4. Introduction

On the strength of analysis and interpretation of data and discussion of results, the researcher is in a position to draw some conclusions. Therefore, this chapter deals with the main findings, discussion of the results, educational implications and suggestions for further research. These are presented in same sequence.

The present study is aimed at studying learning styles of senior secondary school students in relation to their emotional intelligence, self-concept and achievement motivation. Therefore, data collected for that purpose was subjected to statistical analysis in order to obtain the results and arrive at some meaningful findings. The findings that discerned are presented here in section wise. Section-I provides the findings pertaining to learning styles (visual learning style, aural learning style, verbal learning style, physical learning style, logical learning style, social learning style, and solitary learning style) of senior secondary school students. Section-II deals with the learning styles (visual learning style, aural learning style, verbal learning style, physical learning style, logical learning style, social learning style, and solitary learning style) in relation to emotional intelligence, self-concept and achievement motivation of senior secondary school students. Section-III deals with the main and interactional effect of two and three factors i.e. emotional intelligence, self-concept and achievement motivation on learning styles (visual learning style, aural learning style, verbal learning style, physical learning style, logical learning style, social learning style, and solitary learning style) of senior secondary school students. The main findings are presented here accordingly.
4.1 Main Findings

The main findings have been presented in section-wise. Section-I provides the findings pertaining to visual learning style, aural learning style, verbal learning style, physical learning style, logical learning style, social learning style and solitary learning style of senior secondary school students. This follows as under.

SECTION I

4.1.1 Descriptive Finding:

*Finding on learning styles (visual learning style, aural learning style, verbal learning style, physical learning style, logical learning style, social learning style, and solitary learning style) of senior secondary school students.*

- The visual learning style, aural learning style, verbal learning style, physical learning style and solitary learning style were the moderate and logical learning style and social learning style were the low preferable learning styles of senior secondary school students.

SECTION II

4.1.2 Correlational Findings:

4.1.2.1 *Finding on the relationship between visual learning style and emotional intelligence of senior secondary school students.*

- Visual learning style was found to have significant positive moderate co-efficient of correlation with emotional intelligence of senior secondary school students.

4.1.2.2 *Finding on the relationship between aural learning style and emotional intelligence of senior secondary school students.*

- Aural learning style was found to have significant positive low co-efficient of correlation with emotional intelligence of senior secondary school students.
4.1.2.3 **Finding on the relationship between verbal learning style and emotional intelligence of senior secondary school students.**

- Verbal learning style was found to have significant positive moderate co-efficient of correlation with emotional intelligence of senior secondary school students.

4.1.2.4 **Finding on the relationship between physical learning style and emotional intelligence of senior secondary school students.**

- Physical learning style was found to have significant positive moderate co-efficient of correlation with emotional intelligence of senior secondary school students.

4.1.2.5 **Finding on the relationship between logical learning style and emotional intelligence of senior secondary school students.**

- Logical learning style was found to have significant positive high co-efficient of correlation with emotional intelligence of senior secondary school students.

4.1.2.6 **Finding on the relationship between social learning style and emotional intelligence of senior secondary school students.**

- Social learning style was found to have significant positive high co-efficient of correlation with emotional intelligence of senior secondary school students.

4.1.2.7 **Finding on the relationship between solitary learning style and emotional intelligence of senior secondary school students.**

- Solitary learning style was found to have significant positive moderate co-efficient of correlation with emotional intelligence of senior secondary school students.

4.1.2.8 **Finding on the relationship between visual learning style and self-concept of senior secondary school students.**

- Visual learning style was found to have significant positive moderate co-efficient of correlation with self-concept of senior secondary school students.
4.1.2.9 Finding on the relationship between aural learning style and self-concept of senior secondary school students.

- Aural learning style was found to have significant positive low co-efficient of correlation with self-concept of senior secondary school students.

4.1.2.10 Finding on the relationship between verbal learning style and self-concept of senior secondary school students.

- Verbal learning style was found to have significant positive low co-efficient of correlation with self-concept of senior secondary school students.

4.1.2.11 Finding on the relationship between physical learning style and self-concept of senior secondary school students.

- Physical learning style was found to have significant positive moderate co-efficient of correlation with self-concept of senior secondary school students.

4.1.2.12 Finding on the relationship between logical learning style and self-concept of senior secondary school students.

