unique to choose the way to perform a specific task. Learning depends on the learning style of the child. People can obtain new knowledge, advance existing knowledge and learn new skills. Data indicates that individuals have varying interests and abilities in how information is gathered and stored. Sometimes these preferences are called behavioural types which are used to explain and allow one to understand the various ways in which different people learn. Learning styles recommend means or methods of learning to pupils. It is a clear way to respond to learning and use stimuli. Every person represents innate differences in learning styles. Learning style is an intrinsic and environmental trait that grows over a period of time. It is often defined by several factors, such as mental capacity, instructional practise, school environment, peer engagement, self-awareness, interest in student learning, etc. It grows progressively from birth and stabilises at a certain age. Students show their preference for learning in everything they say or do. A student may have one or more modes of learning

1.0 Concepts of modes of learning

Cross (1976) described learning styles as "characteristic ways in which people gather, organise, and convert information into useful knowledge."

Gregorc and Ward (1977) claimed that learning style is made up of defining and measurable traits, which offer insights into human mediation skills. On an organisational basis, people in their signature behavioural sets 'tell us how their minds react to the environment and hence how they learn.'

Cornett (1978) described learning style as "a consistent behavioural pattern but with a range of individual variability."

Hunt (1979) thought that the style of analysis "describes a subject in terms of the circumstances he most likely studies under. The type of learning explains how a student learns, not what he knows."

Letteri (1980) claims that learning refers to the manner in which information is interpreted, preserved and retrieved.

"The learning style is a composite of characteristic cognitive, affecting, and physiological factors that are relatively stable indicators of how a learner perceives, interacts with and reacts to the learning environment," Keefe and Languis (1983) said.

Kelbeck (1989) said that learning is a favoured method for the processing of information, the creation of ideas and decision-making circumstances, both based upon

Personal profile accessibility.

Debellow (1990) describes how people learn, store and remember information.

Reiff (1994) suggests that learning style can be defined as a variety of causes, behaviours and attitudes that help students learn in a given situation.

Messick (1994) describes that modes of learning are consistent standards for learning.

James and Gardner (1995) claim that how individual students react to the overall learning environment is the learning style of the participant.

Vermunt (1996) describes a clear learning style whole of learning activities that students employ.

According to MacKeracher (1996) learning styles may be thought of as the way in which people:

- take information
- select certain information for further processing
- use meanings, values, skills, strategies to solve problems, make decisions, and create new meanings
- change any or all of the processes or structures described .

An over view of various definitions of 'Learning style' reveals that learning styles are consistent preferred ways of learning which the individual employs during learning of various tasks.

1.1 The Concept of Learning Style

A Learning style is a clear way for students to respond to and use stimuli in their learning context. Everyone has individual types of learning (Mehra and Thakur, 2008). Learning types are just separate techniques or learning processes. Learning types are diverse modes of knowledge collection and interpretation. The age, the experience, the psychology, the society and several other aspects influence these forms. There are several inventories that compare modes of learning. A child has a different dominant learning style and a secondary style, which he/she often knows. An entity who learns in all those persons with two or more dominant learning approaches is difficult to locate. Students have varying cognitive patterns, abilities and interests in the manner in which they obtain knowledge and interpret it. Some students prefer to concentrate on statistics, data and algorithms; others get more familiar with mathematical models and theories. Others respond strongly to visual knowledge sources, such as photographs, diagrams and schemas; others get more from verbal shapes, i.e. Explanations written and voiced. Certain individuals tend to learn consciously and interactively; others are more personally and introspectively. Learning styles recommend means or methods of learning to pupils. Every person represents innate differences in learning styles.

There is no widely recognised theory of a particular learning style or 'right' way to study or 'best' way to teach. Teachers should also resist the tentation of attempting to identify or confine particular students to a specific form of learning. Age, level of education and enthusiasm affect the learning of each student such that the one time chosen may no longer be the pupil's preferred style of learning. Increased knowledge of learning patterns and styles nevertheless allows teachers to flexibly learn and use a broader variety of methodology in the classroom. The goal is not to align teaching styles with student tastes, but to help young people develop their skills and abilities in both preferred and less preferred learning modes. Specific students have favourite learning methods. Collective learning techniques of an organism are the "learning style.": a style of learning involves cognitive (mental), affective (emotional), social (interpersonal and cultural) and physiological (physical) teaching strategies (Keefe, 1987). A behavioural style is a relatively stable and reliable set of techniques that people tend to use while they are interested in learning. The techniques are used to take information across sensory bodies; to pick information for further processing; to retain and recapture data from memory; to make sense to generate new concepts, thoughts, beliefs, abilities or strategies, or to update current definitions and strategies for problem solving and decision-making.

New interactions from which new information can be taken; engage in the learning environment with others; and change some or more of the above techniques.

Three aspects of type of learning are:

Cognitive dimension concentrates on how people decode, encrypt, organise, store and gather data.

The mental and personal features of the affective component are such as motivation, enthusiasm, determination, fear, and risk-taking.

