Annals of Human and Social Sciences
www.ahss.org.pk

RESEARCH PAPER

A Comparative Study of High and Low Achievers and their Learning Styles at University Level'

¹Asma Ishtiaq ²Dr. Shumaila Mahboob and ³Dr. Shafqat Rasool*

1. Lecture, Department of Education, Government College University Faisalabad, Punjab, Pakistan
2. Assistant Professor, Department of Education, Government College University Faisalabad, Punjab, Pakistan
3. Assistant Professor, Department of Education, Government College University Faisalabad, Punjab, Pakistan

| ***Corresponding Author** | dr.shafqat.rasool@gcuf.edu.pk |

ABSTRACT

The purpose of this study is to examine the comparing between high and low achievers and theirs' learning styles at university level and to find out different learning styles used by the students' at university level and compare mean score high and low achievers to use different learning styles at university level. This current work was also focus on the students learning styles at university level which make them high and low achievers. The study was delimited to the perception of students for gain education by using different learning styles. Achievement of the students are depend on theirs' prefer learning styles. And the teachers facilitate the students for achieving the new facts and figures. It included formal experiences. The researcher collected personally from students. The population of the study was G.C University Faisalabad. The result and conclusions was draw on the basis of data-Analysis questionnaire contain nine factors of the learning styles and 350 items. The research supervisor and other professors of faculty were consulted for the development and validation of questionnaire. The researcher visited all the sample departments personally. The questionnaire was distributed among respondents and gave them maximum time to fill in the questionnaire. After collection of data, it was tabulated, scored analyzed and interpreted by means of suitable statically by applying descriptive statics and t-test. Secondary information were also collected in this regard and compared to assess the probability and significant of the study.

| **Keywords:** | High Achievers, Learning Styles, Low Achievers |

Introduction

Education is method of living of human from all the way and through a permanent modernization of experiences. Education is bringing the positive change in the mind of human being. Through the education we modify the behavior of an individual to such a way he can run with society and become the good citizen of country. Education develops the all capacity of individual. These capacities enable an individual to control the atmosphere and achieve his potential.(Miller & Almon, 2009)

No doubt we are learning all the time at home, markets etc. That is why, we might not be aware of it phenomenon. But this point is cleared that education not only concern with schools, colleges and universities. We also said that learning is both a practice and a result. ''Learning products are declarations of what a student is plausible to distinguish, comprehend and/or be competent to demonstrate at the finish of a epoch of learning. They are generally distinct in conditions of a combination of information, proficiencies, capabilities, approaches and accepting that an individual will attain as a consequence of his or her triumphant appointment in a painstaking set of advanced instruction experiences''(Adam, Kioutsiouki, Karakostas, & Demetriadis, 2014).

Though all human beings have common bio-psychological and social characteristics in learning process, individual preferences concerning the ways of giving meaning and acquiring information may vary(Seyal & Rahman, 2015). These individual differences are the learning styles. Which is the topic of this study and a humble effort to find out the comparative between high and low achievers and their' learning styles?

Literature Review

Learning styles explained as the '' cognitive distinguishing, emotional, collective. This is also physiological activities that serve as reasonably regular meters. Thus learning techniques explore that how pupils accept out, help with, and reacted to the learning situation (MacKeracher, 2004).

Brown, (2000) stated that Learning Styles are the comportment, in which people recognize learning conditions. Furthermore, the creator was argued the methods of the learning one of the unique technique for motivation to students, at new conditions and learning requirements in excess of an added.

As 'Celica-Murcia' point of view that learning styles are the methods or modes in which the learners or students interrelates with, distinguish, and act in responses to the learning environment. He also said, learning styles as the universal advances. He explain him points by presented this example, international or investigative, aural or illustration that learners utilize in getting hold of an innovative words or in learning any other theme (Nurianfar, Azizi, & Gowhary, 2014).

Individually learning is the greatest problems in learning because he/she is taking the responsibilities individually for his/her own learning. According to the point of view of the writer that students also have known about their learning styles and also know the qualities of this which they chosen for learning then their behavior should according to this style of the learning. Through this method, they can gain amount of knowledge and constantly changing without require for the support of others. We know that the ability of the learners have great importance for the procedure of education. S/he expands sympathetic for learning style and becomes much supplementary satisfied with the surroundings. Every occasion of education is a possibility for pupil's to use different conducts and expand learning styles for coverage (Coffield, Ecclestone, Hall, & Moseley, 2004).
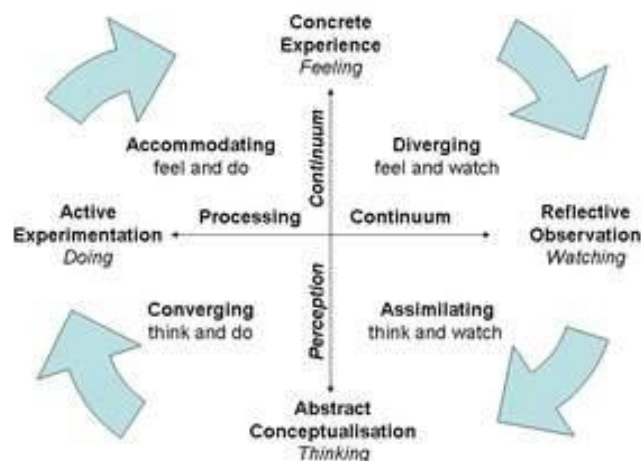

