



## : RELATIONSHIP BETWEEN LEARNING STYLE AND SELF CONCEPT OF HIGHER SECONDARY STUDENTS

### Education

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### ABSTRACT

The main purpose of the study was to find out the relationship between learning style and self concept of higher secondary students. The sample consists of 300 higher secondary students randomly selected from 10 schools from Sankarankoil Taluk. In this study there are two tools were used for the investigation one is learning style Scale and another one is self concept, the learning style was prepared by the investigator and guide. The self concept tool was adopted tool. The finding of the study were i) 14.7% have low level, 66.3% have moderate level and 19.0% have high level of learning style of higher secondary students. ii) 10.3% have low level, 77.3% have moderate level and 12.3% have high level of self concept of higher secondary students. iii) there is significant relationship between learning style and self concept of higher secondary school students.

### KEYWORDS:

learning style, self-concept, higher secondary students.

### INTRODUCTION

Students have different Learning Styles -characteristic strengths and preferences in the ways they take in and process information, functioning effectively in any professional capacity, however, requires working well in all Learning styles models. If teachers teach exclusively in a manner that favors their students less preferred learning style modes, the students' discomfort may be great enough to interfere with their learning. An objective of education should be to help students build their skills in both their preferred and less preferred modes of learning style models make sure that the learning needs of students in each category are met at least part of the time. Self-concept is the way in which person view themselves, our strength and weakness way we feel about ourselves in relation to others in the social context all come under the heading of self – concept. The self - concept is a dynamic mental structure that motivates, interprets, organizes, mediates and regulates interpersonal and intrapersonal behaviors and processes, in general the self-concept is an organized collection of belief and self-perceptions about oneself. If a teacher and has self-concept ,we can enlighten his sprit among the students and can take sincere steps to motivate the children towards learning, therefore the investigator undertakes a study on teachers self-concept would really help teachers, administrators and students to take steps to improve or increase their self – concept, which leads to national development. Self-concept is the knowledge that one acquire about himself/herself, such as abilities, personality traits, attributes, values, roles and goals in life, they should information about themselves as a way to enable them to understand the relation between self and their immediate social world.

### SIGNIFICANCE OF THE STUDY

Learning style is an important factor in the self concept of the students some students have good learning styles, some students may have poor learning styles which may be due to several factors such as family background, economic status, size of the family, education of the parents etc., individual differences also play a vital role in learning styles of children. Learning styles may be different from child to child and they also differ in case of high, average and low development of self concept and the learning styles also vary among the students from school to school, management to management, locality-to-locality etc. The self-concept plays a vital role and has a vital significance in the existence and life of an individual. If a person understands and realizes himself in a right way, he develops positive self-concept and he/she turns into a star. If he does not understand himself in a right way, he develops negative self-concept and turns into waste. A student who is abused, insulted beaten etc develops negative self-concept and therefore remains academically backward while as a student who is reinforced positively becomes a high academic achiever. Besides the self-concept and learning styles, there are various other things which an individual aspires for, one such important factor is academic achievement. Self concept is a capacity to excel others which is important component for every person especially for a student to be successful, as he is always facing competitive situation in his

educational career. The main concern of all educational efforts is to see that the learners achieves. A teacher is supposed to arrange the educational situation in a way so as to encourage pupils to put their heart and soul in the school activities. The main concern of all educational efforts is to see that the learner achieves. Quality control, quality assurance and of late total quantity quality management of the learning style and self concept have increasingly gained the attention of researchers in education. Hence the investigator want to study on the relation hip between learning style and self concept of higher secondary students.

### OBJECTIVES OF THE STUDY

1. To find out the level of learning style of higher secondary students.
2. To find out the level of self concept of higher secondary students.
3. To find out whether there is any significant relationship between learning style and self-concept of higher secondary students.

### HYPOTHESES OF THE STUDY

1. The level of learning style of higher secondary students is average
2. The level of self-concept of higher secondary students is average
3. There is no significant relationship between learning style and self-concept of higher secondary students.

### METHODS OF THE STUDY

A descriptive survey method was adopted to conduct this study.