- Logical learning style was found to have significant positive moderate co-efficient of correlation with self-concept of senior secondary school students.

4.1.2.13 Finding on the relationship between social learning style and self-concept of senior secondary school students.

- Social learning style was found to have significant positive moderate co-efficient of correlation with self-concept of senior secondary school students.

4.1.2.14 Finding on the relationship between solitary learning style and self-concept of senior secondary school students.

- Solitary learning style was found to have significant positive moderate co-efficient of correlation with self-concept of senior secondary school students.
4.1.2.15 Finding on the relationship between visual learning style and achievement motivation of senior secondary school students.

- Visual learning style was found to have significant positive low co-efficient of correlation with achievement motivation of senior secondary school students.

4.1.2.16 Finding on the relationship between aural learning style and achievement motivation of senior secondary school students.

- Aural learning style was found to have significant positive low co-efficient of correlation with achievement motivation of senior secondary school students.

4.1.2.17 Finding on the relationship between verbal learning style and achievement motivation of senior secondary school students.

- Verbal learning style was found to have significant positive low co-efficient of correlation with achievement motivation of senior secondary school students.

4.1.2.18 Finding on the relationship between physical learning style and achievement motivation of senior secondary school students.

- Physical learning style was found to have significant positive low co-efficient of correlation with achievement motivation of senior secondary school students.

4.1.2.19 Finding on the relationship between logical learning style and achievement motivation of senior secondary school students.

- Logical learning style was found to have significant positive low co-efficient of correlation with achievement motivation of senior secondary school students.

4.1.2.20 Finding on the relationship between social learning style and achievement motivation of senior secondary school students.

- Social learning style was found to have significant positive low co-efficient of correlation with achievement motivation of senior secondary school students.

4.1.2.21 Finding on the relationship between solitary learning style and achievement motivation of senior secondary school students.

- Solitary learning style was found to have significant positive low co-efficient of correlation with achievement motivation of senior secondary school students.
SECTION III

4.1.3 Main and Interactional Effect

4.1.3.1 Main and Interactional Effect of Emotional Intelligence, Self-concept and Achievement Motivation on Visual Learning Style of Senior Secondary School Students.

4.1.3.1.1 Main Effect on Visual Learning Style

4.1.3.1.1.1 Finding related to main effect of emotional intelligence on visual learning style of senior secondary school students.

- There exists significant difference in the visual learning style of senior secondary school students at three levels of emotional intelligence.

4.1.3.1.1.2 Finding related to main effect of self-concept on visual learning style of senior secondary school students.

- There exists significant difference in the visual learning style of senior secondary school students at three levels of self-concept.

4.1.3.1.1.3 Finding related to main effect of achievement motivation on visual learning style of senior secondary school students.

- There exists significant difference in the visual learning style of senior secondary school students at three levels of achievement motivation.

4.1.3.1.2 Two Factors Interactional Effect on Visual Learning Style

4.1.3.1.2.1 Finding related to two factors interactional effect of emotional intelligence and self-concept on visual learning style of senior secondary school students.

- There exists no significant difference in the interactional effect of three levels of emotional intelligence and self-concept on visual learning style of senior secondary school students.
4.1.3.1.2 Finding related to two factors interactional effect of emotional intelligence and achievement motivation on visual learning style of senior secondary school students.

- There exists no significant difference in the interactional effect of three levels of emotional intelligence and achievement motivation on visual learning style of senior secondary school students.

4.1.3.1.3 Finding related to two factors interactional effect of self-concept and achievement motivation on visual learning style of senior secondary school students.

- There exists significant difference in the interactional effect of three levels of self-concept and achievement motivation on visual learning style of senior secondary school students.

4.1.3.1.3 Three Factors Interactional Effect on Visual Learning Style

- There exists no significant difference in the interactional effect of three levels of emotional intelligence, self-concept and achievement motivation on visual learning style of senior secondary school students.

4.1.3.2 Main and Interactional Effect of Emotional Intelligence, Self-concept and Achievement Motivation on Aural Learning Style of Senior Secondary School Students.

4.1.3.2.1 Main effect on Aural Learning Style

4.1.3.2.1.1 Finding related to main effect of emotional intelligence on aural learning style of senior secondary school students.

- There exists no significant difference in the aural learning style of senior secondary school students at three levels of emotional intelligence.

