Learning Styles and Academic Performance of Junior Secondary School Student in Rivers State: Implications for Counselling

BETHEL-EKE Ogechinyere Adaugo & EREMIE Maxwell
Department of Educational Foundations.
Faculty of Technical and Science Education.
Rivers State University of Science & Technology
Nkpolu Oroworukwo, Port Harcourt, Nigeria
ogededem@yahoo.com; maxwell.eremie@edu.com

Abstract
The purpose of this study was to investigate learning styles and academic performance of junior secondary school students in Rivers State with implications for counseling. The correlational research design was adopted for the study. The population of the study was 2,554 respondents, while the Taro Yamane formula was used to obtain a sample size of 345 respondents. The stratified sampling technique was adopted for the study. Arithmetic mean was used to answer the stated research questions while the inferential statistic of Pearson Product Moment Correlation was used as the tool in testing the formulated hypotheses at 0.05 alpha level. The result of the statistical analyses showed that a significant relationship exist between visual learning styles and academic performance of students. Auditory learning style and kinesthetic learning style were also found to have significant relationship with academic performance of students. The study concluded that visual, auditory and kinesthetic learning styles alike enhances academic performance of students. It was therefore recommended among others that teachers/instructors need to take into account their student’s diverse learning styles and to design instructional methods that can take care of those diversities and remain sensitive of such during the instruction process. Finally, teachers should also help their students to understand their learning style preferences and make use of such to develop life-long learners.

Keywords: Learning Styles, Students, Academic Performance, Junior Secondary School

INTRODUCTION
Academic performance has for the past decades been the center of interest in educational research. Exploring the issue of performance has extended beyond simple issues of intelligence and prior academic performance into how learners interact with the learning material. Various factors have been identified in explaining academic performance: demographic status (Ray, 2010), intelligence (Deary, Strand, Smith, & Fernandez, 2007); behavioral characteristics (Lane, Barton-Arwood, Nelson, & Wehby, 2008); and psychological factors such as attributes (Erdogan, Bayram, & Deniz, 2008) self-esteem (Reasoner, 2005) self-efficacy (Olatunde, 2009) and self-concept (Holliday, 2009).

A number of learning-related concepts, such as perception of academic control and achievement motivation which have been a focus of attention when attempting to identify factors affecting learning-related performance (Cano-Garcia & Hughes, 2000). One concept in particular which has provided some valuable insights into learning in both academic and other educational settings is learning style. Learning styles is defined as a regular way of functioning that reflects the underlying causes of learning behavior (Keefe, 1987). These are visual learning styles, auditory learning styles and kinesthetic learning styles. Learning style is both a characteristic which indicates how a student learns and likes to learn, as well as instructional strategy informing the cognition, context and content of learning. Previous studies
have reported that students’ learning performance could be improved if proper learning style dimensions could be taken into consideration when developing any learning or instructional process (Graf, Liu, & Kinshuk, 2010).

There is general acceptance that the manner in which individuals choose to or are inclined to approach a learning situation has an impact on performance and achievement of learning outcomes. Whilst and perhaps because learning style has been the focus of such a vast number of research and practitioner-based studies in the area, there exist a variety of definitions, theoretical propositions, models, interpretations and measures of the construct. To some extent, this can be considered a natural consequence of extensive empirical investigation and is to be expected with any continually developing concept which proves useful in gaining understanding of such a crucial and prevailing endeavor as learning.

Utilizing awareness of learning style within the educational background promotes more effective learning and hence improved academic achievement. How can we pretend any longer that we are serious about creating a learning society if we have no satisfactory responses to the questions: what model of learning do we operate with and how do we use to improve our practice and that of our students? There is a strong intuitive appeal in the idea that instructors, course designers and educational psychologists should pay closer attention to student’s learning styles- by diagnosing them, by encouraging learners to reflect on them and by designing teaching and learning interventions around them. When this is done, learners will become more motivated to learn by knowing their strengths and weaknesses. In turn, instructors can respond to individual’s strengths and weaknesses, then retention and achievement rates in formal programs are likely to rise and learning to learn skills provide a foundation for lifelong learning.

Sternberg (1997) proposed that styles are at least in part socialized suggesting that they can, to some extent, be modified. Therefore, learners' knowledge of their learning style preference can help them optimally develop their meta-cognition and learning skills and abilities thus maximizing learning (Sternberg, 1997). In summary, Sternberg (1997) believed that greater awareness of learning preferences and styles helps teachers to be more flexible in their teaching and to utilize a wide range of classroom methodologies. The aim is not to match teaching style to learner preferences, but to help the learner build their skills and capacities to learn well in both preferred and less preferred modes of learning (meta-learning), thus developing effective and life-long learners who can monitor their learning strategies and evaluate their outcomes or achievement.

