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**LEARNING STYLE OF SINGLE PARENT STUDENT IN RELATION TO THEIR, SELF – ESTEEM AT SECONDARY LEVEL OF EDUCATION.**

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**ABSTRACT**

In this paper researcher wanted to see the correlation between learning style with self-esteem of single parent secondary school students.

**Aim:** To assess the how the learning styles effects on self-esteem and stress levels of students.  
**Methodology:** A correlational study was carried out among single parent secondary school student of Jharkhand. All data were collected by means of interview. To determine self-esteem, Rosenberg's self-esteem scale was utilized, which is regarded as a highly reliable and valid tool for the quantitative assessment of self-esteem. To examine the effect of awareness of learning styles (LS) among the students varied methods was used of learning. SPSS version 21 was used for data analysis keeping a p-value of  $< 0.05$  as statistically significant.

**Results:** There were a total of 400 students, 200 male and 200 were females. The respondents belong to secondary school single parent students. Results indicated that majority of students have normal self-esteem with high learning style, which indicated that self-esteem may not always related their level of learning style. Similarly there exist significant difference between high and low learning style in boys and girls single parent students. Furthermore, we observed that high and low self-esteem significantly differ in boys and girls single parent secondary school students in a great extent. Visual and solitary learning style is most common among students in different educational year, while majority of students prefer visual style of learning.

**Conclusions:** Determining students' preferences for learning style is the first step to improve their educational outcomes.

**Keywords:-** Learning style, self-esteem, single parent student.

**Introduction:** - Parenting is a dynamic process, influenced by socio-cultural factors. It is an important contributing factor to child development and childhood psychopathology. The activity of bringing up a child as a parent is parenting. The term parenting has been defined as the process or the state of being a parent, and includes nourishing, protecting, and guiding a child through the course of development (Brooks, 1991). Positive parenting is about showing children love, warmth and kindness. It's about guiding children to act the way you want by encouraging and teaching them. Parenting practices around the world share three major goals: ensuring children's health and safety, preparing children for life as productive adults, and



transmitting cultural values. The definition of parenting includes elements like the process of raising a child from birth to independent adulthood, facilitating the upbringing of a child through all stages of development, caring for and nurturing a child, fulfilling the parental responsibilities that accompany child-raising, the act of caring for a child rather than the biological connection to a child, establishing a healthy environment as the child grows-taking actions to ensure social development and education that aligns with your values, providing a financially stable home life and adjusting to the changing needs of a child as they grow and develop.

Learning styles refer to the ways in which individuals prefer to learn, process, and retain information Felder and Silverman (1988) and personality traits are enduring patterns of thoughts, feelings, and behaviours that influence how individuals interact with their environment McCrae and Costa (1997). Finally, self-esteem refers to an individual's overall evaluation of their self-worth and is closely linked to motivation and academic achievement (Marsh and Craven (2006). Many models of learning styles have been proposed in the literature, including the visual auditory- kinesthetic (VAK) model, the Kolb model, and the Honey and Mumford model. While some research has suggested that teaching students' learning styles can improve learning outcomes, the evidence for this is mixed, with some studies indicating no effect or even negative effects. Additionally, some critics have argued that learning styles are a myth and that students do not have consistent or fixed styles of learning. Nevertheless, learning styles continue to be a popular concept in education and are often used by teachers to tailor instruction to their students' needs. Pashler et al. (2008), Coffield et al. (2004) and Willingham et al. (2015). Academic success has many theoretical and practical ramifications, which makes it a very interesting topic for investigation. High levels of student success in terms of a variety of socially desirable outcomes, such as job attainment and job performance, are associated with academic achievement Lamb and McKenzie (2001), (Kanfer et al. (2010), Roth et al. (1996). The present study focuses on how self-esteem and learning styles influence each other of single parent students.

A considerable body of literature investigates the relationship between learning styles and academic achievement. For instance, the study by Kharb and Samanta (2015) found a significant correlation between visual learning style and academic performance among medical students. Similarly, Zhang and colleagues (2019) reported that students with a kinesthetic learning style tend to outperform those with an auditory or visual learning style. However, conflicting findings have also been reported, such as the study by Coffield and colleagues (2004), which concluded that learning styles have no scientific basis and that matching instruction to students' learning styles does not improve academic achievement. Thus, the relationship between learning styles and academic achievement remains a topic of debate among educators and researchers.

Self-esteem is an important construct in psychology that refers to an individual's overall subjective evaluation of their self-worth or self-concept. Several studies have explored the



relationship between self-esteem and various aspects of psychological well-being, including depression, anxiety, Baumeister et al. (2003) and overall life satisfaction Kernis et al. (2008). A number of studies have shown that individuals with higher self-esteem tend to perform better academically than those with lower self-esteem Baumeister et al. (2003) and Schraw et al. (1995). Self-esteem has been identified as a significant factor in academic achievement Rosenberg and Schooler (1978). Studies have consistently found that higher levels of self-esteem are associated with better academic performance and achievement Baumeister et al. (2003) and Robbins et al. (2004). Moreover, research has shown that low self-esteem can negatively impact academic achievement, leading to poor grades, absenteeism, and dropping out of school Baumeister et al. (2003) Steinberg et al. (1996). It is suggested that higher self-esteem may promote a positive academic self-concept, which may lead to more positive academic behaviours and outcomes Marsh and Craven (2006).