The physiological component focuses on sensory experiences (e.g., taste and smell); ambient characteristics (light, mobilisation, temperature); intakes (e.g. food), time (when we work or do the right things for example in the morning or at night) and mobility; (moving around).

1.2 Design of the Learning Style Concept

In the last twenty years the scientific and applied research of learning patterns has simultaneously inspired a strong curiosity and also contributed to tension between scholars and individuals who read. Much of research and practise "because of considerable challenges in confusing definitions of conceptualization that disturb cognitive styles and styles of

learning" (Coffield et.al, 2004). Adler (Kramar, 2001) introduced the concept of "style" into psychology in the phrase "life style," but style became an important concern, particularly in today's scies. to progress in knowledge of learning styles have been brought by classified studies in cognitive and constructivist paradigms. They have allowed the development of a highly prolific line of research that led to a betterunderstanding of this concept, which led to the development and implementation of effective tools and techniques of intellectual work.

The development of the concept of learning style may be summarized on the basis of the following theories: Behaviourism, Cognitivism and Constructivism. Behaviourism focuses only on the objectively observable aspects of learning. Cognitive theories look beyond behaviour to explain brain-based learning. And constructivism views learning as a process in which the learner actively constructs or builds new ideas or concepts.

Behaviourism as a theory was primarily developed by B. F. Skinner. He advocates three basic assumptions. First, learning is manifested by a change in behaviour. Second, the environment shapes behaviour. And third, the principles of continuity (how close in time two events must be for a bond to be formed) and reinforcement (any means of increasing the likelihood that an event will be repeated) are central to explaining the learning process. For behaviourism, learning is the acquisition of new behaviour. Behaviorists viewed learning as a process in which learners form a set of habits as they respond to the stimuli provided by a teacher (Merriam & Caferella, 1999). The behaviorist view of learning resulted in an emphasis on the proper input of the teacher and avoiding errors produced by the learners. Consequently, most of the research of that era (to just past the middle of the twentieth century) gave primacy to the teacher, while ignoring the learner. ***Cognitivism*** originated by Jean Piaget (1971), is a theoretical framework for understanding the mind that came into usage in the 1950s. The movement was a response to behaviourism, which cognitivists neglected. Many researches imply that behaviourists acknowledged the existence of thinking, but identified it as behaviour. Cognitivists argued that the way people think impacts their behaviour and therefore cannot be a behaviour in and of itself. By contrast, cognitivists like Chomsky considered how people perceive, interpret, remember, and otherwise think about the environmental events they experience (Ormrod, 1999 p. 145). They also focused on the internal mental activities such as information processing and memory to explain how learning occurs

II. RELATED WORK

Tripathi and Swarnkar (2008) carried out a study on the effect on innovative thought of achievement motivation. The research aimed at contrasting the level of performance motivation and innovative thought of boys and girls and at researching the effects of performance motivation on student creativity. They find that success motivation and imaginative thought in boys and girls was not substantially different and it is also found that the motivation for accomplishment significantly impacted students' creative thinking.

Alireza (2008) has examined learning patterns as a measure of inspiration for success and academic performance. The goal of the research was to explore the role of learning styles in encouragement for success and academic achievement. The instrument used for data collection was Kolb's LSI. Research found a major variation between methods of data collection Variables in various forms of learning. Converges and assimilator types have a high degree of achievement incentive and were higher than those in academic performance.

Singh (2008) carried out a report on school children's cognitive patterns and academic performance. The study aimed to establish a link between attitudes in learning styles and high school students' academic achievement and found that versatile and short-term focus, non-motivated learning preferences have been shown to influence the academic achievement of urban students and the non-flexible, visual, non-motivated focused and environmental aspects

Alam (2009) has examined academic success in relation to innovation and encouragement for achievement. The goal of the research was to establish the nature of the relationship between imagination and motivation for performance. Findings found that the association between I innovation and academic achievement (ii) enthusiasm for achievement and academic achievement is significantly positive.

Aruna and Amenulla (2009) examined academic performance of high school students in socio-phobia and socio-economic standing. The aims of the research were to compare the average score in high, average and low social phobia classes in social studies and to evaluate the relationship between social phobia and achievement in social studies. The findings revealed that variables such as ethnicity and socio-economic status do not influence social studies. They concluded that social achievement is growing

Studies and socio-economic standing was adversely correlated to high school students' social phobia.

Krishna Reddy and Ramachandra Reddy (2009) researched the causes of 10th grade mathematics related to research patterns and achievement. The goal of the research was to study the effect of study behaviours on results. Research was performed in Andhra Pradesh, Chittor District of Rayalaseema. There were 22 schools with 1444 students under separate administration. The methods used for the research were inventories of study patterns produced by Dr.B.V.Patel. Findings suggest that students with better learning patterns in mathematics achieve considerably better.

The time spent on mathematics is not the prerequisite for better results however, apart from the time spent on mathematics, considerations such as intellect, attention, and aptitude for the subject could be required. The number of hours of research at home had an important effect on mathematical results. The study concluded that parents and teachers must strive in the early stages of life to establish healthy study habits among students. The provision of a separate research space leads to improved results.

