

## **ACADEMIC ACHIEVEMENT OF SENIOR SECONDARY SCHOOL STUDENTS IN ENGLISH IN RELATION TO THEIR ENACTIVE LEARNING STYLES**

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### **ABSTRACT**

The present study is an attempt to find the impact of enactive learning style on academic achievement of senior secondary school students. A descriptive survey was used. In the present study, 600 senior secondary school students situated in different districts of Haryana state formed the sample. Multi-stage random sampling technique was used to select the subjects from the population. Learning Style Inventory by Mishra (2012) and Academic achievement scores was taken from the performance in 11<sup>th</sup> class of the subjects. Descriptive statistics like Mean, Standard Deviation and 't' test was used to compare the scores. The findings of the study revealed that (i) students having high enactive learning style had better academic achievement than the students having average enactive learning style; (ii) students having average enactive learning style had better academic achievement than the students having low enactive learning style; and (iii) students having high enactive learning style had better academic achievement than the students having low enactive learning style.

**Key words: Academic achievement, enactive learning style, senior secondary school students**

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## INTRODUCTION

Today, educators, researchers and teachers have become conscious to incorporate such techniques/styles to the teaching-learning process so as to get the best learning outcome in the form of students' achievement. Students need to understand current state of their knowledge and built on it, improve it, and make decisions in the face of uncertainty. The aim of education should be to reorient the minds of young ones and inflame their intellect. It is the time when we also need to redefine teaching and learning. Learning should no more be considered as simple acquisition of facts, knowledge or skill but it should be reoriented as acquisition of facts, knowledge and skill and ability to apply it in real life. In the same way teaching should not be considered as the act of imparting knowledge. Teaching is not a 'giving' matter as is generally understood by layman by 'giving and talking' affair or pedagogically speaking a teaching-learning process, where in the teaching, the teacher not only teaches but learns also, as teaching and learning are complementary process.

Achievement refers to the scholastic achievement of the pupils at the end of an educational programme or the competence they actually show in the school subjects in which they have received instruction. Achievement is the accomplishment or acquired proficiency in the performance of an individual with respect to a given knowledge or skill. Thus, achievement is the glittering crown which reflects a sense of sincerity, candidness and perseverance on the part of the achievers. The term has been defined by different persons in various ways.

The assessment of academic achievement has been largely confined to the evaluation in terms of information, knowledge and understanding. It is the competence of students shown in school subjects for which they have taken instruction. The test scores or grades assigned to the students on the basis of their performance in the achievement test determine the status of pupils in the classroom (Singh and Singh, 2007). In other words, it refers to the pupils' knowledge attained and skills developed in the school subjects and assessed by the authorities with the help of achievement tests in the form of examination. As Stephen (1960) pointed that academic achievement is the unique responsibility of educational institution established by the society to promote the development of learners. The development of the learners is possible only if proper individual attention is given to them for enhancing the knowledge attained or skills developed in

school subjects usually reflected by test scores or marks assigned by the teachers or by both (Good, 1973).

Thus, there are various aspects of the concept of academic achievement which have a great bearing on the personality of students. From an early age, a sense of achievement is a source of good feeling and self esteem and failure as a source of disgrace and self reproach. It is the status or level of a person's skills, the range and depth of his knowledge or his proficiency in a designated area of learning or behaviour (Horrock, 1976).

## **LEARNING STYLE**

Learning styles indicate individual differences in learning. An individual's Learning Style is the way he/she concentrates on; processes, internalizes and remembers new and difficult academic information or skills. Individuals' approach of learning is different due to differences in their learning styles. Persons' approach to learning is relatively a stable indicator of how they perceive, interact with and respond to the learning environment. Understanding Learning Styles and the role of Learning Styles in the thinking or learning process is a key component in effective teaching. Utilizing learning styles theory in the classroom is extremely beneficial at all levels of education for a variety of reasons. Some researchers have found a relationship between occupational preferences and learning style type. In addition, students' learning styles have been shown to be affected by their educational experiences, particularly at the post-secondary level. Therefore, knowledge of Learning Styles is useful in designing classroom activities that support the development of this learning style.

