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ACADEMIC ACHIEVEMENT IN COMPARISON TO THEIR VERBAL LEARNING STYLES OF ADOLESCENCE STUDENTS

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ABSTRACT

The purpose of this study is to determine how verbal learning preferences affect adolescents' academic performance. The study was descriptive in nature. 200secondary school students in Tirupati, Andhra Pradesh, served as the sample for the current study. These participants were chosen from the population using a simple random selection procedure. Mishra (2012)'s Learning Style Inventory and Academic Achievement Test results were used. which the investigator prepared and standardized. To compare the groups, descriptive statistics like Mean, Standard Deviation, and "t" test were utilized. The study's findings showed that Adolescence Academic success was higher for students with a high verbal learning style than for individuals with an average verbal learning style; Adolescence Academic attainment was higher among pupils with average verbal learning styles than among those with poor verbal learning styles in adolescence. Academic attainment was higher for students with a high verbal learning style than for those with a low verbal learning style.

Keywords: Academic Achievement, Verbal Learning Style, Adolescence Students.

INTRODUCTION

Children lack culture at birth, but as they develop, it shapes their attitudes and actions so that they can fit into the society in which they will eventually live. There may not even be schools per se in prehistoric societies, when education often consists of minimal formal instruction. Only one or maybe a few religious books are studied in some. Even when divided into specialised fields of study, the sheer amount of collected information in more complex cultures might require several years of formal education to transfer to the following generation. Since effective and comprehensive methods of information transmission become increasingly important, education itself becomes a subject of study in such sophisticated societies. In order to attain the optimal learning outcome for students in the form of success, educators, researchers, and instructors are now cognizant of incorporating such techniques/styles into the teaching-learning process. Students must be able to assess their existing level of knowledge, build upon it, enhance it, and make judgments in the face of ambiguity. The purpose of school should be to redirect children's thinking and stimulate their intelligence. At this point, teaching and learning also require a definition update. Learning should be reoriented such that it emphasizes both the learning of facts, information, and skills as well as the capacity to apply them in the actual world. It should no longer be thought of as the mere acquisition of facts, knowledge, or skills.

Achieving success is the act of doing something or being proficient in one's performance of a certain knowledge or talent. As a result, success is the glistening crown that shows the achievers' honesty, and tenacity. Numerous people have used varied definitions of the phrase.

Achievement is the task-oriented conduct that enables the individual's performance to be judged in accordance with certain internally and externally imposed criteria, according to Clifford et al. (1986). Achievement is closely related to the growth of knowledge, understanding, and skill acquisition, according to Rao (1980). Achievement is defined as "the attainment or accomplishment of an individual in some or particular domain of knowledge following a specified length of instruction," according to Verma and Upadhyay (1981). The academic performance of a student predicts future success for that person.

By examining the aforementioned definitions, we can infer that academic accomplishment is the degree of skill reached in academic work or as formally acquired knowledge in school topics, which is determined by the grades, or marks obtained by the students in the examination. It shows how well students have learned the various disciplines taught at educational institutions. It also demonstrates the amount and caliber of knowledge acquired in a field of study following a term of education. Academic accomplishment not only affects whether a student is promoted to the next class, but it also predicts future success and establishes their lifestyle. It is necessary to research the variables that are significant in determining a person's academic success in light of this.

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LEARNING STYLE

The notion that various individuals learn in various manners is referred to as learning styles. The idea of learning styles has grown in popularity over the past few decades. Not just among educators but also among parents and the general public, the idea of learning styles appears to be widely accepted. The notion of learning styles is aggressively promoted by companies that sell a variety of exams, assessment tools, and online technologies to assist teachers in identifying their students' learning styles and adapting their teaching strategies. This acceptance is probably not unexpected.

"Learning styles show unique learning variances. The way a person concentrates, absorbs, internalizes, and recalls new and challenging academic material or abilities is known as their learning style. Due to variations in learning styles, each person approaches learning differently. The way that people approach learning is generally a reliable predictor of how they view, engage with, and react to the learning environment. Effective teaching requires an understanding of learning styles and their function in the thought or learning process. At all educational levels, applying the learning styles hypothesis in the classroom has many positive effects. According to several experts, the kind of learning style and job inclinations are related. Additionally, it has been demonstrated that students' educational experiences—particularly those at the post-secondary level—have an impact on their learning styles. As a result, understanding learning styles is helpful when creating classroom activities that encourage the growth of this learning type.

