

## Learning Styles to Improve: Self-confidence on Boys & Girls Visual Learners (Hearing Divyangian / Disable)

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### ABSTRACT

The aim of the study was to examine the self-confidence of Visual Learners. The present study of Learning Style to improve self-confidence visual learner in Indian Context. The sample included in this study was Hearing Disable 60 Boys & 60 Girls Students in Ahmednagar District. To assess the self-confidence of the subject the self-confidence Inventory \_PD. Proposed Statistical procedure is Descriptive statistics i.e. Mean, S.D will be computed and 't' test. Conclusion in this study On the basis of data and discussion of results, the hypotheses were tested and verified. The finding of the study significance difference between self-confidence of boys & girls Visual learner.

**Keywords:** *Learning Styles, self-confidence, Visual Learners*

A person with disabilities act 1995 & Rewashed 2016 they are included 21 disability types in this act. Those disabilities one of the main disability is hearing impairment / Handicapped those type disability student affecting hearing problem those called as visual Learners and those very we disable student to learn Different of Learning styles refer to the preferred way an individual processes information. Styles describe a person's typical mode of thinking, remembering or problem-solving. Furthermore, styles are usually considered to be bipolar dimensions whereas abilities are having more of ability is usually considered beneficial while having a particular cognitive style simply denotes a tendency to behave in a certain manner. Learning styles can be very helpful for both teachers and learners. Involving learners in the active process of learning requires identifying and understanding learners learning styles and teachers teaching styles. The ability to understand student learning styles can increase educational experience. Teachers might adjust their teaching style so that it is more congruent with a given student's or class of students' learning style.

### **Concept of Visual Learner**

There are so many hearing impaired children learn both concept visually because they did not except sounds that the reason they are Visual learners think in pictures and learn best in visual images. They depend on the instructor's or facilitator's nonverbal cues such as body

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language to help with understanding. Sometimes, visual learners favour sitting in front of the classroom. They also take descriptive notes over the material being presented.

### ***Definition of Learning Style***

1. Keefe (1987) defined learning style as: "Learning styles are characteristic cognitive, affective, and physiological traits that serve as relatively stable indicators of how learners perceive, interact with and respond to the learning environment."
2. Lemlech (1984) asserted that "learning styles emanate from natural, inborn inclinations. The individual's learning style manifests itself through preferred senses and personality characteristics" (as cited in Stewart, 1990, p. 371).
3. Expressing a similar view Reid (1995) stated that people have different learning styles and they vary in their natural, habitual and preferred ways to absorb, process, and retain new information and skills.
4. Dörnyei (2005) pointed out that learning styles are usually bipolar entities (for instance reflective versus impulsive, random versus sequential) that represent two extremes of a broad continuum (as cited in hatami, 2013, p. 488).
5. Vester (2005) elucidated learning style is the way a person perceives, conceptualizes, organizes and recalls information. All these definitions point out that learning style is an extensive concept, which consists of a learner's cognitive, psychological and affective variables (as cited in Huda, 2013, p.43).

### ***Significance of the study***

1. This study may provide quantitative data on the effect of Learning Styles to improve Self-confidence of Disabled Students.
2. The study may highlight the importance of the Disabled Students as field of inquiry for profound our understanding of nature, prediction of Self-confidence.
3. The study may bring an impetus for future experimental studies regarding the effect on the prediction of behavior on the bases of Disabled Student's.

### ***Objectives***

1. This study may quantitative data on the effect of Self-confidence to improve Visual learners students
2. To explore whether Self-confidence affect Visual learner's students
3. To suggest the importance of individual's Visual learner's students is predictive of their compatibility with others.

### ***Hypotheses***

The Self-confidence of Visual learners students can be improved after using learning style.

### ***Sampling:***

To study the problem statement of the research 120 Visual learners students will be selected as a sample from Ahmednagar district. In which 120 (60 boys and 60 girls) student belonging to Schools of age 10 to 18 years of Zillah Prasad & Municipal Corporation from Ahmednagar, will be selected.

While sampling the accidental, randomize method of sampling will be used. While selecting the sample the age, gender will be considered as control factors.

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*This study will base on a purposive random sampling technique.*

Type of school	Male	Female	Total
Visual learners students	60	60	120
<b>Total</b>			120

All Sample will be administered all the tests.

### Measurement Tool

- Description of the Self- Information Schedule:** This schedule was saturated by to collect the following facts about the student. Personal Information:- Name, Sex, Age, Caste, Education.
- Self-confidence Inventory \_PD** Constructed by D.D. Pandey in this test good validity and Test-Retest Validity .8822 and Split-half reliability .08924

### Design: Quasi-experimental design (Time Series Design ) O1 X O2

O1	X	O2
Pre Test	After(15Day) Treatment	Post Test
Self-confidence Inventory _PD	Learning Styles	Self-confidence Inventory _PD

### Variables under Study

- I) **Independent variable** - Visual learners students
- II) **II) Dependent variable** –
  - Learning Styles
  - Self-confidence