Although it has been found that student’s learning styles do significantly influence their academic achievement, these findings are mostly based on research conducted in other countries and vary depending on the country. According to Gokalp (2013), a country never stops to explore and develop its own methods of learning in order to respond to the demands particular to its environments. He summarized that the learning styles of Nigerians may be inconsistent with the teaching approaches applied in most schools. Hence it is pertinent that the relationship between learning styles and academic achievement be examined based on a country-context perspective (Bennett, 1993), and so is the purpose of this study. The findings of this research adds to the existing body of discourse and consolidates the belief that learning styles as determined by self-assessment instruments improve academic achievement, since the learner is able to discover his/her preferred way of knowledge acquisition and the learning process they employ in a learning situation especially in the Nigerian context.

**Statement of the Problem**

Most Nigerian high school teachers have not established how learners learn languages, particularly English. With the current low achievement in English, it is evident that learners have not yet learned how to learn or discovered their preferred learning styles for different learning material or content in this subject. Also, teachers have not understood the diversity of their learners in a typical classroom, and they keep on embracing the same traditional teaching styles in every context. In consequence, students become bored and inattentive in class, do poorly on tests, get discouraged about the subject, the curriculum, and themselves, and in some worse cases drop out of school. Teachers confronted by poor grades, unresponsive or hostile learners, poor attendance and dropouts, know something is not working; they may become overly critical of their students (making things even worse) or begin to wonder if they are in the
right profession. It is therefore imperative to understand learning style preference among the learners and how they relate to academic achievement so as to develop effective and successful learners.

Research Questions
The study sought to answer the following research questions:

1. To what extent does visual learning style enhance academic performance of students in junior secondary schools in Rivers State?
2. To what extent does auditory learning style enhance academic performance of students in junior secondary schools in Rivers State?
3. To what extent does kinesthetic learning style enhance academic performance of students in junior secondary schools in Rivers State?

Hypothesis
The following null hypotheses are formulated to guide the study and will be tested at 0.05 alpha level:

H0₁: There is no significant relationship between visual learning style and academic performance of students in junior secondary schools in Rivers State.

H0₂: There is no significant relationship between auditory learning style and academic performance of students in junior secondary schools in Rivers State.

H0₃: There is no significant relationship between kinesthetic learning style and academic performance of students in junior secondary schools in Rivers State.

Concept of Learning and Learning Style
Learning is the necessary concept of learning style. Learning has been defined by Jonassen and Grabowski (1993) as the change due to experience. They went on to distinguish between learning as a product which explains the end result or outcome of the learning experience; learning as a process which emphasizes what happens during the course of the learning experience in attaining a given learning product or outcome; and learning as a function which emphasizes certain critical aspects of learning, such as motivation, retention, and transfer and which makes behavioral changes in human learning possible.

From the above, learning style is described as the feature cognitive, effective, and psychosocial behaviors that serve as relatively stable indicators of how learners relate, perceive, interact with, and respond to the learning environment (Keefe, 1987). Hartley (1998) opined that learning style is a student’s consistent way of responding to using stimuli in the context of learning. A learning style is a preferential mode, through which a student likes to master learning, solve problems, thinks or simply reach in a pedagogical situation (Allison & Hayes, 1996).

The concept of learning style is used to describe individual differences in the way people learn. Each person has a unique way to absorb and process experiences and information. Confounding research and, in many instances, application of learning style theory has begat the myriad of methods used to categorize learning styles. No single commonly accepted method currently exists, but alternatively several potential scales and classifications are in use. Most of these scales and classifications are more similar than dissimilar and focus on environmental preferences, sensory modalities, personality types, and/or cognitive styles. Lack of a conceptual framework for both learning style theory and measurement is a common and central criticism in this area.

It is also likely that cognitive style—at the very least- can be regarded as one significant component of learning style. Hartley (1998) provides the following definitions: cognitive styles are the ways in which different individuals characteristically approach different cognitive tasks; learning styles are the ways in which individuals characteristically approach different learning tasks.