### **Role of Learning Styles in Education**

Dembo (1977) held that certain learning styles may be of even more importance than intelligence in effecting classroom learning. The identification of these styles should be of particular importance for educators; variables of classification of students may help teacher to optimize the match between teaching and type of students. "A thorough understanding of students' learning style can help counsellors to develop strategies, techniques and programmes that are responsive to unique learning needs" (Griggs, 1981); "The key of effective schooling is to understand the

range of student learning style and to design instructions and material that respond directly to individual's learning needs" (Keefe, 1982);

To sum up, learning style concept provides a new perspective for teachers, students, administrators, curriculum designers, guidance workers and parents. It is a new way of looking at learning and instruction; it offers a deeper and most profound complexion of the learner than known previously. It is basic framework upon which theory and practice can be built. All types of learners at all stages (from pre-primary to university) can be benefited from understanding their learning styles.

### **Enactive Learning Style**

Enactive Learning Style describes a way of interacting with the environment that is based on knowledge gained through physical actions and motor skills. The preference for action based concrete experiences, imitation and practice, reproducing the information, conceptualizing one's experience based on the processing of enactive information is followed. Based on the scores obtained for each individual, the Enactive learning style was divided into three levels i.e. high, average and low.

Srichanachon (2012) found that students with higher English background knowledge were found to have a greater variety of learning styles and more motivation to learn English. Gokalp (2013) found that those subtests covered the items as learning, planned study, effective reading, listening, writing, note taking, using the library, getting prepared for and taking exams, class participation and motivation. Khalid, Mokhtar, Khalid et al. (2013) showed that respondents prefer the dependent learning style followed by cooperation in all the variables namely gender, class, ethnic, family income and students' academic achievement. Vaishnav (2013) found kinesthetic learning style to be more prevalent than visual and auditory learning styles and also a positive high correlation between kinesthetic learning style and academic achievement. The main effects of the three variables—visual, auditory and kinesthetic were found to be significant on academic achievement. Saadatmanesh (2014) showed that there is a relationship between the combination of Multiple Intelligences and students' final English tests and also there is a relationship between linguistic intelligence and students' final English tests. But there is not any

relationship between students' FD/I learning styles and their final English tests. Maqbool (2015) found a significant relationship between learning style and academic achievement of social science students.

### **NEED OF THE STUDY**

Education is a dynamic process, which always changes in response to the requirements of the society. Our society is moving in an era of working with communications rather than working in factories. With these societal changes the model of schooling is also changing. This transformation creates chaos and confusion on one hand and offers immense opportunities and new possibilities on the other. Now the situations demand learning to be more flexible, experimental and collaborative. There have been many attempts made to enhance students' academic achievements. It has always been the main concern of many dedicated teachers and parents that their students and children be as much successful as possible. In relation to this, many teachers are convinced that students need the positive attitude to succeed academically. Often, one's learning style is identified to determine strengths for academic achievement. Dunn, Beaudry and Klavas (1989) assert that through voluminous studies, it has been indicated that both low and average achievers earn higher scores on standardized achievement and attitude tests when they are taught within the realm of their learning styles. Although learning styles have not received full consideration in the local educational context, it is certainly the time that learning styles be fully incorporated into the teaching services. However, without proper research in this area, it is difficult to illustrate the contribution and positive intervention of learning styles with students' overall academic achievements. The present study was conducted to know the impact of enactive learning styles on academic achievement of senior secondary school students.

### **STATEMENT OF THE PROBLEM**

#### **ACADEMIC ACHIEVEMENT OF SENIOR SECONDARY SCHOOL STUDENTS IN ENGLISH IN RELATION TO THEIR ENACTIVE LEARNING STYLES**

### **OBJECTIVES**

1. To compare academic achievement of high enactive learning style and average enactive learning style of senior secondary school students in English.

2. To compare academic achievement of average enactive learning style and low enactive learning style of senior secondary school students in English.
3. To compare academic achievement of high enactive learning style and low enactive learning style of senior secondary school students in English.

### **HYPOTHESES**

1. There is no significant difference in academic achievement of high enactive learning style and average figural learning style of senior secondary school students in English.
2. There is no significant difference in academic achievement of average enactive learning style and low enactive learning style of senior secondary school students in English.
3. There is no significant difference in academic achievement of high enactive learning style and low enactive learning style of senior secondary school students in English.

### **METHOD OF RESEARCH**

The present study is an attempt to explore academic achievement of senior secondary school students in English in relation to their enactive learning style. So Descriptive Survey Method of research was employed as this method is concerned with surveying, describing and investigating the existing phenomena or issues, conditions and relationships that exist.

### **POPULATION AND SAMPLE**

The population of this study comprised of all the senior secondary school students in Rohtak city of Haryana. In the present study, 600 senior secondary school students situated in different districts of Haryana formed the sample. Cluster random sampling technique was used to select the subjects from the population.