**Significance:** - In the present study, self-esteem represent personal variables, learning styles represent environmental factor. One area which is mostly ignored by researchers is learning style of students. The interaction of a particular teaching methodology with preferred learning styles of student may help the learner in learning. However, there are still contrasting findings regarding this claim. According to concepts and definitions of learning styles, learning has different cognitive, affective, and behavioural dimensions and is based on observation, interaction, and responsiveness. The economic, social, political, and cultural development nations depend on human resources, particularly educated professionals. Hence, identifying factors that affect students' learning, particularly their learning styles and level of self-esteem, which is of crucial importance, particularly for developing a desirable learning cycle. In this regard, due to the importance of this issue and the lack of sufficient studies in this regard, the current study intended to investigate learning styles and their relationship with self-esteem in a sample of single parent students.

**STATEMENT OF THE PROBLEM :- “Learning style of single parent student in relation to their, self–esteem at secondary level of education.”**

**Nature of the Study:** - Quantitative research searches for a relationship among variables. The variables can be measured on instruments so that data can be analyzed by using statistical procedures. Researcher used a quantitative design to address quantitative questions on the relationship between learning style, self-esteem and stress, among single parent students. Quantitative research designs are used to determine differences between groups or classes of subjects. Researcher approached the research through a descriptive survey design that consisted of survey questionnaires using an questionnaire survey and administering it offline. Survey design as a description of trends, attitudes, or opinions of a population by studying a sample of that population. Researcher used an offline (face to face interaction) survey tool for data collection purposes. This survey method process allowed researcher to develop an idea view of the study because the participants provided their input of experience to help increase the knowledge of the researcher to understand the relationship between learning style, self-esteem



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and stress, among single parent students. Collecting data as time progressed allowed making a comparison between high and low stress and self-esteem on learning style of secondary school single parent students.

### **1.13 OPERATIONAL DEFINITION OF KEY TERMS**

**Learning style :-** In this research study learning style refers to the way one eternally represents experiences and recalls or process information. This inventory attempts to measure six main learning styles namely enactive reproducing, enactive constructive, figural reproducing, figural constructive, verbal reproducing and verbal constructive.

**Self-esteem :-** In this research study the meaning of self-esteem refers to individuals general feelings of self-worth. It is the ability to feel capable and have sense of value about oneself and indicators of level of self-esteem an individual has. Six factors emerged out for this concept of self-esteem in this research like positivity, openness, competence, humility, self-worth and learning orientation.

**Secondary education :-** The Secondary Education is comprised of four years. The age between 14 to 18 years meant for secondary education, which includes classes from 9<sup>th</sup> to 12<sup>th</sup>, i.e. classes from 9<sup>th</sup> to 10<sup>th</sup> is considered as lower secondary education and classes from 11<sup>th</sup> to 12<sup>th</sup> is regarded as higher secondary education.

**Single parent student: -** A single parent is a person who has a child or children but does not have a spouse or live-in partner to assist in the upbringing or support of the child. In the other way single parent student is who lost one of his/her parent due to death, divorce, domestic violence, and single-person adoption and for compulsion of job.

### **1.14 OBJECTIVES OF THE STUDY**

1. To study the relationship between learning style and Self- esteem of single parent student of secondary school in total and dimension wise.
2. To study the difference between high and low learning style of single parent students of secondary school.
3. To study the difference between high and low self-esteem of single parent students of secondary school.

### **1.15 HYPOTHESIS OF THE STUDY**

1. There exists a significant positive relationship between students learning style and self – esteem of single parent secondary school students in general and dimension wise.



2. There exist significant differences between high and low learning style of single parent student of secondary school in general.
3. There exists significant difference between high and low self-esteem of single parent student of secondary school in general.

### **DELIMITATIONS OF THE STUDY**

- 1-This study is delimited to Jharkhand secondary school single parent students only.
- 2- This research is only restricted to these four psychological variables i.e. learning style, self – esteem and stress
3. Study is delimited to 400 single parents’ students of secondary level of education.
4. Study is delimited to 4 districts of Jharkhand only.

**Methodology:** - Methodology in research is defined as the systematic method to resolve a research problem through data gathering using various techniques, providing an interpretation of data gathered and drawing conclusions about the research data. This research focused on descriptive survey. A descriptive study's purpose is to characterize a phenomenon and its characteristics. In several areas, such as education, psychology, and social sciences, descriptive research methods are highly frequent procedures for doing research.

**Population & Sample :-** Population and sample are terms used in research methods to describe the sets of people or things being examined. The term "population" refers to the total collection of people or things that have something in common, such as age, gender, location, or vocation. In this context all the secondary school teachers of India are regarded as the population of the study.

**Sample:** - There is no correct or universally recognized method for calculating a sample size for purposeful sampling. There is no mathematical formula to justify it. A research sample is a subset of a larger population used for statistical analysis. In the current study researcher taken 5 tribal districts purposively (as per larger tribal population) out of 24 district of Jharkhand. They are East Singhbhum, west Singhbhum, Ranchi, Gumla, and LoherDaga. From each district 4 secondary school were taken purposively in which 2 schools from urban area and 2 schools from rural area. And then from each school 20 secondary class students were chosen purposively where 10 were boys and 10 were girls’ students. In this way researcher taken 20 tribal students from each school and from 4 school 80 students were taken as sample. Finally, researcher has taken 400 samples in total from five district of Jharkhand.





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#### 4 DESCRIPTION OF TOOL

For collection of data researcher arranged standardized psychological tools. In this study, following tools were used by the researcher for collecting data from the sample .

- 1) **Learning style inventory:** developed and standardized by Dr.Karuna Sankar Mishra (2012) .

**Reliability:** Alpha reliability of the Learning Style Inventory was calculated. Its values for the three learning styles namely - Enactive, Figural and Verbal are .682, .742 and .903 respectively (N = 150).

