

The objectives of the study were to investigate the relationship between different learning styles and learning achievements, socio-economic status of students and their learning achievement and learning styles and Socio-economic status of students studying at secondary schools. Study also assessed the difference in opinion by gender and by region about learning styles.

To investigate the relationship three types of data were collected. Firstly information about students learning styles were collected by using learning style questionnaire, secondly information about socio-economic status of parents were collected through the questionnaire and thirdly information about students' achievement was taken from their Secondary School Certificate Examination.

The population of the study was all students studying in class 10<sup>th</sup> at public sector schools of district Attock, Chakwal, Islamabad and Rawalpindi. The sample (1580 students and their parents) was drawn by using multistage sampling technique from four districts. The data were collected by administering the questionnaires to students in their classes. The data were then analyzed by SPSS using Pearson Co-relation. Gender wise and region wise differences in opinion were also computed by t-test.

It was found that A<sup>+</sup> grade achievers did not preferred collaborative learning style and A grade achievers did not preferred dependent learning style. None of the students from upper and lower class got A<sup>+</sup> grade. The more students who got A<sup>+</sup> grade were from the upper middle class and lower middle class. The middle class students prefer independent learning style. The female students prefer dependent learning style in spite of region (rural and urban). No difference in opinion by region was observed.

Students did not preferred collaborative and dependent learning style. They preferred to study at their own this leads that the class room activities were of no use for them. Their concern for the achievement showed their interest for examination. This showed that learning styles may not effect learning achievement but the system of examination effects the achievement. In the light of conclusions it was recommended that the system of examination may be connected with class room activities. It may focus on real classroom learning not to rote memorization.