Types of Learning Styles
The following are the types of learning styles:

1. **Visual learning Style:** It is a style in which a learner utilizes graphs, charts, maps and diagrams. It also involves Sight; emphasis on seeing, watching, viewing, drawing. Visual learners think in pictures and learn best in visual images. They depend on the instructor’s or facilitator’s non-verbal cues such as body language to help with understanding. Sometimes, visual learners favour sitting in the front of the classroom. They also take descriptive note of other materials being presented.
Auditory learning style: Auditory learning is a learning style in which a person learns through listening. An auditory learner depends on hearing and speaking as a main way of learning. They also use their listening and repeating skills to sort through the information that is sent to them. It also entails words; emphasis on listening and speaking. These individuals discover information through listening and interpreting information by the means of pitch, emphasis and speed. These individuals gain knowledge from reading out loud in the classroom and may not have a full understanding of information that is written.

Kinesthetic learning style: A kinesthetic-tactile learning style requires that you manipulate or touch material to learn. Kinesthetic-tactile techniques are used in combination with visual and/or auditory study techniques, producing multi-sensory learning. It also involves movement and action; emphasis on doing, direct involvement, demonstrating, showing etc. Individuals that are kinesthetic learn best with and active “hands-on” approach. These learners favour interaction with the physical world. Most of the time kinesthetic learners have a difficult time staying on target and can become unfocused effortlessly

Factors Affecting Learning Styles
Most of the problems of majority of the schools and even in the entire country are their learning styles. According to Dizney (2003) some reasons why students fail are as follows:
(a) No Vision: Many students do not have a clearly articulated picture of their future, may intend to create one. Thus, they may take programs of study without a clear career goal or objective. In essence, they choose the wrong major.
(b) Lack of Passion: Successful students work out of passion, a love for what they want to do, and recognize the importance of the benefit it will bring others as well as themselves. Without passion, study becomes a chore and not a method for achieving clearly defined goals.
(c) Lack of personal, work, school, family balance: Whatever is going on in a student’s personal life, will inevitably affect what is going on in school. Whatever is happening in school will affect what is going on in their personal life. A student needs time to be in class, and appropriate time for study.
(d) Lack of maturity and discipline: Some students are just not disciplined and lack good organizational skills. They often fall under the pressure of their peers. Rather than using good discretion, they feel compelled to follow others, when they really should be attending to their studies.

Learning Styles that Leads to Good Academic Performance.
In the view of Crow and Crow (2007), the following are learning styles that leads to good academic performance:
1. Attending classes regularly
2. Taking down notes during teaching
3. Concentrating on study
4. Studying with aim of getting meaning not cramming
5. Preparing a time table

Theories of Learning Style
Several theories and models have been developed over time by scholars in the field of learning styles. In their book, Coffield, Moseley, Hall and Ecclestone (2004) discussed various learning style theories which have been applied in research and whose inventories have been tested of their reliability and internal consistency. The main learning style theories include the Kolb’s Experiential Learning Theory, Honey and Mumford’s Information Processing Style, Vermunt’s Learning Style Theory, Allinson and Hayes Wholist-Analytics Theory and the Fleming’s Visual/Auditory/Kinesthetic (VAK) Theory whose basis has seen different inventories developed by several scholars including Jeffrey Barsch, and Victoria Chislett and Allan Chapman, among others.

Kolb’s Experiential Learning Style
Among the various learning style models, Kolb’s Experiential Learning Model (ELM) and Learning Style Inventory (LSI) (Learning-Centered Processed-Based Approach /Information Processing Style) has been widely utilized and modified to address the various educational contexts. Kolb proposes a four-stage hypothetical learning cycle. Individuals will show a preference for or will cope with some stages better.
than others and learning is seen as continuous, interactive process (Dizney, 2003). The four stages of the ELM are described as: concrete experience (CE; experiencing) which favors experiential learning; abstract conceptualization (AC; thinking) where there is a preference for conceptual and analytical thinking in order to achieve understanding; active experimentation (AE; doing) involving active trial-and-error learning; and reflective observation (RO; reflecting) where extensive consideration is given to the task and potential solutions before there is any attempt at action.

**Honey and Mumford’s Learning Style Theory**

Kolb’s work formed the basis of Honey and Mumford’s theory in the field of learning style and management and the development of their learning styles questionnaire. Honey and Mumford’s description and measurement of learning style are grounded in Kolb’s experiential learning model, with styles closely corresponding to those defined by Kolb. The four learning styles measured propounded by Honey and Mumford are: activist (Kolb’s experimentation); reflector (Kolb’s reflective observation); theorist (Kolb’s abstract conceptualization; and pragmatism (Kolb’s concrete experience). In other words, there is arguably a strong similarity between the Honey and Mumford styles/stages and the corresponding Kolb learning styles.