**Validity:** Intrinsic validity of the Learning Style Inventory was found by finding the product moment correlations among learning styles. Perusal of table 4, shows that 'enactive' learning style is positively related to 'Figural' and 'Verbal' learning styles and 'Figural and 'Verbal' learning styles are positively related (N = 100). All the learning styles are positively related to one another too.

**Norms:** For the purpose of interpretation of Learning Style scores and conversion of Raw Score, z-Score Norms have been prepared and presented from Table 8 to Table 13. z-Score Norms for Learning Style Enactive, Figural and Verbal have been - presented in Table 8, 9 and 10 respectively. Norms for major Learning Styles, viz., Reproducing and constructive have been presented in Table 11 and 12 respectively. z-Score . These norms can help the user identify the level of Learning Style and can be used for Guidance and Counseling in the area where the level is towards the lower side.

- 2) **Self-esteem scale:** developed and standardized by Dr. Santosh Dhar and Dr.Upinder Dhar (2015).

**Reliability:** The reliability of the scale was determined by the split-half method corrected for full length by applying Spearman Brown Prophecy formula on the data collected from the sample of 277 subjects. The reliability coefficient was found to be 0.87.

**Validity:** Besides face validity, as all items of the scale are related to self-esteem, the scale has high content validity. In order to determine validity from the coefficient of reliability (Garrett, 1981), the reliability index was computed. The index of reliability measures the dependability of test scores by showing how well obtained scores agree with their theoretically true values. The index of reliability has maximum correlation which the given test is capable of yielding in its present form. This is true, because the highest correlation which can be obtained between a test and second measure is between the test scores and their corresponding true scores. The later has indicated high validity on account of being 0.93.



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**Norms of the scale:** Norms of the scale are available on the sample of 277 subjects constituted of school teachers, students and service provider. These norms could be regarded as the reference points for interpreting the level of self-esteem.

3) **students stress scale:** developed and standardized by Dr.Zaki Akhtar (2017)

**Reliability:** - To establish the reliability of the scale, it was decided to have the Test-retest method. For reliability, a separate sample of 200 students was taken up and the scale was administered on them. The same sample was again administered the scale after an interval of Four weeks. The coefficient of correlation got was 0.71 (df 198) is significant at .01 level of significance.

**Validity:** - The scale has construct validity. It was first scrutinized by a panel of six judge and then item analysis was done to find out the discriminatory power. The other type of validity was established by testing it against parallel form, and for this it was tested against Agarwal & Naidu's Life Stress Scale For Student. Both the scales were administered on a student sample of 200 and the coefficient of correlation got was 0.72 which is significant at 01 level of significance.

## PLANS FOR DATA COLLECTION

In the beginning, researcher has to take permission from the school Heads and Principal required for this data collection. After the approval of school heads the researcher consult with concerned class teacher about the single parent child. Researcher also discuss with students of concerned class in order to know the background of the students which are going to study. After identification of single parent student in the first phase researcher has given all questionnaire to the respondent with complete instruction as per direction of the manual of the psychological tools. Proper rapport has developed with students. They were assured in confidence that the outcomes of these test would not have any bearing on their academic grade points, and that their responses would be kept in top secret. They were also encouraged to use their full creative potential and engage in some free-flowing thought while answering the questions of the test. Proper time was given for answering. In the second phase, researcher collected all answered questionnaire from the tribal school students. In this process researcher avoided incomplete questionnaire and the questionnaire which is not filled by students properly as per rule.

In the beginning learning style inventory was given to respondent with clear instruction. Then rest questionnaire like self-esteem scale and students stress scale questionnaire were administered. All respondents were made to feel comfortable before the exam was given. They were acknowledged for their time and effort once each test was finished.



### STATISTICAL TECHNIQUES USED:

Two main statistical methods are used in data analysis: descriptive statistics, which summarizes data using indexes such as mean, SD and coefficient of correlation used in order to know the correlation between variables. t- test techniques used for to test difference between variables

### CORRELATIONAL ANALYSIS

Coefficients of correlation are to be obtained between the scores on learning style and self-esteem overall and its dimensions, learning style overall and its dimensions to find out their relationship in the sample as a whole (N=400). This section, expected to provide the general trend of relationships only.

#### 3.1.1 LEARNING STYLE IN RELATION TO SELF-ESTEEM OF SINGLE PARENT SECONDARY SCHOOL STUDENTS IN GENERAL

The analysis and interpretation has been done to fulfil the objectives No-1 of the present study i.e. to study the relationship between learning style and self-esteem of single parent secondary school students. The analysis has been done in to two phase's i.e. (1) Learning style in relation to overall self-esteem and (2) Learning style in relation to different dimensions of self-esteem of single parent secondary school students.

TABLE-1

#### COEFFICIENT OF CORRELATION BETWEEN LEARNING STYLE AND SELF-ESTEEM OF SINGLE PARENT SECONDARY SCHOOL STUDENTS IN GENERAL

Variables	N	Coefficient of correlation	Significance level
Learning style of secondary school single parent student	400	0.5216	.01
Self-esteem of secondary school single parent student			

Results of the pearson correlation indicated that there is a significant large positive relationship between X and Y, ( $r(398) = .522, p < .001$ ).