### POPULATION AND SAMPLE

Population for this study was students studying IX and X standard in high schools in Sankarankovil Taluk. The investigator used the simple random sampling technique for selecting the sample. The investigator selected 300 high school students from Sankarankovil Taluk .

### STATISTICAL TECHNIQUE

Percentage analysis, t-test and correlation

### TOOLS

1. Learning style scale was prepared and validated by investigator (MissL.Amala) and guide (Dr. V. Kasirajan (2016).
2. Self-concept scale (adopted)

### DELIMITATIONS OF THE STUDY

This study is delimited to the Sankarankoil Taluk, Tirunelveli District, Tamilnadu, South India. This study is considering the higher secondary students those who are studying in eleventh and twelfth in Sankarankoil Taluk.

### ANALYSIS OF THE STUDY

1. To find out the level of learning style of higher secondary students

### TABLE –1 THE LEVEL OF LEARNING STYLE OF HIGHER SECONDARY STUDENTS

Variable	Low		Average		High	
	Count	%	Count	%	Count	%
Learning style	44	14.7	199	66.3	57	19.0

It is inferred that among higher secondary students, 14.7% have low level, 66.3% have moderate level and 19.0% have high level of learning style of higher secondary students.

1. To find out the level of self concept of higher secondary students

**TABLE –1**  
**THE LEVEL OF SELF CONCEPT OF HIGHER SECONDARY STUDENTS**

Variable	Low		Average		High	
	Count	%	Count	%	Count	%
Self concept	31	10.3	232	77.3	37	12.3

It is inferred that among higher secondary students, 10.3% have low level, 77.3% have moderate level and 12.3% have high level of self concept of higher secondary students.

**Null hypothesis: 1**

There is no significant difference relationship between learning style and self concept of higher secondary school students.

**TABLE 4.3.16**  
**Relationship between social intelligence and adjustment of higher secondary school students**

Correlation	N	Calculated 'r' value	Table 'r' value	Remark
Learning style and self concept	300	0.415	0.139	S

(At 5% level of significance the table value 'r' is (0.139)  
It is inferred from the above table that the calculated 'r' value (0.415) is greater than the table value (0.139) at 5% level of significance. Hence the null hypotheses is rejected It shows that there is significant relationship between social intelligence and adjustment of higher secondary school students.

**INTERPRETATION**

There is significant relationship between Learning styles and self concept of higher secondary students. This may be due to the fact that the important relationship between learning styles and self concept. Because the learning styles play a crucial role in students 'self concept and Learning style is help to the students to evaluate or perceives themselves and aware of oneself is to have a concept of oneself.

**MAJOR FINDINGS**

- 14.7% have low level, 66.3% have moderate level and 19.0% have high level of learning style of higher secondary students.
- 10.3% have low level, 77.3% have moderate level and 12.3% have high level of self concept of higher secondary students.
- There is no significant difference between male and female higher secondary students in their self concept.

**RECOMMENDATION**

- Students may improve their academic achievements and strengthen the weaken areas of studies Teachers may find out own preferred learning style which often becomes predominant learning style Teacher may find out students learning style for better learning.
- Parents should be made aware about different kind of approaches help their child learn best.
- Programs should be designed to improve students' learning styles and learning strategies for all levels to make the teaching and learning process more effective. It is also recommended that course design should be flexible enough to reach a variety of learning styles. One such example is described by Bates and Leary (2001) which provides a four tier delivery approach whereby the student progresses sequentially through each level based upon their learning needs.
- The students should be properly guided and given incentives to select individual learning styles that are appropriate and applicable in their environment for them to achieve their personal academic objective. The students should adopt a suitable learning style that would be beneficial to them.
- The teacher should demonstrate to us that there is more to learning

styles than just modalities (visual, audio, kinesthetic learners etc.). It is also influenced by dispositions, talents, interests and environment

- Teachers can use appropriate positive feedback to maintain positive self-esteem. Praise, recognition, and encouragement are strong determinants of positive self-perceptions
- The relationship between sense of community and academic self-concept is particularly pronounced in high-poverty schools. School wide interventions that develop students'sense of belonging, eliminate bullying, and promote prosocially

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