Nudzejma Obralic and Azamat Akbarov (2012) carried out studies on the preference of students for perceptual instruction. The research was intended to evaluate student learning styles at the Sarajevo International University. The specimen comprised of 34 learners (N=34) at ELS / IUS during Session II, 2011/2012. Data were gathered from many different sources in order to determine the Perceptual Learning Style (PLS) of ELS students using PLSPQ research instrument developed by Joy Reid. This was a qualitative and quantitative research study. The study suggested that the instructors should take into the consideration language learning style preference and ethnicity as well as cultural features in order to obtain the learning environment and achieve knowledge. The study indicates that there was no significant difference between male and female students regarding their preferred perceptual learning style. Results revealed that students performed well in the individual style as they did in the kinesthetic, followed by the auditory and the group style. It is shown that the most outstanding learning style in which the students worked without any difficulty was the visual learning style followed by the tactile learning style.

Kumari Nisha (2013) conducted a study on learning styles of high school students in relation to their gender, category and locus of control. The objectiveof the study was to find the effects of gender, category and locus of control on learning styles of high school students. The research
was carried out in Himachal Pradesh. Sample constituted 176 school studentstudy was VARK learning style inventory. Findings revealed that male and female high school students student success. Some researchers found that there were no significant correlations between style match and higher course grades (Battle, 1982; and Scerba, 1979); between style match and final exam scores Campbell (1989); and between style match and instructor evaluations (Lyon, 1991; Hunter, 1979; Campbell, 1989). However, the majority of researchers reported enhanced student achievement, as indicated by course grade and exam scores, when there was a match between students' preferred learning styles and instructors' preferred teaching styles (Matthews, 1995; Raines, 1976; Hunter, 1979; Carthey, 1993; Miglietti, 1994; Van Vuren, 1992; and Zippert, 1985). This study added to the growing body of research on the effect that learning style and teaching have same preference for visual and kinesthetic learning style whereas female high school students preferred learning through aural learning style more than the male high school students. SC (Schedule Caste) and Non SC students do not differ significantly in their preference for visual, aural and kinesthetic learning style. The study concluded that female high school students are significantly more interested in learning through aural and read / write learning style. Students having external locus of control had more interest in learning through aural and kinesthetic learning style.

Gurdeep Kaur and Brij Lal (2014) conducted a study on Style of Learning and Thinking of school children in relation to achievement in mathematics, Creativity And Right Or Left Handedness. The research was carried out in Abohar, Punjab on sample of 120 school children. Tools used for the study were Style of learning and thinking (SOLAT) by Venkataraman.D (1994), Divergent Production Abilities (DPI) by Sharma.K.N (2001) and Achievement test in Mathematics standardized by Lekhi & Kaur (2002). Findings revealed that high achievement school children differ from low achievers school children on SOLAT creativen do not differ from low creative school children on SOLAT scale also right handed school children do not differ from left handed school children on SOLAT scale.

2.0 Critical Review of the Related Studies

earning styles play a great role in learning. A significant amount of learning style research indicates that students learn, progress and achieve better when their courses are built to meet their learning style preferences (Felder & Silverman, 1988). It is also believed that a student's motivation is increased when their teachers pay enough attention to their learning style preferences (Hein & Budny, 1999). Much of the recent research on learning styles has been geared towards the traditional mode of instruction, i.e. class-based instruction (Loomis, 2000; Demetry, 2002; Felder, 1993; Zywno, 2003). In summary, researchers differed in their findings as to whether a match between students learning styles and instructors teachi

S. Tools used for

style match on student achievement and instructor evaluations. Most of the studies have been on learning styles with anxiety (Verma, 1989), personality types (Verma, 1996), intelligence (Singh, 2001), creativity (Verma, 2004), self-concept (Verma and Mishra, 2002), adjustment (Chauhan, 2004), thinking (Vengopal and Mridula, 2007), socio-economic status (Verma and Tiku,

IV. CONCLUSION

earning styles are simply different approaches or ways of Learning. Learning. Learning types are diverse modes of knowledge collection and interpretation. The age, the experience, the psychology, the society and several other

aspects influence these forms. There are several inventories that compare modes of learning. Each child has a certain dominant learning style and a secondary style that he/she often knows. It is very difficult to find a person who learns equally in all three forms. Persons with two or more dominant approaches to learning are considered multi-modal learners. Students have varying cognitive patterns, abilities and interests in the manner in which they obtain knowledge and interpret it. Some students prefer to concentrate on statistics, data and algorithms; others get more familiar with mathematical models and theories. Others respond strongly to visual knowledge sources, such as photographs, diagrams and schemas; others get more from verbal shapes, i.e. Explanations written and voiced. Certain individuals tend to learn consciously and interactively; others are more personally and introspectively. Learning styles recommend means or methods of learning to pupils. There are inherent differences in learning styles representing and person.

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