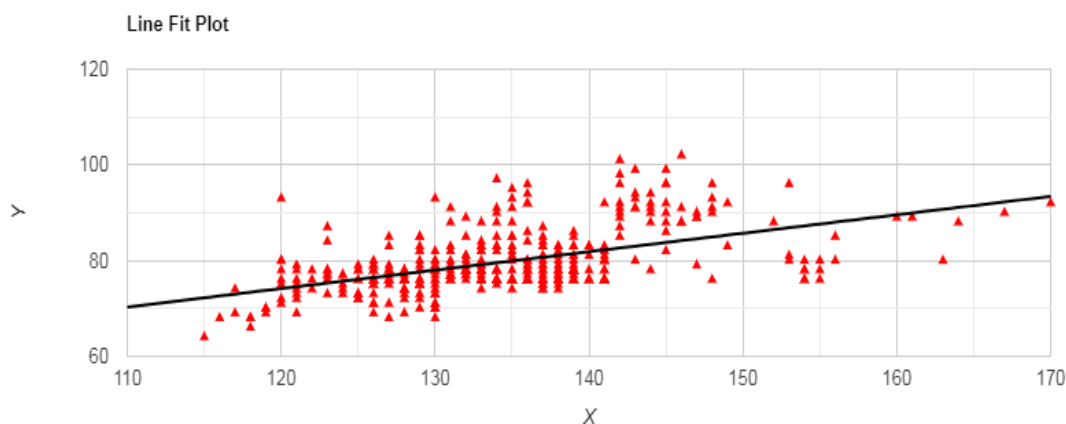


Table -1, indicates that the coefficient of correlation between Learning style and self-esteem of secondary school single parent student in general is found to be 0.5216. It is significant at .01 level of significance. It indicates that, learning style is positively related with self -esteem of secondary school single parent student. It can be interpreted to mean that high self-esteem greater the learning style and lower the self-esteem lower will be the learning style of secondary school single parent student. Thus, the hypothesis (Hy-1) of the present study that there exists a significant positive relationship between learning style and self-esteem of secondary school single parent student is retained. A previous study explored factors related to student’s performance, including self-esteem, and learning styles; all of these are important in academic performance but the greatest impact on learning was due to self-esteem. Student’s confidence, sense of identity, feeling a sense of belonging and being self-assured in abilities correlated a lot by leaning style.

**TABLE-2**

**COEFFICIENT OF CORRELATION BETWEEN LEARNING STYLE AND ‘POSITIVITY’ DIMENSIONS OF SELF-ESTEEM OF SINGLE PARENT SECONDARY SCHOOL STUDENTS.**

<b>Variables</b>	<b>N</b>	<b>Coefficient of correlation</b>	<b>Significance level</b>
<b>Learning style of secondary school single parent student</b>	<b>400</b>	<b>0.4626</b>	<b>.01</b>

<p><b>‘Positivity’ dimensions of Self- esteem of secondary school single parent student</b></p>			
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**Results of the pearson correlation indicated that there is a significant medium positive relationship between X and Y, ( $r(398) = .463, p < .001$ ).**

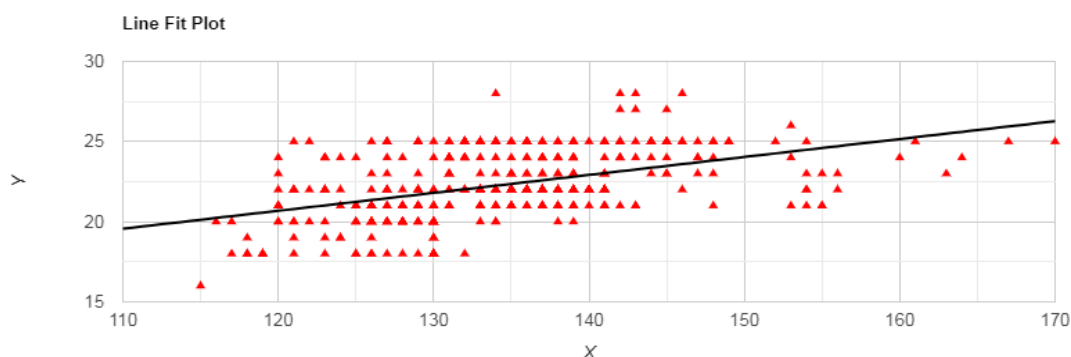


Table -2, examined that the coefficient of correlation between learning style and Positivity dimensions of Self-esteem of secondary school single parent student in general is found to be 0.5216. It is significant at .01 level of significance. It indicates that, learning style is positively related with Positivity dimensions of Self-esteem of secondary school single parent student. It can be interpreted to mean that high Positivity dimensions of Self-esteem greater the learning style and lower the Positivity dimensions of Self-esteem lower will be the learning style of secondary school single parent student. Thus, the hypothesis (Hy-1) of the present study that there exists a significant positive relationship between learning style and Positivity dimensions of Self-esteem of secondary school single parent student is retained. A previous study explored factors related to student’s performance, including self-esteem, and learning styles; all of these are important in academic performance but the greatest impact on learning was due to self-esteem. Student’s engaged in positive thinking, has positive emotions, and engaged in positive behaviours like kindness and generosity.

**TABLE-3**

**COEFFICIENT OF CORRELATION BETWEEN LEARNING STYLE AND ‘OPENNESS’ DIMENSIONS OF SELF-ESTEEM OF SINGLE PARENT SECONDARY SCHOOL STUDENTS.**

Variables	N	Coefficient of correlation	Significance level
Learning style of secondary school single parent student	400	0.3667	.05
‘Openness’ dimensions of Self-esteem of secondary school single parent student			

Results of the pearson correlation indicated that there is a significant medium positive relationship between X and Y, ( $r(398) = .367, p < .001$ ).

