



Academic Achievement In Relation To Resilience, Conformity And Learning Style Of Adolescent School Students In Sri Lanka

K. Viruthasalam Ph.D. Research Scholar Department of Education & Annamalai University.

Dr. R.Gnanadevan Professor Department of Education Annamalai University.

Abstract

The present study aimed to find out the relationship between academic achievement and the independent variables such as resilience, conformity and learning style of the adolescent schools students in Sri Lanka. Survey method with stratified random sampling technique has been followed for the present study. The sample consists of 740 students studying Grade-13 in the selected schools of Sri Lanka. The researcher collected the academic achievement scores of the students from the school to measure the academic achievement of the students. Resilience scale constructed and validated by the investigator (2024); conformity inventory constructed and validated by the Krishnadevi(2018); and the learning style questionnaire standardized by Calvin, E.(2006) have been adapted to measure the resilience, conformity and learning style of the students respectively. The present study shows that the academic achievement is not significantly correlated with resilience, and tactile learning style. There is significant and negative relationship found between academic achievement and conformity. It further shows that there is significant and positive relationship found between academic achievement and the learning style such as, visual learning style and auditory learning style.

KEYWORDS: students' academic achievement-resilience-conformity-learning style.

1. INTRODUCTION

School, as an institution provides learners many opportunities to learn about themselves, others, and society, to access their inheritance and engage with it irrespective of and outside the access provided by one's birth into a family and a community. During the process of education the child must be continuously evaluated by the level of his intelligence, attainment, aptitudes and interest. The objectives of education and the development of the physical, social, aesthetic, and emotional qualities in the child are assessed only through the academic achievement of a child, and they are very important in this process of education. The academic achievement of the students studying in schools are supposed to be based on the psychosocial factors. All the psychosocial factors

are of great importance in the academic achievement of the students studying in schools.

2. NEED AND IMPORTANCE OF THE STUDY

The importance of academic achievement has raised several important questions for educational researchers. What factors promote achievement in students? How far do the different factors contribute towards academic achievement? Many factors affecting the academic achievement such as pupil's socio economic background, intelligence, language as medium of instruction, various personality traits of students, etc. Investigation and studies on the correlates of achievement need to be thoroughly examined with a view to improved curricular development, efficient teaching and better academic achievement.

The results of the study conducted by Arantzazu Rodríguez-Fernández*, Estibaliz Ramos-Díaz and Inge Axpe-Saez (2018) highlight the need to foster education of resilience and subjective well-being to improve academic achievement among adolescent students. Studies in resilience, has shown the overwhelming amount of benefits and positive outcomes of this supremacy among children and youth. The responsibility of society and institutions in nurturing and developing resilience cannot be overstated. Schools have the core environments for fostering emotional development and resiliency through the assistance of teachers, psychologists, and care givers. There is still a great deal research needed to understand the complex nature of resilience and its influence on the academic achievement of the students.

Conformity is a type of social influence involving a change in belief or behaviour in order to fit in with a group. Bond (2005) states that conformity is such a strong influence in society that it is impossible to understand human behaviour without it. High conformers are reliable and efficient, tend toward precision. The review of related studies revealed that the conformity is an influential factor for the academic achievement of the students. Hence, it is very essential to explore the influence of conformity on the academic achievement of the students.

Learning style preferences are studied among a variety of adult learners from varying professional education fields. However, what styles the students have is not yet settled an issue. Further, how can the learning styles be optimally matched with the academic achievement of the students is not satisfactorily explored. Hence it is essential to know the influence of learning style preference on the academic achievement of the students.

Based on the above discussion the investigator felt it necessary to explore the influence of resilience, conformity and preference of learning style on the academic achievement of the students. In addition to that over the last ten years, a growing body of research has highlighted the factors associated with the academic achievement of the students studying in schools. The investigator reviewed all the studies related to academic achievement, conformity, resilience and learning style of students conducted in India and other countries. It revealed that the most of the studies have been conducted in the western countries. As far as the investigator knows only very few studies have been conducted in India and Sri Lanka. Hence, the investigator intended to do the present

research.

3. OBJECTIVES OF THE STUDY

The following are the objectives of the study:

1. To find out whether there is any significant relationship between academic achievement and resilience.
2. To find out whether there is any significant relationship between academic achievement and conformity.
3. To find out whether there is any significant relationship between academic achievement and learning style.