**Dunn and Dunn’s Learning Style Theory**

Through their work in schools, they observed distinct differences in the ways students responded to instructional materials. They liked to learn alone, while others preferred learning in groups or from a teacher. Out of this preliminary work, they identified five key dimensions on which student learning style differed: (a) Environmental, (b) Emotional support, (c) Sociological composition, (d) Physiological, and (e) Psychological elements (Sternberg, 1997).

**Vermunt’s Learning Style Model**

The concept of learning style has also been described by Vermunt in the Learning-Centered Processed-Based Approach/Information Processing Style in terms of: processing strategies, including an awareness of the aims and objectives of the learning exercise used to determine what is learnt; regulation strategies, which serve to monitor learning; mental models of learning, encompassing the learner’s perceptions of the learning process; and learning orientations, described as personal aims, interventions and expectations based on past experience of learning (Vermunt, 1992).

**Academic Performance of Students**

The educational system in our society today provides that student’s performance is king. We want to see our students succeeding. We want to see test scores rise. We want to know how we can better compete against foreign nations. We want assurances our students are getting a top-notch education measure by results, and not by processes. Academic achievement or (academic) performance is the outcome of education, the extent to which a student achieved their educational goals (Vermunt, 1992). Academic performance is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important procedural knowledge such as skills or declarative knowledge such as facts. However, student performance has become a hot topic in education today, especially with increased accountability for classroom teachers. The ultimate goal for any teacher is to improve the ability level and prepare students for adulthood. Defining student performance and factors that impact progress is critical to becoming a successful teacher. Student performance measures the amount of academic content a student learns in a determined amount of time. Each grade level has learning goals or instructional standards that educators are required to teach. Standards are similar to a 'to-do' list that a teacher can use to guide instruction. Student performance will increase when quality instruction is used to teach instructional standards.

**METHODOLOGY**

This study adopted the correlational research design. The population of this study was 2554 respondents which consisted of students in the Department of Educational Foundations option in Guidance and Counseling in Rivers State University Nkpolu Oroworukwo, those in the Department of Guidance and Counseling in Ignatius Ajuru University of Education, and those in the Department of Guidance and Counseling in University of Port Harcourt all in Rivers State. Since it was difficult to reach the exact
number of students in the selected institutions, the Tsaro Yemen formula was used to obtain a sample size of 345 while the stratified sampling technique was adopted for the study. A structured questionnaire entitled Learning Styles and Academic Performance (LSAAP) with a four point rating scale used for data collection. The instrument was validated by two experts in Measurement and Evaluation. Arithmetic Mean was used to answer the research questions while Pearson Product Moment correlation was used as the statistical tool to test the hypotheses. The response options were given numbers -“disagreed 4”, “strongly disagreed 3”, “agreed 2” and “strongly agreed 1” respectively.

RESULTS

Research Question 1: To what extent does visual learning style enhance academic performance of students?

Table 1: Mean analysis of visual learning style and academic performance of junior secondary school students in Rivers State.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Questionnaire Items</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
<th>Total</th>
<th>□</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Visual learning enhance better academic performance.</td>
<td>20</td>
<td>15</td>
<td>15</td>
<td>10</td>
<td>60</td>
<td>2.75</td>
<td>Agree</td>
</tr>
<tr>
<td>2</td>
<td>Visual learning is helps one to gain academic success.</td>
<td>30</td>
<td>20</td>
<td>6</td>
<td>4</td>
<td>60</td>
<td>3.27</td>
<td>Agree</td>
</tr>
<tr>
<td>3</td>
<td>Visual learning brings about good academic performance.</td>
<td>35</td>
<td>21</td>
<td>3</td>
<td>1</td>
<td>60</td>
<td>3.5</td>
<td>Agree</td>
</tr>
</tbody>
</table>

Source: Survey Data, 2017.
The mean score of 2.75 implies that visual learning style enhance better academic performance. The mean score of 3.27 agrees that visual learning helps one to gain academic success, while the mean score of 3.5 agrees that visual learning brings about good academic performance.

Research Question 2: To what extent does auditory learning style enhance academic performance of students?