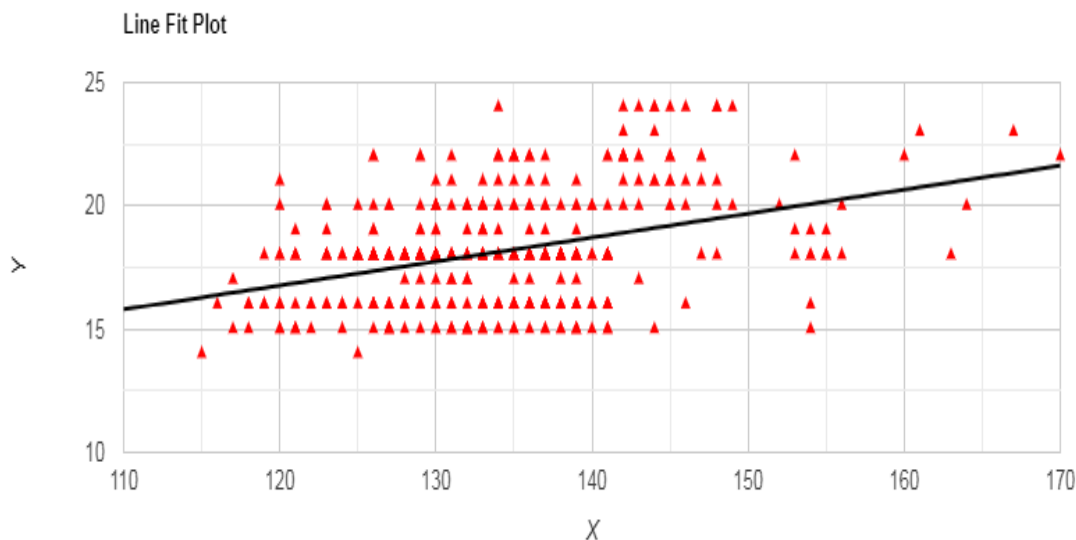


Table -3, examined that the coefficient of correlation between learning style and Positivity dimensions of Self-esteem of secondary school single parent student in general is found to be 0.3667. It is significant at .05 level of significance. It indicates that, learning style is positively related with Openness dimensions of Self-esteem of secondary school single parent student. It



can be interpreted to mean that high Openness dimensions of Self-esteem greater the learning style and lower the Openness dimensions of Self-esteem lower will be the learning style of secondary school single parent student. Thus, the hypothesis (Hy-1) of the present study that there exists a significant positive relationship between learning style and Openness dimensions of Self-esteem of secondary school single parent student is retained. A previous study explored factors related to student’s performance, including self-esteem, and learning styles; all of these are important in academic performance but the greatest impact on learning was due to self-esteem. Student’s engaged in positive thinking, has positive emotions, and engaged in positive behaviours like kindness and generosity. Students’ quality of being able to think about or accept or listen to different ideas of people correlated with learning style of single parent secondary school teachers.

TABLE-4

**COEFFICIENT OF CORRELATION BETWEEN LEARNING STYLE AND ‘COMPETENCE’ DIMENSIONS OF SELF-ESTEEM OF SINGLE PARENT SECONDARY SCHOOL STUDENTS.**

**Objectives 4.** To study the relationship between learning style and competence’ dimensions of Self- esteem of single parent student of secondary school in total and dimension wise.

**Hypothesis 4.** There exists a significant positive relationship between students learning style and competence’ dimensions of self – esteem of single parent secondary school students.

Variables	N	Coefficient of correlation	Significance level
Learning style of secondary school single parent student	400	0.3267	P-value=2.107e-11
‘competence’ dimensions of Self-esteem of secondary school single parent student			

**Results of the Pearson correlation indicated that there is a significant medium positive relationship between X and Y, ( $r(398) = .327, p < .001$ ).**

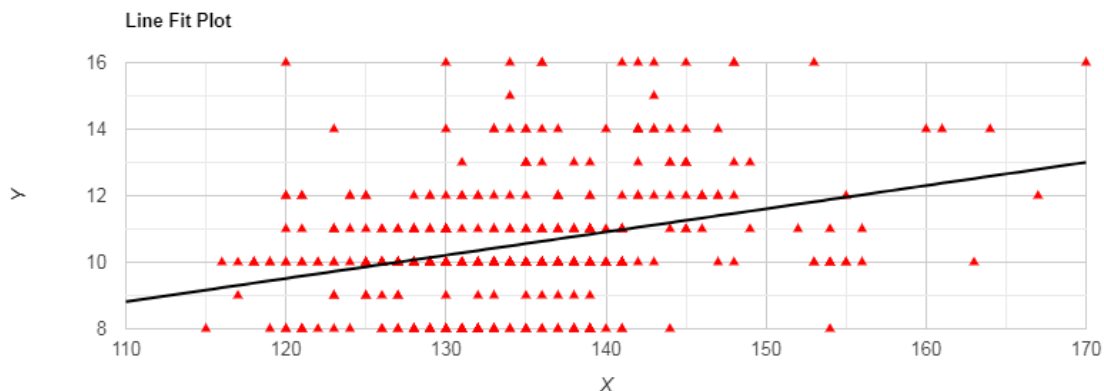


Table -4, examined that the coefficient of correlation between learning style and competence dimensions of Self-esteem of secondary school single parent student is found to be 0.3667. It is significant at P-value=2.107e-11 level of significance. It indicates that, learning style is positively related with competence dimensions of Self-esteem of secondary school single parent student. It can be interpreted to mean that high competence dimensions of Self-esteem greater the learning style and lower the competence dimensions of Self-esteem lower will be the learning style of secondary school single parent student. Thus, the hypothesis (Hy-1) of the present study that there exists a significant positive relationship between learning style and competence dimensions of Self-esteem of secondary school single parent student is retained. A previous study explored factors related to student’s performance, including self-esteem, and learning styles; all of these are important in academic performance but the greatest impact on learning was due to self-esteem. Student’s engaged in positive thinking, has positive emotions, and engaged in positive behaviours like kindness and generosity. Students’ quality or state of having sufficient knowledge, judgment, skill, or strength related with learning style of single parent secondary school students.