4.1.3.2.1.2 Finding related to main effect of self-concept on aural learning style of senior secondary school students.

- There exists significant difference in the aural learning style of senior secondary school students at three levels of self-concept.
4.1.3.2.1.3 Finding related to main effect of achievement motivation on aural learning style of senior secondary school students.

- There exists significant difference in the aural learning style of senior secondary school students at three levels of achievement motivation.

4.1.3.2.2 Two Factors Interactional Effect on Aural Learning Style

4.1.3.2.2.1 Finding related to two factors interactional effect of emotional intelligence and self-concept on aural learning style of senior secondary school students.

- There exists no significant difference in the interactional effect of three levels of emotional intelligence and self-concept on aural learning style of senior secondary school students.

4.1.3.2.2.2 Finding related to two factors interactional effect of emotional intelligence and achievement motivation on aural learning style of senior secondary school students.

- There exists no significant difference in the interactional effect of three levels of emotional intelligence and achievement motivation on aural learning style of senior secondary school students.

4.1.3.2.2.3 Finding related to two factors interactional effect of self-concept and achievement motivation on aural learning style of senior secondary school students.

- There exists no significant difference in the interactional effect of three levels of self-concept and achievement motivation on aural learning style of senior secondary school students.

4.1.3.2.3 Three Factors Interactional Effect on Aural Learning Style

- There exists no significant difference in the interactional effect of three levels of emotional intelligence, self-concept and achievement motivation on aural learning style of senior secondary school students.
4.1.3.3 Main and Interactional Effect of Emotional Intelligence, Self-concept and Achievement Motivation on Verbal Learning Style of Senior Secondary School Students.

4.1.3.3.1 Main Effect on Verbal Learning Style

4.1.3.3.1.1 Finding related to main effect of emotional intelligence on verbal learning style of senior secondary school students.

- There exists significant difference in the verbal learning style of senior secondary school students at three levels of emotional intelligence.

4.1.3.3.1.2 Finding related to main effect of self-concept on verbal learning style of senior secondary school students.

- There exists no significant difference in the verbal learning style of senior secondary school students at three levels of self-concept.

4.1.3.3.1.3 Finding related to main effect of achievement motivation on verbal learning style of senior secondary school students.

- There exists no significant difference in verbal learning style of senior secondary school students at three levels of achievement motivation.

4.1.3.3.2 Two Factors Interactional Effect on Verbal Learning Style

4.1.3.3.2.1 Finding related to two factors interaction effects of emotional intelligence and self-concept on verbal learning style of senior secondary school students.

- There exists no significant difference in the interactional effect of three levels of emotional intelligence and self-concept on verbal learning style of senior secondary school students.

4.1.3.3.2.2 Finding related to two factors interactional effect of emotional intelligence and achievement motivation on verbal learning style of senior secondary school students.

- There exists no significant difference in the interactional effect of three levels of emotional intelligence and achievement motivation on aural learning style of senior secondary school students.
4.1.3.2.3 Finding related to two factors interactional effect of self-concept and achievement motivation on verbal learning style of senior secondary school students.

- There exists no significant difference in the interactional effect of three levels of self-concept and achievement motivation on aural learning style of senior secondary school students.

4.1.3.3 Three Factors Interactional Effect on Verbal Learning Style

- There exists significant difference in the interactional effect of three levels of emotional intelligence, self-concept and achievement motivation on verbal learning style of senior secondary school students.

4.1.3.4 Main and Interactional Effect of Emotional Intelligence, Self-concept and Achievement Motivation on Physical Learning Style of Senior Secondary School Students.

4.1.3.4.1 Main Effect on Physical Learning Style

4.1.3.4.1.1 Finding related to main effect of emotional intelligence on physical learning style of senior secondary school students.

- There exists significant difference in the physical learning style of senior secondary school students at three levels of emotional intelligence.

4.1.3.4.1.2 Finding related to main effect of self-concept on physical learning style of senior secondary school students.

- There exists no significant difference in the physical learning style of senior secondary school students at three levels of self-concept.

4.1.3.4.1.3 Finding related to main effect of achievement motivation on physical learning style of senior secondary school students.

- There exists significant difference in physical learning style of senior secondary school students at three levels of achievement motivation.
4.1.3.4.2 Two Factors Interactional Effect on Physical Learning Style

4.1.3.4.2.1 Finding related to two factors interactional effect of emotional intelligence and self-concept on physical learning style of senior secondary school students.