Table 2: Mean analysis auditory learning style and academic performance of junior secondary school students in Rivers State.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Questionnaire Items</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
<th>Total</th>
<th>□</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Auditory learning style enhances student’s ability to remember what they learnt.</td>
<td>20</td>
<td>30</td>
<td>7</td>
<td>3</td>
<td>60</td>
<td>3.12</td>
<td>Agree</td>
</tr>
<tr>
<td>2</td>
<td>Auditory learning style increases student’s knowledge and creativity.</td>
<td>30</td>
<td>21</td>
<td>5</td>
<td>4</td>
<td>60</td>
<td>3.28</td>
<td>Agree</td>
</tr>
<tr>
<td>3</td>
<td>Auditory learning style is very suitable for students who wish to perform excellently in their studies.</td>
<td>35</td>
<td>15</td>
<td>8</td>
<td>2</td>
<td>60</td>
<td>3.38</td>
<td>Agree</td>
</tr>
</tbody>
</table>

Sources: Survey Data, 2017.
The mean score of 3.12 entails that auditory learning style enhances student’s ability to remember what they learnt. The mean score of 3.28 implies that auditory learning style increases student’s knowledge and creativity, while the mean score of 3.38 means that auditory learning is very suitable for students who wish to perform excellently in their studies.
Research Question 3: To what extent does kinesthetic learning style enhance academic performance of student’s?

Table 3: Mean analysis kinesthetic learning style and academic performance of junior secondary school students in Rivers State.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Questionnaire Items</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
<th>Total</th>
<th>□</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The use of kinesthetic learning style enhances better academic performance of students.</td>
<td>20</td>
<td>30</td>
<td>9</td>
<td>1</td>
<td>60</td>
<td></td>
<td>3.15</td>
</tr>
<tr>
<td>2</td>
<td>Kinesthetic learning style is essential for proper academic performance of students.</td>
<td>30</td>
<td>20</td>
<td>8</td>
<td>2</td>
<td>60</td>
<td></td>
<td>3.30</td>
</tr>
<tr>
<td>3</td>
<td>Kinesthetic learning style brings about sufficient student’s academic performance.</td>
<td>36</td>
<td>18</td>
<td>2</td>
<td>4</td>
<td>60</td>
<td></td>
<td>3.43</td>
</tr>
</tbody>
</table>

Sources: Survey Data, 2017.
The mean score of 3.15 implies that the use of kinesthetic learning style enhances better academic performance of students. The mean score of 3.30 agrees that kinesthetic learning style is essential for proper academic performance of students, while the mean score of 3.43 means that kinesthetic learning style brings about sufficient student’s academic performance.

Test of Hypotheses
Ho1: There is no significant relationship between visual learning style and academic performance of students.

Table 4: Pearson Product Moment Correlation Coefficient Computation for Ho1

<table>
<thead>
<tr>
<th>Variable X and Y</th>
<th>N</th>
<th>$\sum X^2$</th>
<th>$\sum Y^2$</th>
<th>Crit DF</th>
<th>DF</th>
<th>R</th>
<th>Zrcal</th>
<th>Zcrit</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual learning style &amp; Academic performance</td>
<td>12</td>
<td>3,978</td>
<td>4,228</td>
<td>0.497</td>
<td>12</td>
<td>0.91</td>
<td>0.94</td>
<td>0.8511</td>
<td>Significant</td>
</tr>
</tbody>
</table>

Source: Survey Data, 2017.

Decision:
Since the calculated $Zr$ value 0.94 is greater than the $r$ value 0.91, the null hypothesis is hereby rejected and the alternate hypothesis is rejected. This implies that the relationship between visual learning style and academic performance of students significant.

Ho2: There is no significant relationship between auditory learning style and academic performance of students.

Table 5: Pearson Product Moment Correlation Coefficient Computation for Ho2

<table>
<thead>
<tr>
<th>Variable X and Y</th>
<th>N</th>
<th>$\sum X^2$</th>
<th>$\sum Y^2$</th>
<th>Crit DF</th>
<th>DF</th>
<th>R</th>
<th>Zrcal</th>
<th>Zcrit</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auditory learning style &amp; Academic performance</td>
<td>12</td>
<td>4,258</td>
<td>4,590</td>
<td>0.497</td>
<td>12</td>
<td>0.82</td>
<td>0.84</td>
<td>0.8321</td>
<td>Significant</td>
</tr>
</tbody>
</table>

Source: Survey Data, 2017.
Decision: Since the calculated $Z_r$ value 0.84 is greater than the $r$ value 0.82, the null hypothesis is hereby rejected hence the alternate which states there is a significant relationship between auditory learning style and academic performance of students is accepted. This implies that a significant relationship exist between auditory learning style and academic performance of students.