**TABLE-5**

**COEFFICIENT OF CORRELATION BETWEEN LEARNING STYLE AND ‘HUMILITY’ DIMENSIONS OF SELF-ESTEEM OF SINGLE PARENT SECONDARY SCHOOL STUDENTS.**

Variables	N	Coefficient of correlation	Significance level
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Learning style of secondary school single parent student	400	0.2275	P-value =
'Humility' dimensions of Self-esteem of secondary school single parent student			0.000004294

Results of the pearson correlation indicated that there is a significant small positive relationship between X and Y, ( $r(398) = .228, p < .001$ ).

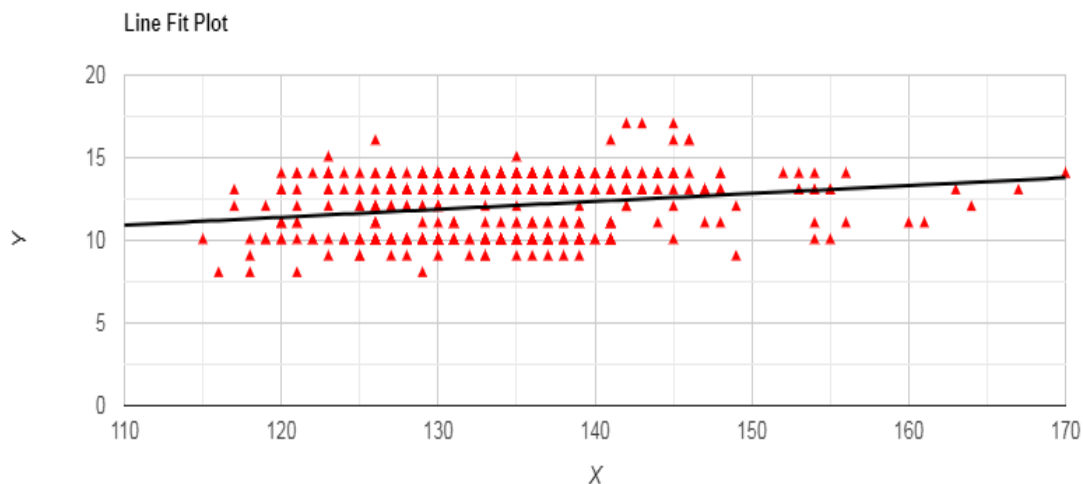


Table -5, stated that the coefficient of correlation between learning style and Humility dimensions of Self-esteem of secondary school single parent student is found to be 0.2275. It is significant at P-value = 0.000004294 level of significance. It indicates that, learning style is positively related with Humility dimensions of Self-esteem of secondary school single parent student. It can be interpreted to mean that high humility dimensions of Self-esteem greater the learning style and lower the humility dimensions of Self-esteem lower will be the learning style of secondary school single parent student. Thus, the hypothesis (Hy-1) of the present study that there exists a significant positive relationship between learning style and humility dimensions of Self-esteem of secondary school single parent student is retained. A previous study explored factors related to student's performance, including self-esteem, and learning styles; all of these





are important in academic performance but the greatest impact on learning was due to self-esteem. Student’s engaged in positive thinking, has positive emotions, and engaged in positive behaviours like kindness and generosity. Students’ quality or state of having sufficient knowledge, judgment, skill, or strength related with learning style of single parent secondary school students.

TABLE-6

**COEFFICIENT OF CORRELATION BETWEEN LEARNING STYLE AND ‘SELF-WORTH’ DIMENSIONS OF SELF-ESTEEM OF SINGLE PARENT SECONDARY SCHOOL STUDENTS.**

Variables	N	Coefficient of correlation	Significance level
Learning style of secondary school single parent student	400	0.1794	P-value = 0.0003104
‘self-worth’ dimensions of Self-esteem of secondary school single parent student			

Results of the pearson correlation indicated that there is a significant small positive relationship between X and Y, (r(398) = .179, p < .001).

