ISSN 2521-0262 Print African Perspectives of Research in Teaching & Learning 4 (1): (2020)
APORTAL VOL4 (1)

Exploring the Correlations between Learning Style Preferences and Academic Performances of Senior High School Students in Integrated Science in the Gomoa East District

Ebenezer Ato Baiden & Ruby Hanson
University of Education, Winneba – Ghana
Email:attoben@yahoo.co.uk / maameruby@yahoo.com

ABSTRACT

The study explored the correlation between learning style preferences of high school students and their academic performances in science in the Gomoa East district of Ghana. An exploratory survey design with quantitative approach was employed. Ontology and epistemology were the philosophical paradigms that guided the study. Stratified sampling technique was used to select a sample size of 280 students from the accessible population. The instruments used were 'VAK' Learning Styles Self-Assessment Questionnaire as well as results from Integrated Science Achievement Test (ISAT), with Cronbach's alpha values of 0.80 and 0.85 respectively. Descriptive statistics were used to analyze the data in terms of mean, frequencies, etc. Pearson's moment correlation and t-test were also employed for the analysis. The findings revealed that the most preferred learning style of high school students in the district was the visual (43.6%), followed by kinesthetic (30%), and auditory (26.4%) modes. There was a positive correlation between learning style of students and their academic performance while a statistical difference was found between learning styles first- and second-year students in the district. However, there was no statistically significant difference between the learning style preferences of male and female students. The findings of the study could enable curriculum planners as well as policy makers to suggest more a curriculum more acceptable to students. It would also suggest to school administrators to look into the development of facilities to enhance teaching and learning of the Science.

Key words: Learning styles, Integrated science, Academic performance, Senior High School students.