Verbal Learning Style

One of the eight categories of learning styles outlined in Howard Gardner's theory of multiple intelligences is verbal-linguistic learning style, or intelligence. The capacity to reason, solve issues, and learn via language is referred to as a verbal linguistic learning style. Verbal learners easily understand spoken and written language. They take pleasure in reading and often retain what they have read. They like learning new words and are proficient writers. They have a large vocabulary both when speaking and writing. A lot of verbal learners converse with themselves. They like to read aloud, and they frequently talk themselves through things. They take pleasure in speaking their way through the topic during class discussions, which is a useful learning technique.

LITERATURE REVIEWS RELATED OF ACADEMIC ACHIEVEMENT AND LEARNING STYLE

1. Jalali, Tayyebeh., Mahin Keykha Nezhad and Atekeh Gorzin Mataee. (2015). Predict Academic Achievement of Students Based on their Learning Styles. It showed a strong correlation between the academic accomplishment of pupils and each of the four learning styles, including convergent, divergent, attracting, and accommodating learning style.
2. Thakkar, Mahesh (2014). Effect of learning styles on learning achievement of secondary school students, 1580 senior secondary school students in Ahmedabad had their learning accomplishment on the impact of their learning styles investigated. Students did not favour collaborative and dependent learning styles, which further indicated that the examination system had more of an impact on student accomplishment than learning styles, which may not have any bearing on learning outcomes.
3. Vaishnav. Rajshree S. (2013). Learning Style and Academic Achievement of Secondary School Students. Aimed to identify the academic performance and learning preferences of 200 students in the ninth, tenth, and eleventh grades of secondary schools in the state of Maharashtra. According to the findings, there is a strong positive association between students' academic success and their learning preferences (visual, auditory, and kinesthetic), however this correlation is not as strong as it may be.
4. Sarfaraz, Ahmad and Dalela, Vivek (2012). Impact of Attitude towards the School Environment on Academic Achievement of Adolescents. This study was conducted with the goal of focusing on the impact of adolescent academic success on attitude toward the school environment. The study showed no discernible difference between the groups of students who were satisfied with their school environment and those who were dissatisfied with their academic performance. Conclusion: Academic success is unaffected by one's attitude toward the learning environment at school.
5. Singh Balbir Mohamad Jafre Zainol Abidin, Abbas Ali Rezaee, Helan Nor Abdullah,Kiranjit Kaur (2011) : Learning Styles and Overall Academic Achievement in a Specific Educational System. Aimed towards identifying the 317 students' learning preferences and general academic performance in a particular school setting. The study's key findings showed a substantial correlation between learning preferences and total academic accomplishment. It also showed that low, moderate, and high achievers have a common preference for all learning preferences

NEED OF THE STUDY

Education is a dynamic process that constantly adapts to meet the needs of the society. Working with communications is becoming more prevalent in our culture than working in industries. The educational approach is evolving along with these societal developments. On the one hand, this transition brings turmoil and upheaval, and on the other, it opens up a world of potential and new prospects. The current circumstances need learning to be more adaptable, exploratory, and collaborative. To improve adolescence students' academic performance, several efforts have been done. Many committed instructors and parents have always placed a high

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priority on their students' and children' achievement. In connection with this, many teachers are certain that for students to achieve academic success, they must have a positive outlook. To assess one's abilities for academic accomplishment, one's learning style is frequently recognized. Even if learning styles have not been fully taken into account in the local educational environment, the moment has come to fully integrate learning styles into the teaching services. It is challenging to demonstrate the contribution and beneficial intervention of learning styles with students' overall academic results without enough research in this area. The present study was undertaken to know the influence of verbal learning styles on academic success of adolescence students.

TITLE OF THE STUDY

ACADEMIC ACHEIVEMENT IN COMPARISON TO THEIR VERBAL LEARNING STYLES OF ADOLESCENCE STUDENTS

OBJECTIVES

1. To study and compare academic achievement of high verbal learning style and average verbal learning style of adolescence students.
2. To study and compare academic achievement of average verbal learning style and low verbal learning style of adolescence students.
3. To study and compare academic achievement of high verbal learning style and low verbal learning style of adolescence students.