Figure 1: Learning Strategies (Kolb, 1984)

Visual-Language

This factor of the learning style prefers that some learners learn well by considering expressions in paperbacks, on the chalkboard, diagrams or workbooks. They favor using movies, descriptions, and spatial understanding. These types of the students use the occipital and parietal lobes of the brain at the back side and administer spatial direction

Visual-Numerical

This type of the learners has to observe statistics on the floorboard, in a paperback, or on document in organize to employment with them. Because this factor of the learning style exposes that visual-numerical learners learn the numbers by visually present.

Auditory-Language

These types of the learners whose learn from vocal investigation terminology? Reason is behind they prefer using sound and music. Teachers should provide chance to that learners they use acoustic tools in the classroom so they may learn best.

Auditory-Numerical

This is the auditory numerical factor of the learning style which prefers that some learners learn the different numbers or mathematics factors by using their hearing power. Because they can learn well without using visual things such as charts images etc. This kind of learner learns from earshot numbers and spoken clarifications.

Social-Individual

This factor of the learning styles prefers some learners work alone without interference of the others. Because these types of the learners get additional effort complete by them. They prefer to work alone and use self-study. These students also called interpersonal students or learners.

Social-Group

This factor of the learning style shows that some students learn in Group interaction and also enhances his or her knowledge and later on acknowledgment of information. They favor to gain knowledge of in collections or with supplementary populace. These students also called intrapersonal students or learners.

Expressive Oral

This type of the learning factors shows that some learner expresses his/her knowledge by oral trails. Because this type of the learner favors to advise what he or she recognizes? He or she talks confidently, contentedly, and evidently. That is why he or she may be a good presenter.

Expressiveness-Written

This factor of the learning style drives that some scholars can mark confidently essays and also provide excellent response on experiments to demonstrate what he or she knows. It means this kind of the learners can make a good writer.

Tactile kinesthetic

This factor of learning styles prefers that experience and physical activities of the learners are involved. So, some learners perfectly learn by self-involvement. After defined the different learning style the question is arrived that what are the importance of the different styles in the learning program for the students. Here are some statements which clear us why it is vital for the student.

At the point if you make a good learner and also want to called a good learner. You must be have knowledge that what learning method is best for you for gain the new information, facts and figure. Then the learners apply it in their education process. Which provide help to them to perform the education task easily and speedy. And it also helps the learners to wind up plainly a productive problem solver. The all the more prospering the character is at noting the inconveniences s/he confronts, the more arrange s/he will get over his/her has life (Biggs, 2001).

After understanding the learning styles and different types of the learners there need to discuss about the effect of the styles of the learning on students' performance but here we mention who called the high and low achievers? High achiever is individual whose attains more than the standard person in their task.

He had constantly been an elevated doer and an excellent worker. But if we talk about the high achievers in school, we can say that a high achiever would be a learner who obtains excellent grades like that ''A'' and ''A+'' and also his/her performance good an average student. Like that learners do the task that is requisite and also perform it very perfectly. The reason is behind that they have abilities for doing duff task. And they also have brilliant organizing abilities that are why they rotate in competent and orderly occupation on time. And also like that learners also have well-behaved. They have also a brilliant to bending well to the classroom atmosphere and always give great response to instructor. Because they also a well participating passionately in classroom deliberations (Arain et al., 2017).

So, it is clear that the concept of a high achiever in the school is that somebody who is winning in their studies or their occupation, frequently as a consequence of their hard work. But if we compare the high achievers with the low achievers so, we can say that a person/learner who achieves less marks is called low achiever. But the learner who gets the high grade than average students is called high achievers. So, here instructors feel the needs and the consequence of the process learning styles to adapt to the individual uniqueness of each learner in classify to support their greatest expansion.

