

Abstract

The academic achievement of children is one of the main concerns of parents and school administration. The current study was designed to explore the impact of learning style on academic achievement among boys and girls of Government school children of Lahore. To measure learning style an indigenous scale was developed. For this purpose phenomenology of learning style was explored using semi-structured interview. The resultant scale was administered on 299 students (152 boys and 147 girls) from Government schools of Lahore. Factor analysis revealed 3 learning styles including learning by writing, kinesthetic/auditory learning and learning by repetition. The Chronbach Alpha was found to be .53 and test-retest reliability was .91. In addition to that achievement vocabulary and reading comprehension test of GCU battery were administered. Results indicated that children using kinesthetic/auditory learning style show higher achievement as compared to children using other learning styles. It also showed that boys show a higher preference for kinesthetic/auditory learning as compared to girls. Results were discussed in cultural context showing a link between different ecological factors and learning styles.

Key words: learning styles, school children, academic achievement