- There exists no significant difference in the interactional effect of three levels of emotional intelligence and self-concept on physical learning style of senior secondary school students.

4.1.3.4.2.2 Finding related to two factors interactional effect of emotional intelligence and achievement motivation on physical learning style of senior secondary school students.

- There exists no significant difference in the interactional effect of three levels of emotional intelligence and achievement motivation on physical learning style of senior secondary school students.

4.1.3.4.2.3 Finding related to two factors interactional effect of self-concept and achievement motivation on physical learning style of senior secondary school students.

- There exists significant difference in the interactional effect of three levels of self-concept and achievement motivation on physical learning style of senior secondary school students.

4.1.3.4.3 Three Factors Interactional Effect on Physical Learning Style

- There exists no significant difference in the interactional effect of three levels of emotional intelligence, self-concept and achievement motivation on physical learning style of senior secondary school students.
4.1.3.5 Main and Interactional Effect of Emotional Intelligence, Self-concept and Achievement Motivation on Logical Learning Style of Senior Secondary School Students.

4.1.3.5.1 Main Effect on Logical Learning Style

4.1.3.5.1.1 Finding related to main effect of emotional intelligence on logical learning style of senior secondary school students.

- There exists significant difference in the logical learning style of senior secondary school students at three levels of emotional intelligence.

4.1.3.5.1.2 Finding related to main effect of self-concept on logical learning style of senior secondary school students.

- There exists no significant difference in the logical learning style of senior secondary school students at three levels of self-concept.

4.1.3.5.1.3 Finding related to main effect of achievement motivation on logical learning style of senior secondary school students.

- There exists significant difference in logical learning style of senior secondary school students at three levels of achievement motivation.

4.1.3.5.2 Two Factors Interactional Effect on Logical Learning Style

4.1.3.5.2.1 Finding related to two factors interactional effect of emotional intelligence and self-concept on logical learning style of senior secondary school students.

- There exists no significant difference in the interactional effect of three levels of emotional intelligence and self-concept on logical learning style of senior secondary school students.

4.1.3.5.2.2 Finding related to two factors interactional effect of emotional intelligence and achievement motivation on logical learning style of senior secondary school students.

- There exists no significant difference in the interactional effect of three levels of emotional intelligence and achievement motivation on logical learning style of senior secondary school students.
4.1.3.5.2.3 Finding related to two factors interactional effect of self-concept and achievement motivation on logical learning style of senior secondary school students.

- There exists no significant difference in the interactional effect of three levels of self-concept and achievement motivation on logical learning style of senior secondary school students.

4.1.3.5.3 Three Factors Interactional Effect on Logical Learning Style

- There exists no significant difference in the interactional effect of three levels of emotional intelligence, self-concept and achievement motivation on logical learning style of senior secondary school students.

4.1.3.6 Main and Interactional Effect of Emotional Intelligence, Self-concept and Achievement Motivation on Social Learning Style of Senior Secondary School Students.

4.1.3.6.1 Main Effect on Social Learning Style

4.1.3.6.1.1 Finding related to main effect of emotional intelligence on social learning style of senior secondary school students.

- There exists significant difference in the social learning style of senior secondary school students at three levels of emotional intelligence.

4.1.3.6.1.2 Finding related to main effect of self-concept on social learning style of senior secondary school students.

- There exists no significant difference in the social learning style of senior secondary school students at three levels of self-concept.

4.1.3.6.1.3 Finding related to main effect of achievement motivation on social learning style of senior secondary school students.

- There exists no significant difference in social learning style of senior secondary school students at three levels of achievement motivation.
4.1.3.6.2 Two Factors Interactional Effect on Social Learning Style

4.1.3.6.2.1 *Finding related to two factors interactional effect of emotional intelligence and self-concept on social learning style of senior secondary school students.*

- There exists no significant difference in the interactional effect of three levels of emotional intelligence and self-concept on social learning style of senior secondary school students.

4.1.3.6.2.2 *Finding related to two factors interactional effect of emotional intelligence and achievement motivation on social learning style of senior secondary school students.*

- There exists no significant difference in the interactional effect of three levels of emotional intelligence, self-concept and achievement motivation on social learning style of senior secondary school students.