Low achievers are people with arrears in supervisory occupations, which are the intellectual progressions that organize and harmonize studying-connected actions. These types of the learners show center of attention on unrelated information. That is why; they are unsuccessful to observe their understanding of knowledge. According to the Associates in Counseling and Child Guidance, low achievers learners may also show most excellent performance when information is presented in an actual, hands-on arrangement with a short, easy plan. So it is true that public is described by a leaning to look for confronts and a high quantity of freedom. Their most rewarding prize is the identification of their success (Downing, 2006)

We know that majority of the writers are described different learning styles and their importance in learning circumstances. Because the students' achievement depend on the teachers' effort that is why, a competitive teacher always use those teaching strategies which learners could understand information easily. In the same cause a low achievers can also make high achievers if teacher teach them according to their' demand. Because the learners' abilities of Understand the information can be really make their' good

achievement. Teachers can facilitate the learners if teaching strategies will be according to learners' interpretation abilities or also imagine about their have thinking. And also their thinking grows to be more polished and their inspiration to recover as students amplify (Costa & Kallick, 2009).

To achieve the objective of the study following null hypotheses were formulated for testing:

H_0 1: There exists no mean deference between the opinions regarding different learning styles of high and low achievers.

H_0 2 There exists significance mean difference between the opinions regarding different learning styles of high and low achievers.

Material and Methods

Population

Population of the study consists of all the students of Government college university Faisalabad.

Sample

From Government college university Faisalabad, 300 students were selected as sample of the study

Table 1
Sample of the study

Back ground variables	No of students
Students' Category	300
High Achievers	180
Low Achievers	120

This above table shown information about background variables that total number sample of this research were 350 students of Government college university Faisalabad. Those students have more than 3.00 GPA researcher considered as high achievers and those students have less than 3.00.

Variables

Dependent variables

High and low achievers students were considered as dependent variable in this research.

Independent variables

Learning styles of the used by the high and low achievers students were considered as independent variable in this research.

Research Design

The study is explored the comparison of higher and lower achievers and their learning styles at university level. Hence, the most suitable design for the study is self-visit research.

Research Instrument

The researcher selected questionnaire as a research tool for this study.

Table 2
Research Instrument

Range	*Description of options*
1	Strongly agree (SA)
2	Agree (A)
3	Disagree (DA)
4	Undecided (UD)
5	Strongly disagree (SDA).

Pilot testing

For the pilot testing, 15 students were selected to find out the Cronbach Alpha of the tool of this research.

Table 3
Reliability of the Instrument

Cronbach's Alpha	N of Items
.75	45

Data collection

Data were collected through questionnaire. 300 questionnaires were distributed to students' of GC University Faisalabad. The researcher visited the following department: English, Physic, Urdu, Chemistry, Education, and Environmental science. All the students were cooperative.

Statistical Analysis

The data were analyze using SPSS 23version after clearing the data descriptive statistics was to calculate the mean score, standard deviation and range. Students score on evaluation of compare between high and low achievers learning styles. In depends sample t-test was used find out the different between male and female mean score on overall evaluation of learning styles and its subscale/factors.

Result and Discussion

Results shown that high and low achievers are almost same in 'Visual language', ', 'Auditory Numeric' , 'Auditory Language', 'Social Individual', Social Group', 'and 'Tactile kinesthetic' factors of learning styles. This table indicate that high and low achievers are almost use this learning style for learn the things because p-values of all these mentioned above factors were >.05 at significant level. But there is mean difference in between high and low achievers on this learning styles of Visual Numeric', Expressiveness Oral' and Expressiveness Written the mean score of the low achievers *was (M=31.57, SD= 4.77)* and high achievers *(M=33.53, SD= 4.47*). And p-value is *(.003)*. Which mean p-value of this factor was<.05 at significant level. It indicates that there is a significant difference between high and low achievers in the use of this learning factor (Tactile kinesthetic). High achievers are significant better than low achievers to learn by this learning style.

Table 4
Learning Styles

Variables	Gender	N	M	SD	df	t	sig
Visual Language	High Achievers	180	2.88	.69	300	2.21	.41
	Low Achievers	120	2.71	.63			
Visual Numeric'	High Achievers	180	2.75	.76	300	-.79	. 02*
	Low Achievers	120	2.81	.52			
Auditory Numeric	High Achievers	180	2.81	.68	300	.20	.83
	Low Achievers	120	2.80	.55			
Auditory Language	High Achievers	180	2.86	.60	300	.98	.32
	Low Achievers	120	2.80	.49			
Tactile kinesthetic	High Achievers	180	2.86	.60	300	.98	.32
	Low Achievers	120	2.80	.49			
Social Individual	High Achievers	180	2.86	.60	300	.98	.32
	Low Achievers	120	2.80	.49			
Social Group	High Achievers	180	2.57	.69	300	.82	.04*
	Low Achievers	120	2.71	.58			
Expressiveness Ora	High Achievers	180	2.86	.66	300		. 02*
	Low Achievers	120	2.80	.60			
Expressiveness Written	High Achievers	180	2.86	.60	300	.98	.02*
	Low Achievers	120	2.80	.49			