### **TOOLS USED**

- Learning Style Inventory by Mishra (2012)
- Academic achievement scores was taken from the performance in 11<sup>th</sup> class of the subjects.

## STATISTICAL TECHNIQUES USED

Descriptive statistics like Mean, Standard Deviation and 't' test was used to compare the groups.

## RESULTS

**Table 1**

**Means, S.D.s and 't' ratio of academic achievement of high enactive learning style and average enactive learning style of senior secondary school students in English**

Variable	Group	Number	Mean	S.D.	't' ratios	Level of Significance
Academic Achievement	High enactive learning style	287	67.26	12.91	7.551	Significant at 0.01 level
	Average enactive learning style	257	59.05	12.38		

A scrutiny of Table 1 indicates that the mean score of academic achievement of students having high enactive learning ( $67.26 \pm 12.91$ ) is higher than the mean score ( $59.05 \pm 12.38$ ) of students having average enactive learning style. The 't' value is 7.551 which is significant at 0.01 level. It depicts that students having high and average enactive learning differ significantly on academic achievement. Further mean score of students having high enactive learning style is higher (67.26) than the students having average enactive learning style (59.05). It indicates that students having high enactive learning style had better academic achievement than the students having average enactive learning style. Thus the hypothesis framed earlier, "There is no significant difference in academic achievement of high enactive learning style and average enactive learning style of senior secondary school students in English" stands not retained.

**Table 2**

**Means, S.D.s and 't' ratio of academic achievement of average enactive learning style and low enactive learning style of senior secondary school students in English**

Variable	Group	Number	Mean	S.D.	't' ratios	Level of Significance
Academic Achievement	Average enactive learning style	257	59.05	12.38	6.168	Significant at 0.01 level

	Low enactive learning style	56	47.08	16.24		
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A scrutiny of Table 2 indicates that the mean score of academic achievement of students having average enactive learning ( $59.05 \pm 12.38$ ) is higher than the mean score ( $47.08 \pm 16.24$ ) of students having low enactive learning style. The 't' value is 6.168 which is significant at 0.01 level. It depicts that students having average and low enactive learning differ significantly on academic achievement. Further mean score of students having average enactive learning style (59.05) is higher than the students having low enactive learning style (47.08). It indicates that students having average enactive learning style had better academic achievement than the students having low enactive learning style. Thus the hypothesis framed earlier, "There is no significant difference in academic achievement of average enactive learning style and low enactive learning style of senior secondary school students in English" stands not retained.

**Table 3**

**Means, S.D.s and 't' ratio of academic achievement of high enactive learning style and low enactive learning style of senior secondary school students in English**

Variable	Group	N	Mean	S.D.	't' ratios	Level of Significance
Academic Achievement	High enactive learning style	287	67.26	12.91	10.223	Significant at 0.01 level
	Low enactive learning style	56	47.08	16.24		

A scrutiny of Table 3 indicates that the mean score of academic achievement of students having high enactive learning ( $67.26 \pm 12.91$ ) is higher than the mean score ( $47.08 \pm 16.24$ ) of students having low enactive learning style. The 't' value is 10.223 which is significant at 0.01 level. It depicts that students having high and low enactive learning differ significantly on academic achievement. Further mean score of students having high enactive learning style (67.26) is higher than the students having low enactive learning style (47.08). It indicates that



students having high enactive learning style had better academic achievement than the students having low enactive learning style. Thus the hypothesis framed earlier, “There is no significant difference in academic achievement of high enactive learning style and low enactive learning style of senior secondary school students in English” stands not retained.

### **FINDINGS OF THE STUDY**

1. It was found that students having high enactive learning style had better academic achievement than the students having average enactive learning style counterparts.
2. It was found that students having average enactive learning style had better academic achievement than the students having low enactive learning style counterparts.
3. It was found that students having high enactive learning style had better academic achievement than the students having low enactive learning style counterparts.

### **IMPLICATIONS**

This study revealed significant differences in students’ overall academic achievement. It showed that the students having better enactive learning styles have better academic achievement in comparison to their counterparts. As such, it is inferred that learning styles do make an impact on the students’ overall academic achievement. Such finding highlights the importance of recognizing students’ varying learning styles. Teachers should be aware of the usefulness of learning styles for effective learning to take place. The learning styles framework does not change with subjects, where it actually plays an important role across all the subjects. Therefore, the results here suggest avenues of future research to understand this phenomenon. As a related matter, a study of other learning style variables should also be conducted to bring essential variables to the forefront.

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