4.1.3.6.2.3 *Finding related to two factors interactional effect of self-concept and achievement motivation on social learning style of senior secondary school students.*

- There exists no significant difference in the interactional effect of three levels of self-concept and achievement motivation on social learning style of senior secondary school students.

4.1.3.6.3 Three Factors Interactional Effect on Social Learning Style

- There exists significant difference in the interactional effect of three levels of emotional intelligence, self-concept and achievement motivation on social learning style of senior secondary school students.

4.1.3.7 Main and Interactional Effect of Emotional Intelligence, Self-concept and Achievement Motivation on Solitary Learning Style of Senior Secondary School Students.

4.1.3.7.1 Main Effect on Solitary Learning Style
4.1.3.7.1.1 Finding related to main effect of emotional intelligence on solitary learning style of senior secondary school students.

- There exists no significant difference in the solitary learning style of senior secondary school students at three levels of emotional intelligence.

4.1.3.7.1.2 Finding related to main effect of self-concept on solitary learning style of senior secondary school students.

- There exists significant difference in the solitary learning style of senior secondary school students at three levels of self-concept.

4.1.3.7.1.3 Finding related to main effect of achievement motivation on solitary learning style of senior secondary school students.

- There exists significant difference in solitary learning style of senior secondary school students at three levels of achievement motivation.

4.1.3.7.2 Two Factors Interactional Effect on Solitary Learning Style

4.1.3.7.2.1 Finding related to two factors interactional effect of emotional intelligence and self-concept on solitary learning style of senior secondary school students.

- There exists no significant difference in the interactional effect of three levels of emotional intelligence and self-concept on solitary learning style of senior secondary school students.

4.1.3.7.2.2 Finding related to two factors interactional effect of emotional intelligence and achievement motivation on solitary learning style of senior secondary school students.

- There exists no significant difference in the interactional effect of three levels of emotional intelligence and achievement motivation on solitary learning style of senior secondary school students.

4.1.3.7.2.3 Finding related to two factors interactional effect of self-concept and achievement motivation on solitary learning style of senior secondary school students.

- There exists significant difference in the interactional effect of three levels of self-concept and achievement motivation on solitary learning style of senior secondary school students.
4.1.3.7.3 Three Factors Interactional Effect on Solitary Learning Style

- There exists significant difference in the interactional effect of three levels of emotional intelligence, self-concept and achievement motivation on solitary learning style of senior secondary school students.

4.2 Discussion of the Results

In this research study an attempt is being made to discuss the results obtained in terms of learning styles (visual learning style, aural learning style, verbal learning style, physical learning style, logical learning style, social learning style, and solitary learning style) in relation to emotional intelligence, self-concept and achievement motivation of senior secondary school students in Himachal Pradesh. The researcher tries to discuss the obtained result in comparison to similarity and difference of previous study. For development of the theory in learning styles, the investigator discusses the phenomena in scientific manner. So every section of the research study has been discussed for knowledge perspective.

The first section of the present study has been analysis in terms of description of learning styles (visual learning style, aural learning style, verbal learning style, physical learning style, logical learning style, social learning style, and solitary learning style) among senior secondary school students. The researcher found that visual learning style, aural learning style, verbal learning style, physical learning style and solitary learning style were the moderate and logical learning style were the low preferable learning styles of senior secondary school students. The students of senior secondary level prefer to learn through visual, aural, verbal, physical and solitary way rather than logical and social manner of educational tasks. It shows individual difference of senior secondary school students in learning styles.

The individual difference of senior secondary school students in learning style had been supported theoretically and past research studies such as Singh, 2001 and Chauhan,
2004 describe that there is difference in learning styles in high school students, Gilman, 2002 describes that everyone learn differently, Husen and Postethwaite, 2002 describe that individuals differ how students learn in educational activities, Corso, 2004 describes that boys and girls differ significantly in learning styles, Mayya and Rao, 2004 stated that people learn in different ways, Silvin, 2006 states that students have different ways of learning, Malathi and Malini, 2006 describe that students may have different preferences with regard to when, where and how to learn, Venogopal and Mridula, 2007 states that individual difference in style of learning and thinking, and Tali and Chand, 2010 states that perspective teachers vary in learning style. Form the above supported studies the researcher found that there are individual differences in learning styles of senior secondary school students in Himachal Pradesh.