$H_0$: There is no significant relationship between kinesthetic learning style and academic performance of students.

Table 6: Pearson Product Moment Correlation Coefficient Computation for $H_0_3$

<table>
<thead>
<tr>
<th>Variable X and Y</th>
<th>N</th>
<th>$\sum X^2$</th>
<th>$\sum Y^2$</th>
<th>Crit DF</th>
<th>DF</th>
<th>R</th>
<th>$Z_{rcal}$</th>
<th>$Z_{crit}$</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinesthetic style &amp; Academic performance</td>
<td>12</td>
<td>4,147</td>
<td>4,285</td>
<td>0.497</td>
<td>12</td>
<td>0.82</td>
<td>0.8321</td>
<td>Significant</td>
<td></td>
</tr>
</tbody>
</table>

Source: Survey Data, 2017.

Decision:
Since the calculated $Z_r$ value 0.86 is greater than the $r$ value 0.82, the null hypothesis is hereby rejected and the alternate accepted. This implies that there is a significant relationship between kinesthetic learning style and academic performance of students.

DISCUSSION OF FINDINGS
One of the major findings of this study was that there is a significant relationship between reading and academic performance of student. This implies that visual learning style improves the academic performance of students. This finding is supported by Bennett (1993) who asserted that the relationship between visual learning style and academic performance be examined based on a country-context perspective. This is because of its over-whelming importance in ensuring effective academic performance. Also, auditory learning style is said to have a positive significant relationship with academic performance of students. This implies that, auditory learning style enhances the academic performance of students. This finding however is in line with the result of Sternberg (1997) that greater awareness of learning preferences and styles such as auditory style help teachers to be more flexible in their teaching and to utilize a wide range of classroom methodologies. He further opined that auditory learners tend to achieve more and score better than learners with one or two different learning styles. As such, it is inferred that ,auditory learning style do make an impact on the student’s overall academic performance. Such finding highlights the importance of recognizing student’s varying learning styles. Teachers should be aware of the usefulness, auditory learning style for effective learning to take place.

Implications for Counseling
With the shift from an instructional to a learning paradigm, there is growing acceptance that understanding the way students learn is the key to educational improvement. To achieve a desired learning outcome, one should provide teaching interventions that are compatible with the student’s learning styles. Thus, learning style is a concept that is important not only in shaping teaching practices, but also in highlighting issues that should help school the administrators to think more deeply about their roles in enhancing and facilitating student learning.

In the view of counselors, when teaching takes place in or out of the classroom, students are expected to learn. Because teaching is intended to result in learning, high school teachers can benefit from understanding and applying certain principles of learning when designing and implementing their teaching initiatives. Also because neglect or misapplication of principles of learning could easily result in teaching that fails to achieve results, it is important that teachers become familiar with the underlying principles in learning.

According to Sims and Sims (1995), learning may not take place if the teaching as a counseling guide is not structured to facilitate learning even when the teaching mode is appropriate. Learning factors (principles) that will affect the learning of students and the success of teaching efforts are setting the stage
provide clear instructions and modeling appropriate behavior when emphasizing particularly skills or competencies, increasing learning during teaching- providing active participation, increasing self-efficacy, matching teaching techniques to students’ self-efficacy, providing opportunities for inactive mastery, ensuring specific, timely, diagnostic, and practical feedback and providing opportunities for students to practice new behaviors and maintaining basic knowledge in particular areas- developing learning points to assist in knowledge retention, setting specific goals, identifying appropriate reinforces, teaching students how to reinforce their learning and teaching students how to take responsibility of their own learning, hence the challenge to the counselor is the attempt to bridge this gap.

CONCLUSION/ RECOMMENDATIONS

Today’s teacher knows that the ways in which students learn vary greatly. Individual students have particular strengths and weaknesses which can be built upon and enhanced through effective instruction. Project-based learning with technology is a powerful way to use student’s strengths to help them become better thinkers and more independent learners. Project tasks that allow students to use their individual learning styles are not a direct path to higher-order thinking, however. It is possible to create products that reflect shallow and superficial thought. Nevertheless, the motivating factors associated with choice when individual learning styles are addressed in projects, suggest that teaching thinking skills in the context of individual learning styles increases the likelihood that students will learn them. From the above, the study recommends the following:

Teachers/instructors need to take into account their students diverse learning styles, design instructional methods that take care of those diversities and remain sensitive of such during the instruction process, and that teachers should also help their students to understand their learning style preferences and make use of such to develop life-long learners.

REFERENCES


