

## ABSTRACT

Learning Styles, Sex-Role Orientation  
and Subject Choice of Trinidadian Adolescents

Joan Catherine Cuffie

This study was designed to investigate the relationship between learning style, sex-role orientation and subject choice among a sample of Trinidadian adolescents, selected randomly from the sixth forms of six single-sex and three co-educational secondary schools. Two instruments, one measuring learning style and the other measuring sex-role orientation were administered to this sample. The data obtained were subjected to a number of statistical procedures:

- A. Significant intercorrelations were identified among the sub-scales of each of the learning style and sex-role orientation inventories for the entire sample and the various subsamples.
- B. Application of One-Way Analysis of Variance tests revealed significant differences among the type of school subsamples on the variables, Meaning Orientation, Operation Learning Style, Masculinity and Femininity. No significant differences were

obtained among the subject choice subsamples. Significant differences were noted for the sex-role orientation subsamples on all the variables except Reproducing Orientation.

- C. Application of the student's 't' statistic pointed to significant sex differences on the Meaning Orientation, Operation Learning Style, Masculinity and Femininity in favour of the females.
- D. Sex differences in Subject Choice were also observed. Analyses indicated that more boys than girls chose the sciences; more girls than boys chose the arts; more boys than girls chose the social sciences; while more girls than boys chose the mixed subjects. These outcomes were seen to be consistent with international and regional findings.