Summary

The study was conducted to find out compare between the high and low achievers' learning styles. The main objectives of the study were; (i) To find out the compare between these different learning styles by using high and low achievers at university level. (ii) visual language, visual numerical, Auditory language, Auditory numerical, Tactile-kinesthetic, Social individual, Social group, Expressiveness oral and Expressiveness- written such these learning styles factors analyze high and low achievers for define compare between them for using all these. High and low achievers are almost same use of these above factors rather than 'Tactile-kinesthetic' because high achievers more use this learning styles factor for learning. Questionnaire was pilot tested on 350 students at 'Government College University Faisalabad 'to check these above factors validity and reliability. Then the final instruments were administered to the defined sample to get required data. Collected data were analyzed by using SPSS-23 version to get the different between the selected variables. In order to find the significant difference between the mean scores in depend sample t-value was applied.

Discussion

Every learner learns by different categories which lead them to use different learning styles, because every individual is different from each other. Hence, this difference may increase due to teachers' efforts in the classroom. For this purpose teacher can divided the students into groups which students learn by same styles. And also teachers can use different ideas in the classroom for different kinds of learners. So, learning style is very important for many reasons we mention here. First of all, people's learning styles will vary because everyone is different from others naturally. Secondly, the most effective technique is to teach students according to their interest and nature. In other words, learning and teaching will be just words not rooted in reality. Thirdly, psychological qualities of the students and their' motivational differences will also promote the different learning styles according to their learning styles. Responsibilities of the teachers are behind that they apply those methodologies in which learners must learn. Moreover a teaching technique has to be

served to the learners which force them to use their intellectual skills in order to find fresh information by themselves.

Conclusion

There is no significant difference between high and low achievers for use 'visual language', 'Auditory Numeric' , 'Auditory Language', 'Social Individual' and Social Group' learning styles factor and mean score of the high and low achievers almost same because there is no big difference between them in the learn by this above learning factors. But there was mean significant difference between high and low achievers on this factor of learning style Visual Numeric', Expressiveness Oral' and Expressiveness Written. High achievers use these learning styles more as compared to low achievers.

Recommendations

On the basis of conclusions, following recommendations are:

- Teachers' responsibility is that they identify students' learning styles and provide help according to their ability and at the same time polish the students learning skills.
- In a same grade teachers face different kind of learners for this purpose teacher should effectively prepared his/her lesson plan before introduce the lesson in class. Because teachers responsibilities are increased by different categories of learners.
- Teachers should encourage them (visual learners) to read along with the spoken words of the story.

References

Adam, D., Kioutsiouki, D., Karakostas, A., & Demetriadis, S. N. (2014). Do your students get it? Quiz it! The android classroom response system. In *2014 IEEE 14th International Conference on Advanced Learning Technologies* (pp. 168–170). IEEE.

Arain, M., Suter, E., Mallinson, S., Hepp, S. L., Deutschlander, S., Nanayakkara, S. D., … Grymonpre, R. E. (2017). Interprofessional education for internationally educated health professionals: an environmental scan. *Journal of Multidisciplinary Healthcare*, *10*, 87.

Biggs, J. (2001). *Enhancing learning: A matter of style or approach?* Lawrence Erlbaum Associates Publishers.

Brown, H. D. (2000). *Principles of language learning and teaching* (Vol. 4). Longman New York.

Coffield, F., Ecclestone, K., Hall, E., & Moseley, D. (2004). *Learning styles and pedagogy in post-16 learning: A systematic and critical review*. Learning and Skills Research Centre London.

Costa, A. L., & Kallick, B. (2009). *Habits of mind across the curriculum: Practical and creative strategies for teachers*. ASCD.

Downing, S. M. (2006). Selected-response item formats in test development. *Handbook of Test Development*, 287–301.

Kolb, D. A. (1984). *Experiential Learning. Englewood Cliffs*, NJ: PrenticeHall. Inc.

MacKeracher, D. (2004). *Making sense of adult learning*. University of Toronto Press.

Miller, E., & Almon, J. (2009). Crisis in the kindergarten: Why children need to play in school. *Alliance for Childhood (NJ3a)*.

Nurianfar, Y., Azizi, A., & Gowhary, H. (2014). The analysis of reading strategies used by extrovert and introvert intermediate students in Ilam Province, Iran. *Journal of Novel Applied Sciences*, *3*(12), 1392–1402.

Seyal, A. H., & Rahman, M. N. A. (2015). Understanding Learning Styles, Attitudes and Intentions in Using e-Learning System: Evidence from Brunei. *World Journal of Education*, *5*(3), 61–72.