HYPOTHESES OF THE STUDY

1. There is no significant difference in academic achievement of high verbal learning style and average verbal learning style of adolescence students.
2. There is no significant difference in academic achievement of average verbal learning style and low verbal learning style of adolescence students.
3. There is no significant difference in academic achievement of high verbal learning style and low verbal learning style of adolescence students.

METHOD OF RESEARCH

The present study aims to investigate academic accomplishment and evaluate how it relates to learners' preferred learning styles. Because the descriptive survey technique of study focuses on surveying, characterizing, and investigating actual phenomena or situations, circumstances that exist, this method has been used in this case.

POPULATION AND SAMPLE

The sample for the present study included 200 adolescents from Tirupati, Andhra Pradesh, who made up the study's population. To choose the individuals from the population, a simple random selection procedure was applied.

TOOLS USED

- Learning Style Inventory by Mishra (2012)
- Academic achievement scores were taken from the Achievement test in English which was made by investigator himself.

STATISTICAL TECHNIQUES USED

Descriptive statistics like Mean, Standard Deviation and "t" test was used to compare the groups.

DATA ANALYSIS

Hypothesis-1: There is no significant difference in academic achievement of high verbal learning style and average verbal learning style of adolescence students.

Table 1: Academic Achievement of High Verbal Learning Style and Average Verbal Learning Style of Adolescence Students

Dependent Variable	Independent Variable	N	Mean	% of Mean	S.D.	't' Value
Academic Achievement	High verbal learning style	96	72.00	90.00	13.22	5.49*
	Average verbal learning style	94	54.00	67.50	16.78	

***Significant at 0.05and 0.01 level**

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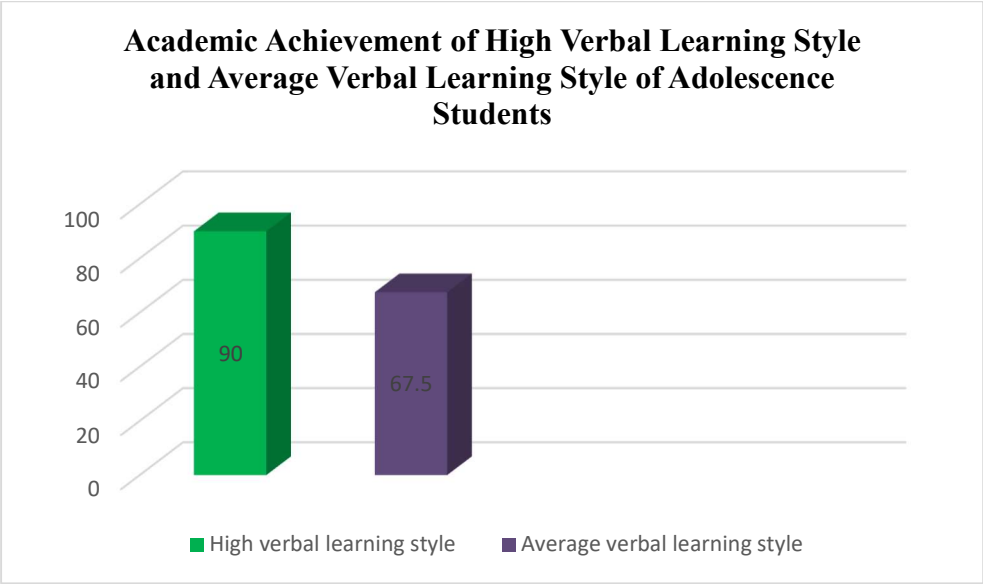
Figure-1



According to Table 1, students with a high verbal learning style had a mean academic achievement score of 72.00, S.D. is 13.22, which was greater than students with an average verbal learning style, who had a mean score of 54.00, S.D. is 16.78. The "t" value is 5.49. It is significant. It demonstrates how academic achievement differs dramatically between individuals with excellent and ordinary verbal learning. Additionally, students with high verbal learning styles had higher mean scores than students with average verbal learning styles. It shows that students with high verbal learning styles outperformed those with average verbal learning styles in terms of academic achievement. As a result, the prior hypothesis, which stated that there is no significant different between adolescents with high verbal learning styles and those with average verbal learning styles in terms of academic accomplishment, is no longer valid.