The second section of the present study had analyzed in terms of correlation of learning styles with emotional intelligence, self-concept and achievement motivation of senior secondary school students. The findings of the study revealed that learning styles i.e. visual learning style, aural learning style, verbal learning style, physical learning style, logical learning style, social learning style and solitary learning style have positive relationship with emotional intelligence, self-concept and achievement motivation of senior secondary school students.

The finding of the present study revealed that emotional intelligence, self-concept and achievement motivation have positively correlated with learning styles of senior secondary schools students. The students' emotional intelligence are highly correlated with logical learning style and social learning style, moderately correlated with visual learning style, verbal learning style, physical learning style and solitary learning style and have low correlation with aural learning style. These findings verify the results of previous researches conducted by Busato et al, 2000, stated as emotional intelligence had positive
impact on learning styles of students. Some other studies (Pederson, 1984; Young, 1985; Westhafer, 1985) also supported indirectly that intelligence affects learning styles of learner. Schmeck, 1991 showed that self-concept had significant influence on learning styles. Some other studies (Griggs and Price, 1981; Gadzella, 1986; Bhatt, 1987; Verma, 1999; Srivastava, 2002) also supported the present findings with the same results. Ismail, 1982; Verma, 1999 and Singh, 2008 had also stated that achievement motivation played significant role in learning styles of higher secondary school students.

The finding of the present study revealed the main and interactional effect of emotional intelligence, self-concept and achievement motivation on learning styles i.e. visual learning style, aural learning style, verbal learning style, physical learning style, logical learning style, social learning style and solitary learning style of senior secondary school students. The main effect of emotional intelligence, self-concept and achievement motivation on visual learning style, aural learning style, verbal learning style, physical learning style, logical learning style, social learning style and solitary learning style shows that emotional intelligence had main effect on visual learning style, verbal learning style, physical learning style, logical learning style and social learning style; self-concept had main effect on visual learning style, aural learning style and solitary learning style; and achievement motivation had main effect on visual learning style, aural learning style, physical learning style, logical learning style and solitary learning style of senior secondary school students.

Some previous studies supported the main effects of emotional intelligence, self-concept and achievement motivation on visual learning style (Hewatti, 1995; Marsha, 2004; Mayya and Rao, 2004), aural learning style (Anderson and Young, 1994; Singh, 2008), verbal learning style (Purkiss, 1995; Power, 2000), physical learning style (Marsh, 2004), logical learning style (Black, 2009; Aggarwal, 2011), social learning style
(Gottman, 1997; Goleman, 2001), and solitary learning style (Ander man and Young, 1994; Singh, 2008). The above supported studies are helpful for concluding that emotional intelligence, self-concept and achievement motivation affect the learning styles of senior secondary school students.

The two factors interactional effect of emotional intelligence and self-concept; emotional intelligence and achievement motivation; self-concept and achievement motivation on visual learning style, aural learning style, verbal learning style, physical learning style, logical learning style, social learning style and solitary learning style indicated that emotional intelligence and self-concept had no interactional effect on learning styles; emotional intelligence and achievement motivation had no interactional effect on learning styles; self-concept and achievement motivation had interactional effects on visual learning style, physical learning style and solitary learning style of senior secondary school students. The researcher found that interactional effect of self-concept and achievement motivation was helpful for learner to learn by visual, physical and solitary manner in educational tasks.

The three factors interactional effect of emotional intelligence, self-concept and achievement motivation on learning styles i.e. visual learning style, aural learning style, verbal learning style, physical learning style, logical learning style, social learning style and solitary learning style contends that emotional intelligence, self-concept and achievement motivation had effects on verbal learning style and solitary learning style of senior secondary school students. The researcher found that the three factors interactional effect of emotional intelligence, self-concept and achievement motivation were helpful for senior secondary school students in learning through verbal and solitary manner. Through there is no parallel study to supported the finding pertaining interactional effect of emotional intelligence, self-concept and achievement motivation on verbal learning style.
and solitary learning style of senior secondary school students. There need to carry out similar investigation to obtain more reliable and meaningful generalizations.