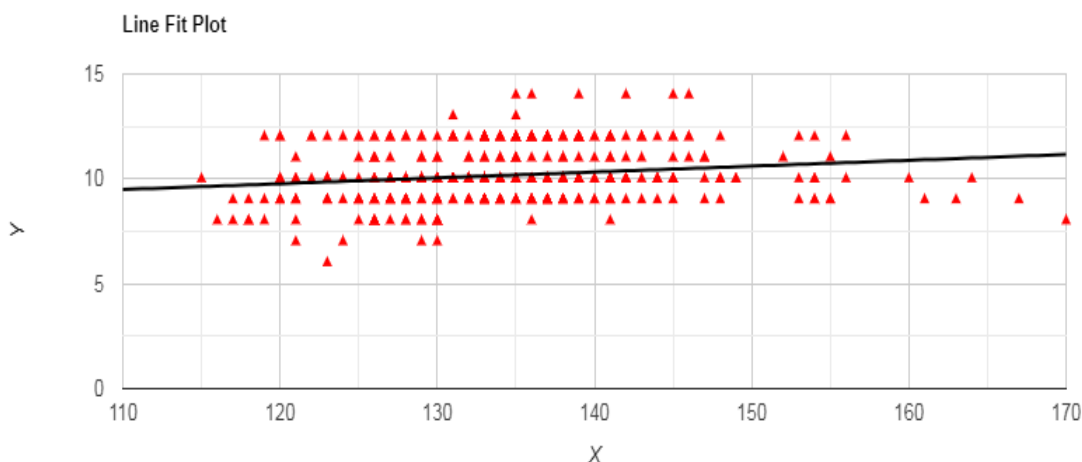


Table -6, stated that the coefficient of correlation between learning style and self-worth dimensions of Self-esteem of secondary school single parent student is found to be **0.1794**. It is significant at P-value = 0.0003104 level of significance. It indicates that, learning style is positively related with self-worth dimensions of Self-esteem of secondary school single parent student. It can be interpreted to mean that high self-worth dimensions of Self-esteem greater the learning style and lower the self-worth dimensions of Self-esteem lower will be the learning style of secondary school single parent student. Thus, the hypothesis (Hy-1) of the present study that there exists a significant positive relationship between learning style and self-worth dimensions of Self-esteem of secondary school single parent student is retained. A previous study explored factors related to student's performance, including self-esteem, and learning styles; all of these are important in academic performance but the greatest impact on learning was due to self-esteem. Single parent student value themselves, and having a sense of self-value means that they are worthy. Self-worth is important and can contribute to better relationships, work, health, and overall mental and emotional well-being of single parent student.



**TABLE-7**

**COEFFICIENT OF CORRELATION BETWEEN LEARNING STYLE AND ‘LEARNING ORIENTATION’ DIMENSIONS OF SELF-ESTEEM OF SINGLE PARENT SECONDARY SCHOOL STUDENTS.**

Variables	N	Coefficient of correlation	Significance level
Learning style of secondary school single parent student	400	0.2256	P-value = 0.000005213
‘Learning Orientation’ dimensions of Self-esteem of secondary school single parent student			

Results of the pearson correlation indicated that there is a significant small positive relationship between X and Y, ( $r(398) = .226, p < .001$ ).

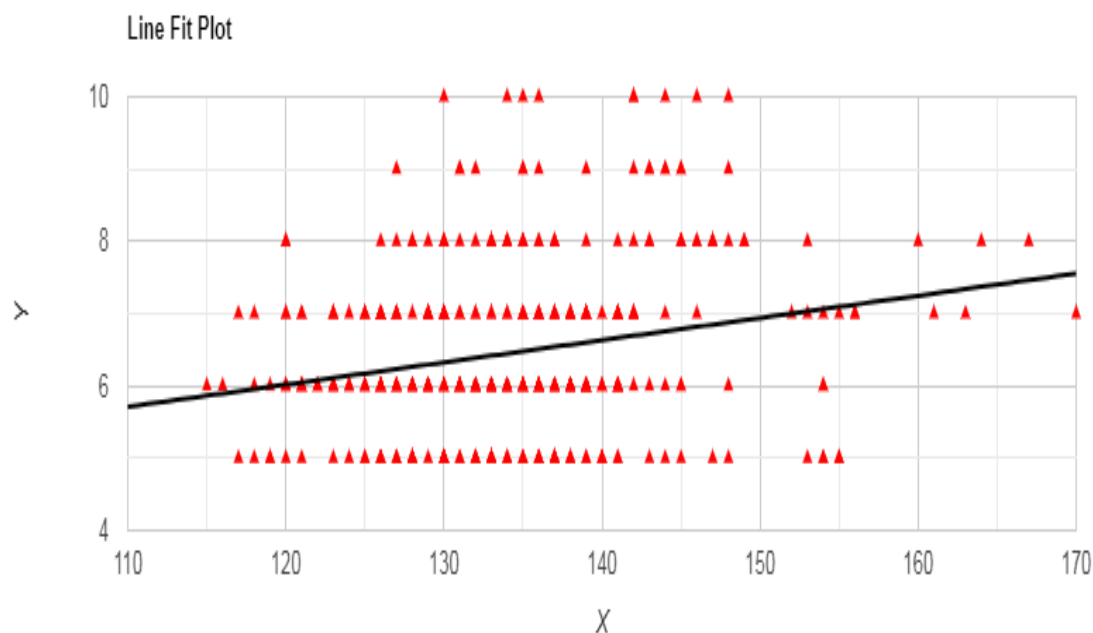


Table -7, stated that the coefficient of correlation between learning style and Learning Orientation dimensions of Self-esteem of secondary school single parent student is found to be 0.1794. It is significant at P-value = 0.0003104 level of significance. It indicates that, learning style is positively related with Learning Orientation dimensions of Self-esteem of secondary school single parent student. It can be interpreted to mean that high Learning Orientation dimensions of Self-esteem greater the learning style and lower the Learning Orientation dimensions of Self-esteem lower will be the learning style of secondary school single parent student. Thus, the hypothesis (Hy-1) of the present study that there exists a significant positive relationship between learning style and Learning Orientation dimensions of Self-esteem of secondary school single parent student is retained. A previous study explored factors related to student's performance, including self-esteem, and learning styles; all of these are important in academic performance but the greatest impact on learning was due to self-esteem. Learning orientation usually comprises three dimensions: learning commitment, shared vision, and open mind. Learning Orientation is what keeps inspiration and the quest for knowledge alive. The desire to keep learning drives our determination, and allows single parent secondary school students to experience the totality of life.