Hypothesis-2: There is no significant difference in academic achievement of average verbal learning style and low verbal learning style of adolescence students.

Table 2: Academic Achievement of Average Verbal Learning Style and Low Verbal Learning Style of Adolescence Students

Dependent Variable	Independent Variable	N	Mean	% of Mean	S.D.	't' Value
Academic Achievement	Average verbal learning style	96	54.09	67.61	11.67	3.46*
	Low verbal learning style	94	42.60	53.25	12.62	

***Significant at 0.05and 0.01 level**

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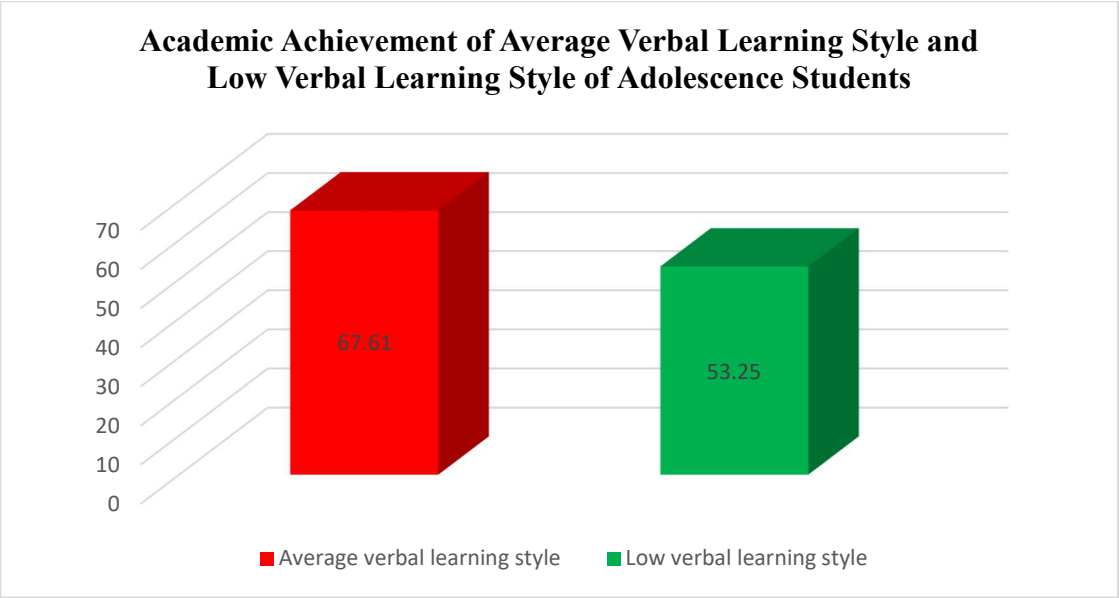
Figure-2



According to Table 2, students with an average verbal learning style scored higher on average academic achievement (54.09, 11.67) than students with a low verbal learning style (42.60, 12.62). The "t" value is 3.46, and at the 0.01 level, it is significant. It shows how academic achievement varies dramatically between students with average verbal learning and those with low verbal learning. Additionally, students with medium verbal learning styles had better mean scores than students with poor verbal learning styles. It shows that students with average verbal learning styles outperformed pupils with low verbal learning styles in terms of academic achievement. As a result, the preceding hypothesis—that there is no significant difference between senior secondary school students with average verbal learning styles and those with low verbal learning styles in terms of academic achievement—is no longer valid.

Hypothesis-3: There is no significant difference in academic achievement of high verbal learning style and low verbal learning style of adolescence students.

Table 3: Academic Achievement of High Verbal Learning Style and Low Verbal Learning Style of Adolescence Students

Dependent Variable	Independent Variable	N	Mean	% of Mean	S.D.	't' Value
Academic Achievement	High verbal learning style	96	68.26	85.32	12.95	9.69*
	Low verbal learning style	94	58.00	72.50	16.59	