4. METHOD OF STUDY

Survey method is a method for collecting and analysing data, obtained from large number of respondents respecting specific population collected through highly structured and detailed tool. Hence, survey method has been employed for the present study. The stratified random sampling technique has been adapted for the present study for the selection of the sample from the population. The sample consists of students studying Grade-13 in the selected schools of Sri Lanka. The total sample consists of 740 students. The researcher collected the academic achievement scores of the students from the school to measure the academic achievement of the students. Resilience scale constructed and validated by the investigator(2024); conformity inventory constructed and validated by the Krishnadevi (2018); and learning style questionnaire standardized by Calvin, E. (2006) have been used to measure the resilience, conformity and learning style of the students respectively.

5. RESULT AND DISCUSSION

Hypothesis: There is no significant relationship between the academic achievement of the students and the independent variables of the study such as, resilience, conformity and learning style.

To test the above hypothesis the coefficient of correlation between academic achievement and all the independent variables of the study such as resilience, conformity and learning style of the students has been found out and the result of the analysis is given in table-1.

Table-1 CO-EFFICIENT OF CORRELATION BETWEEN ACADEMIC ACHIEVEMENT AND ALL THE INDEPENDENT VARIABLES OF THE STUDY

S.No	Variables	Number (N)	'r' Value
1	Academic Achievement and Resilience	740	-0.038
2	Academic Achievement and Conformity		-0.131**
3	Academic Achievement and Visual Learning Style		0.133**

4	Academic Achievement and Auditory Learning Style	0.083*
5	Academic Achievement and Tactile Learning Style	-0.017

Note:*p<.05, **p<.01

Table-1 shows the result of relationship between academic achievement and all the independent variables such as, resilience, conformity and learning style of students. The following conclusions have been reached in respect to above analysis:

1. There is no significant correlation between academic achievement and resilience of students.
2. There is a significant and negative correlation between academic achievement and conformity.
3. There is a significant and positive correlation between academic achievement and preference of visual learning style.
4. There is a significant and positive correlation between academic achievement and preference of auditory learning style.
5. There is no significant correlation between academic achievement and preference of tactile learning style.

6. CONCLUSION

The present study indicated that the academic achievement is not significantly correlated with resilience, and tactile learning style. There significant and negative relationship found between academic achievement and conformity. The low or high conformance has little to do with creative ability. Equally creative within their styles, people still perceive low conformers as more creative because they take higher risks, have an adventurous spirit, and use bizarre trigger-ideas during problem solving. Leading low conformers in our work group requires a special capacity for patience and good will.

The result of the present study revealed that there is significant and positive relationship found between academic achievement and visual learning style of adolescent students studying grade-13 in Sri Lanka. The visual learning style is preferred by students who like to use pictures, maps, colors and images to arrange and communicate information to others. Students who use the visual learning style usually have a better sense of direction and enjoy drawing and doodling. They learn greatest using flash cards, written instructions, graphics, computer assisted learning, sight words and silent reading. Visual learners should write down everything for frequent and fast visual reference.

The result of the present study further shows that there is significant and positive relationship found between academic achievement and auditory learning style of adolescent students studying grade-13 in Sri Lanka. The auditory learners prefer to listen, take notes, discuss, memorize and discuss. Students who use the auditory learning style can recall what they hear, follow oral direction and speak successfully. They repeat words out loud to memorize and like to hear stories.

The result of the present study will be useful for the students as well as teachers,

because the knowledge about the correlates of academic achievement will enable the teachers and policymakers to plan teaching and learning process keeping in view of these factors.

7. REFERENCES

Aleshia and Hall-Cambell, (2008). Medical students learn styles as predictors of success. Dissertation Abstracts International, 50(3), pg.2142-A.

Arantzazu Rodríguez-Fernández*, Estibaliz Ramos-Díaz and Inge Axpe-Saez (2018). The Role of Resilience and Psychological Well-Being in School Engagement and Perceived... <http://dx.doi.org/10.5772/intechopen.73580>.

Bierman, K. L. (2004). Peer Rejection: Developmental Processes and Intervention Strategies. New York, NY: Guilford Press.

Cano-Garcia, F., & Hughes, E. H., (2000). Learning and Thinking Styles: An Analysis of Their Interrelationship and Influence on Academic Achievement. Educational Psychology: An International Journal of Experimental Educational Psychology, 20, 413-430.

Ferrara Jean, (2010). The effect of learning styles strategies on benchmark eight grade middle school mathematics achievements. Dissertation Abstracts International, 8(2), pg.456-A.

