

LEARNING STYLE IN RELATION TO INTELLIGENCE AND COGNITIVE STYLE OF
SECONDARY SCHOOL PUPILS

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Year of the Study : 1997

OBJECTIVE

To study the causal relationship of cognitive style, intelligence and learning style of the secondary school pupils.

METHODOLOGY

Method used : Survey Method

Sample : 700 secondary school pupils of standard IX.

Tool : Learning Style Inventory (Kumar et.al 1996)

Verbal group Test Inventory (Kumar et.al 1997)

Group Embedded Figures Test (Oltman et.al 1971)

Statistical Techniques : Pearson's product moment coefficient of Correlation, Correlation 'r', Path analysis.

RESULT

The findings revealed that there is a significant relationship between learning style and intelligence, learning style and cognitive style. The causal model formulated revealed that the intelligence shows maximum direct effect on learning style.

KEY TERMS : Learning style, Intelligence, Cognitive style, Secondary school pupils.