***Significant at 0.05and 0.01 level**

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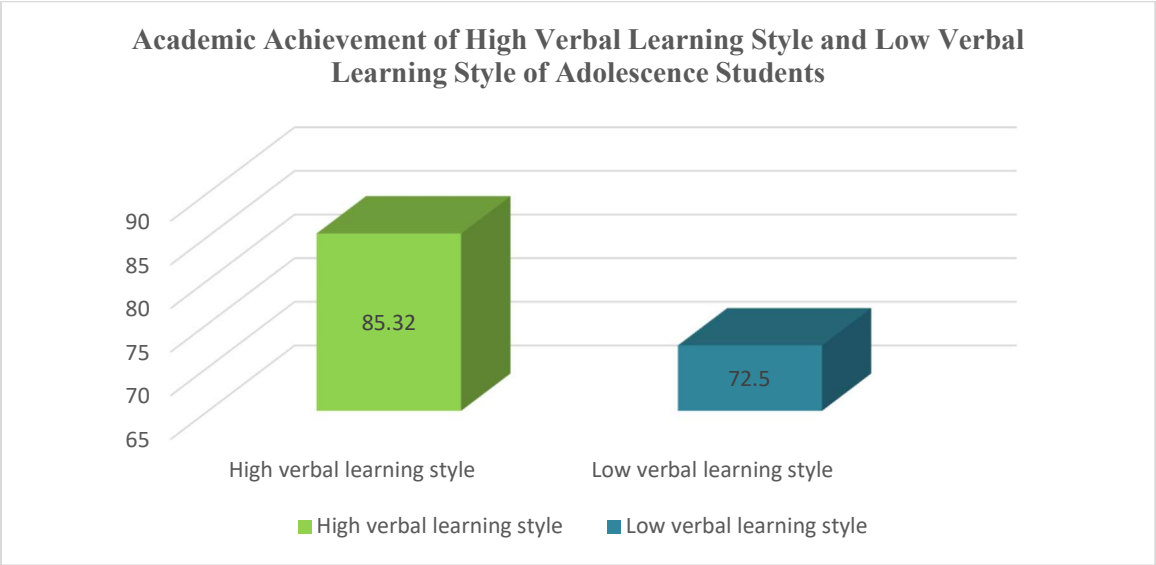
Figure:3



According to Table 3, students with a high verbal learning style had a mean academic achievement score of 68.26, and S.D. is 12.95, which was greater than students with a low verbal learning style, who had a mean score of 58.00, and S.D. is 16.59. The "t" value is 9.69, and at the 0.01 level, it is significant. It demonstrates how academic achievement differs dramatically between individuals with high and low verbal learning. Additionally, students with high verbal learning styles had higher mean scores than students with low verbal learning styles. It shows that students with high verbal learning styles outperformed those with low verbal learning styles in terms of academic achievement. As a result, the preceding hypothesis—that there is no significant difference between adolescents with high verbal learning styles and those with low verbal learning styles in terms of academic achievement—is no longer valid.

FINDINGS OF THE STUDY

1. It was found that adolescents with strong verbal learning styles outperformed those with ordinary verbal learning styles in terms of academic achievement.
2. It was found that adolescents with average verbal learning styles outperformed those with poor verbal learning styles in terms of academic achievement.
3. It was found that adolescents with high verbal learning styles outperformed those with low verbal learning styles in terms of academic achievement.

DISCUSSION OF RESULTS AND CONCLUSION

This study looked at adolescents' overall academic Achievement in relation to their learning preferences. The study's findings highlight a number of important consequences. The present study found that learning styles are a good predictor of academic achievement and should be addressed when enhancing students' performance in particular areas of learning. It also shown that individual differences in learning styles have a significant impact in this area. Furthermore, the framework for learning styles is subject-neutral, meaning that it is relevant to all disciplines.

In the present study, it was also discovered that students have distinct preferred learning styles. The findings of the study showed substantial correlations between the various learning styles and the performance, which varied across the four groups. These findings lead us to the conclusion that learning styles can be viewed as a reliable predictor of overall academic achievement and should be taken into consideration to improve students' performances generally in learning and teaching. They also demonstrated that learning styles vary widely among individuals, which is significant in this domain.

This study found that students' overall academic performance varied significantly. It shown that students that learn better verbally outperform their peers in terms of academic achievement. As a result, it may be concluded that learning styles do affect students' overall academic achievement. Such a discovery emphasizes the need of taking into account pupils' various learning

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preferences. For successful learning to occur, teachers must be aware of the value of different learning styles. The learning styles framework is constant across all disciplines, where it truly has a significant impact. Therefore, the findings presented propose directions for further study to better comprehend this phenomenon. In connection with this, research on additional learning style factors should be done in order to highlight significant aspects.

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