Francisco Cano-Garcia and Elaine Hewitt Hughes, (2010). Learning and thinking styles: An analysis of their interrelationship and influence of academic achievement. Dissertation Abstracts International, 28(2), pg.456-A.

Gnanadevan, R. and K. Balasundaram. Relationship between Intellectual Style and Learning Style of Teachers Working in Schools, Journal of STRAD Research, Volume 7, Issue 7, pp368-375, 2020.

Gnanadevan, R. and K. Balasundaram. Relationship between Teaching Style and Learning Style of Teachers Working in Schools, Journal of Shanghai Jiaotong University, Volume 11, Issue 7, pp 592-598, 2020.

Gnanadevan, R. and Muthamizhselvan, M. Effectiveness of Counselling Programme for Grief Healing and Enhancement of Achievement for the Bereaved Students Affected By Natural Disaster. International Journal of Scientific Research. Vol.2, No.5, pp.6-8, 2013 (Impact Factor 0.3317).

Gnanadevan, R., and Selvaraj, A. Achievement in Science in Relation to Science Attitude and Problem Solving Ability. Journal of Educational Research and Extension, Vol.50, No.4, pp7-11, 2013.

Gnanadevan, R., Selvaraj, A. and Sivakumar, G. Influence of Different Dimensions of Social, Emotional and Behaviour Problem of Students and their Socio Economic Status on the Academic Achievement. Innovative Thoughts Research Journal, Vol.3, No.1, pp.31-37, 2015.

Goodman, R. (2001). Psychometric properties of the strengths and difficulties questionnaire (SDQ). J. Am. Acad. Child Adolesc. Psychiatry 40, 1337-1345. doi:10.1097/00004583-200111000-00015.

- Hemalatha, (2013). Learning styles and their influence on academic achievement. *The Educational Review*, 45(2), pg.30-32.
- Ilayaperumal et.al, (2014). Learning and thinking styles in relation to academic achievement among XIth standard students in Puducherry. *Edutracks*, 10 (2), pg.12-15.
- Malathi and Malini, (2006). Learning styles of higher secondary students of Tamil Nadu, *Edutracks*, 7(3), pg.76-79.
- Mundy, L. K., Canterford, L., Tucker, D., Bayer, J., Romaniuk, H., Sawyer, S., et al. (2017). Academic performance in primary school children with common emotional and behavioral problems. *J. Sch. Health* 87, 593–601. doi:10.1111/josh.12531.
- Nimavathy,V. and Gnanadevan, R. A Study of the Relationship between Achievement Motivation and Anxiety of High School Students. *Journal of Recent Researches in Education and Psychology*, Vol.12, No.I-II, pp.52-55, 2007.
- Percer, J. A. M. M. (2002). Exploring the Causes of Children's Gender Segregation: Behavioral Compatibility Versus Gender Categorization (Order No. AAI3040056). Ph.D. dissertation, Stanford University, Stanford, CA.
- Rajashree S., Vaishnav, (2013). Learning Styles and Academic Achievement of Secondary School Students. *Voice of Research*,1(4) ISSN No 2277-7733, 1-4.
- Selvaraj,A. and Gnanadevan, R. A Study on Relationship between Achievement in Biology and Stress of Higher Secondary Students. *Annamalai Journal of Educational Endeavours*. Vol. 1, No.2, pp.17-20, 2012.
- Selvaraj,A. and Gnanadevan,R. Relationship Between Self Confidence and Academic Achievement of Higher Secondary Students. *Journal of Edutracks*, Vol.16, No.1, pp.19-20,2016.
- Vadivukarasi,P.M., and Gnanadevan,R. Influence of Multiple Intelligence on the Academic Achievement of Higher Secondary Students, *International Journal of Health Sciences*, (<https://doi.org/10.53730/ijhs.v6nS5.10332>) ISSN:2550-6978, Vol.6, Issue 05, pp 7271-7276, 2022.
- Vadivukarasi,P.M., and Gnanadevan,R. Relationship Between Multiple Intelligence and Academic Achievement of Higher Secondary Students, *Journal of The Seybold Report*, (<https://seyboldreport.net>) Vol.17, Issue 11, pp 02446-2453,2022.
- Vadivukarasi,P.M., and Gnanadevan,R. Relationship Between Psychosocial Adjustment Factors and Academic Achievement of Higher Secondary Students, *Journal of Positive Psychology*, (<https://journalppw.com>) Vol.6, Issue 10, pp 01-05,2022.