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TITLE: INVESTIGATING STUDENTS' LEARNING STYLES ACCORDING TO THE ACADEMIC SUCCESS IN SCIENCE AND TECHNOLOGY LESSON AND SOCIAL-DEMOGRAPHIC VARIABLES

ABSTRACT

The aim of this research is to investigate students' learning styles according to the academic success in Science and Technology Lesson and social-demographic variables. In this research, the relational survey method was used.

The sample of the research is 330, 6th grade students in the central district of Aydın in 2008-2009 Academic Year. While choosing the sample, group sample model was used keeping in view of the number of the students in the schools of different social-economic levels. According to the distribution in universe, 8 schools were choosen from high, middle and low social-economic levels. The sample of the research composed of 110 students from two different schools in high social-economic level, 110 students from three different schools in middle social-economic level and 110 students from two different schools in low social-economic level.

"Kolb Learning Style Inventory-III was used as a data collection tool. The data were analyzed by arithmetic mean, standard deviation, one sample analyze technique, chi-square test.

Findings showed that %38,8 of the students have diverger, the %26,7 have accommodator, the %20 have assimilator, the %14,5 have converger learning style.

The learning style distribution of the 6th grade students in primary school according to the gender is that the students have generally diverger learning style and followed by accommodator, assimilator and converger learning styles.

The learning style distribution of the 6th grade students in primary school according to social-economic condition of the school is that the sort of the students receiving education in high and middle social-economic levels as like diverger, accommodator, assimilator and at the

least converger respectively; in low social economic levels as like diverger, accommodator, converger and at the least assimilator.

Students' learning styles didn't show any differences according to gender; morever, there was no difference in terms of X and Y dimensions.

Students' learning styles didn't also show any differences according to social-economic condition. While comparing social-economic condition of the schools with horizontal and vertical point average of learning styles, there was no significant difference dealing with X and Y dimensions.

Although there was no significant difference as statistical, the individuals having the highest academic success were the ones in diverger learning style. When comparing the students' Science and Technology Lesson academic success with horizontal and vertical point average of learning styles, there was no difference in Y dimension (SK-SD), but had difference in X dimension (AD-YG). It is stated that the reason of that is because of AD sub-dimension.