### Proposed Statistical Procedure:

- I) Descriptive statistics i.e. Mean, S.D, will be computed.
- II) 't' test

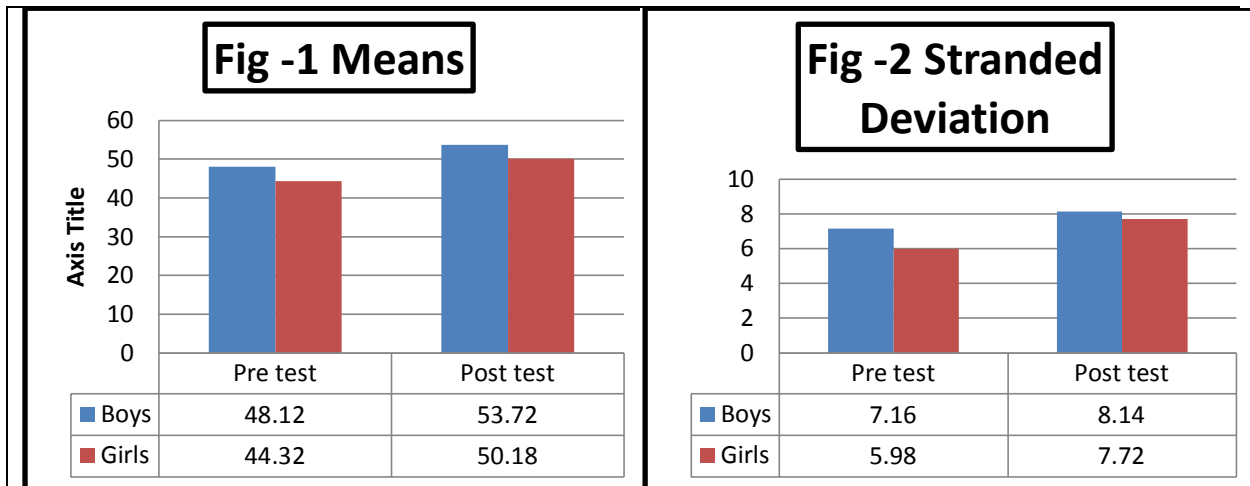
## RESULT ANALYSIS

**Table 1.- Self-confidence Inventory Means, SD, and t Value by Boys and Girls Students**

Sr.no	Test	Gender	N	Mean	S.D	't' Value	Sign	%
1.	Pre test	Boys	60	48.12	7.16	5.04	0.01	80.02
		Girls	60	44.32	5.98			73.86
		Total	120	92.44	13.14			77.03
2.	Post-test	Boys	60	52.72	8.14			87.86
		Girls	60	50.18	7.72			83.63
		Total	120	102.9	15.86			85.74

**Table 1** shows the mean comparison of Pre-test (N=120) and Post-test (N=120) Visual learners students on **Self-confidence Inventory \_PD**. The table clearly explains the details about Means, Standard Deviations (S.D's) and 't' values to increase Self-confidence using Learning styles after Post ties scale by D.D. Pandey.

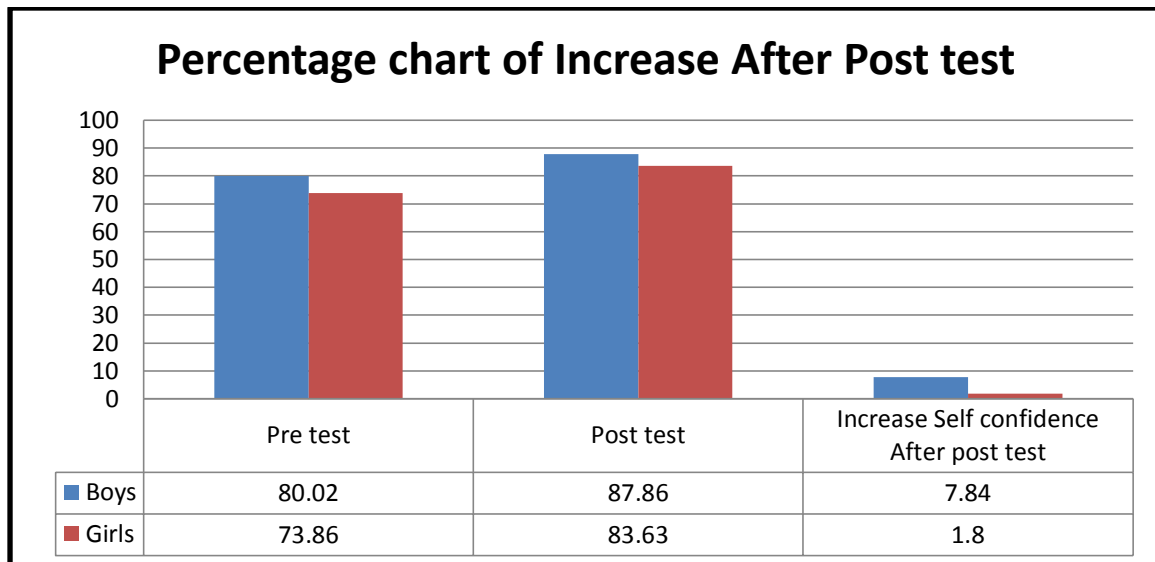
The result of the proposed test of significant levels of the has been given in all rows makes it clear that all factors increase Post-test between Pretest.



*Fig.1: Bar diagram showing Pre Test Mean value and Post Test Mean value*

*Fig.2: Bar diagram showing Pre Test Stranded Deviation value and Post Test Stranded Deviation value*

*Table 2 shows mean comparison of Pre-test and Post-test Percentage chart of Increase Self-confidence After Post-test The table clearly explains the details about Percentage increase Self-confidence using Learning styles after Post test scale by D.D. Pandey.*



*Fig.3: Bar diagram showing Pre Test and Post Test Percentage value*

**Limitations and Suggestions of the present research-**

1. The population was limited area restricted to Dist. Ahmednagar only. It can be spread into another area also.
2. The sample of the study was small. The study can also be done by taking a large sample size

**CONCLUSION**

On the basis of data and discussion of results, the hypotheses were tested and verified following conclusions were drawn. Tend to show Self-confidence can be improved using learning style.

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***Conflict of Interest***

The authors carefully declare this paper to bear not a conflict of interests

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