## SECTION-II

### Differential Analysis

Differential analysis is an emerging solution for static analysis tools. In the previous section of this chapter the relationships of all two independent variables viz. self-esteem, and stress of secondary school single parent students have been analysed, interpreted and discussed for total



sample. Differential analysis shortens analysis times and provides you with faster feedback, which is incredibly beneficial. In this section learning style, Self-esteem and stress variable differentials have been examined, analysed and interpreted. Differential analysis provides researcher with the shortest possible analysis times while maintaining the accuracy and detail of your analysis data.

**Table -8**

**DEFFERENTIALS STUDY BETWEEN HIGH & LOW LEARNING STYLE OF SINGLE PARENT SECONDARY SCHOOL STUDENTS IN GENERAL**

**1.**

Groups of Teachers	N	M	SD	t-ratio	Significance
High Learning style of single parent secondary school students	126	144.2	6.68	27.91	.05*
Low Learning style of single parent secondary school students	138	125.57	3.76		

Table10 depicts that the mean scores of learning style of high and low group of single parent students are found to be 144.2 and 125.57with SDs 6.68 and 3.76 respectively. The calculated t-value is comes out to be 27.91, which is greater than the table value at .05 level of significance. It implies that the high and low learning style groups differ significantly. The mean learning style of high group is higher than the lower group. It can be interpreted to mean that the secondary school single parent students are found to be higher order learning style. Thus, the research hypothesis (--) of the present study that secondary school single parent student will have higher learning style in comparison to single parent students with relatively lower level of learning style is retained . People have different learning styles because they vary in their ability or need to process information by sight, sound, and touch. Some may prefer enactive reproducing and enactive constructive style and figural reproducing and figural constructive style like charts, while others will learn better through verbal reproducing and verbal constructive style.

Table 8 reveals the classification of single parent student in senior secondary school on the basis of their score values in to two group’s viz. low and high groups. On overall self-esteem, the low group comprised of single parent secondary school student with score values of M- ½ SD and below i.e., 76 and below and the high group constituted of single parent secondary school student with the score values of M+ ½ SD i.e., 82 and above.



Table -9

**DEFFERENTIALS STUDY BETWEEN HIGH & LOW SELF-ESTEEM OF SINGLE PARENT SECONDARY SCHOOL STUDENTS IN GENERAL**

Groups of Teachers	N	M	SD	t-ratio	Significance
High Self Esteem of single parent secondary school students	113	88.15	5.016	29.09	.05*
Low self-esteem of single parent secondary school students	149	74.28	2.58		

Table-9 depicts that the mean scores of self-esteem of high and low group of single parent students are found to be 88.15 and 74.28 with SDs 5.016 and 2.58 respectively. The calculated t-value is comes out to be 29.09, which is greater than the table value at .05 level of significance. It implies that the high and low self-esteem groups differ significantly. The mean self-esteem of high group is higher than the lower group. It can be interpreted to mean that the secondary school single parent students are found to be higher order self-esteem. Thus, the research hypothesis (9) of the present study that secondary school single parent student will have self-esteem in comparison to single parent students with relatively lower level of self-esteem is retained . People with overly high self-esteem are often arrogant, self-indulgent, and express feelings of entitlement. They tend to overlook their own flaws and criticize others. Low self-esteem: Feeling inferior to others. People with low self-esteem value the opinions of others above their own.

**Main findings:**

- 1- Present study examined that there exists a significant positive relationship between learning style and self-esteem of secondary school single parent student is retained.
- 2- Present study depict that there exists a significant positive relationship between learning style and Positivity dimensions of Self-esteem of secondary school single parent student is retained.
- 3- Present study reveal that there exists a significant positive relationship between learning style and Positivity dimensions of Self-esteem of secondary school single parent student is retained.
- 4- Present study shows that there exists a significant positive relationship between learning style and competence dimensions of Self-esteem of secondary school single parent student is retained.





5- Present study proved that there exists a significant positive relationship between learning style and humility dimensions of Self-esteem of secondary school single parent student is retained.

6- Present study examined that there exists a significant positive relationship between learning style and self-worth dimensions of Self-esteem of secondary school single parent student is retained

7- Present study depict that there exists a significant positive relationship between learning style and Learning Orientation dimensions of Self-esteem of secondary school single parent student is retained.

8- The present study examined that secondary school single parent student will have higher learning style in comparison to single parent students with relatively lower level of learning style is retained.

9- Present study reveals that secondary school single parent student will have self-esteem in comparison to single parent students with relatively lower level of self-esteem is retained .

**Educational Implication:** - It is stated that learning style is important for the students, policy makers, administrators, curriculum makers, parents and teachers to help the students to explore their potentials in excelling in their academics and every field of life. Students can boost their academic performance and reinforce weak areas of study. Teachers can identify their favourite learning style, frequently becoming the prevailing learning style.

**Suggestions for further study:** - Since the single parent respondents agreed that, self-esteem plays a critical role in academic activities in secondary schools, there is need for school administration to focus on life skills education to boost the performance of students in academic related activities in secondary schools. Self-esteem may positively predict adolescent academic engagement. First, attention should be paid to the promotion of adolescent self-esteem .

**Limitation:** - The present study is limited in its scope due to several reasons. The sample size of the study is small. However, without broadening the study to populations beyond the selected state, there is no assurance that the results would generalise to the populations of other states, countries or cultures as a whole. Since the data was collected from only one state of a selected area, the research gathered data from different cultures of different areas to know the correlation of learning styles, and self-esteem. Moreover, the association of learning styles and self-esteem together is a less explored area, so the researcher can investigate such a relationship. This study has a great scope for future research. Increasing the sample size and including children from different cultures, may yield better results. Adding interventions for self-esteem could be proven to be useful in future.



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