**4.3 Educational Implications**

The findings of the present study give valuable contribution to learners, teachers, school administrators and educational planners on student’s learning style. The senior secondary school students have followed different learning styles in educational practices. The present research shows that the individual differences prevailed in learning. Individual attention should be given priority in teaching learning process of senior secondary school students. Every learner is unique in learning styles. So it is the responsibility of the teacher to teach the subject matter according to the different learning styles possessed by the senior secondary school students. Each learner may possess one or more learning styles in learning process. So it should be taken in account into teaching learning process by the educationists.

The researcher’s in-depth study of particular learning style gives valuable contribution to knowledge perspective of learner in association with different characteristics possesses by them. The learner’s mental ability is helpful in choosing, designing and way of dealing in a particular manner of each and every activities of life. Emotional intelligence has growing concern of learner’s mental ability which is not only aware of different situations but also helpful in managing it for the success of life. Self-concept associated with learner is self-view which leads to achievement in academic task. It not only helps the individual to know about himself but also creates a sense of responsibility in selecting the learning style.

The desire of the learner to excel in learning helps in selecting the learning approach according to his own mental energy. Achievement motivation develops the energetic force with the learner to select particular ways in learning approach for academic
success. The learner’s emotional intelligence, perception regarding self and energetic way of dealing learning task assist him to become a complex human being. Thus, it is the concern of learners, educationists and educational thinkers to know, understand and apply the learner’s emotional intelligence, self-concept and achievement motivation in the styles of learning.

The results of learning styles studies have important implications for educational practices as how student perceives and takes new information through visual, aural, verbal, physical, logical, social and solitary manner. It is a great matter of concern for learners to know and think about their own learning styles. Learning styles help the learner to learn the best of their abilities. The main finding of investigation stated that the interactional effect of emotional intelligence, self-concept and achievement motivation on verbal learning style of senior secondary school students. The students of senior secondary levels follow visual learning style, aural learning style, verbal learning style, physical learning style, logical learning style, social learning style and solitary learning style but the learner’s successes in educational tasks depends upon learn by verbally and solitary. So the senior secondary school students must follow verbal learning style and solitary learning style in educational activities. The verbal learning style and solitary learning style are helpful the learner not only awareness of own self but also helpful for applying emotional intelligence for academic success.

Knowledge of learning styles definitely helps and gives guidance to the teacher to use appropriate teaching strategies and models in order to facilitate learning. Teacher, who understands learning styles, used variety of materials and methods to responds the diverse needs of the students and facilitate teaching learning process. Realizing the paramount significances of learning styles in the teaching learning process, teacher applies variety of techniques in the field of teaching for fulfilling the students’ learning. The professional
responsibility of teacher is not only teaching but also the prime focus on the student’s learning; understand the student’s learning styles in the field of learning justify the professional accountability of teacher towards learner’s development. Teacher influence the students’ learning.

Similarly, this study also suggested the major implications for curriculum framers that they should recognize individual difference in general and styles of learning in particular within the learner. Each learner is unique in nature. Different learners follow different learning styles. The present research suggested that learner follow visual learning style, verbal learning style, physical learning style, logical learning style, social learning style and solitary learning style at senior secondary level. These learning styles are closely associated with learner’s emotional intelligence and self-concept. Therefore, it is the responsibility of curriculum constructor to know different learning styles and develop the curriculum material on the basis of prescribed learning styles followed by senior secondary school students.

The study has also implications for educational thinkers and guidance workers to fulfill the learner’s need, thinking pattern, mental ability, self-perception regarding student’s learning. Perhaps students are learning due to learning styles. Learning styles of students have the emerging phenomena which would be recognized by educationists. Individual attention should be given to the learner in learning process. So, educational supporter should encourage the learners to participate in teaching learning process according to own learning style. Learning should be facilitated by educational worker, for realizing the ultimate goal of education.

The present study points out individual difference in learning styles of senior secondary school students. Parents play a significant role in learning of their children. Their thought towards students learning has greatly affected. They should cooperate with
the learner to learn according to his own learning styles of educational task. They suggested their children to learn verbally and solitarily in educational activities at senior secondary school level.

Further, the present study suggested that the members of the society should give individual attention in learning. Learning of the student not only depends upon the teacher’s activity but also has great emphasis on learning styles of students. Therefore, emotional intelligence and self-concept should be given priority in teaching learning process.

Thus knowledge of learning styles has been useful for all members of society who take prime role towards students’ learning. The investigator realizes that the present study adds something to the existing knowledge in development of the theory of learning styles and gives valuable suggestions towards learners, teachers, curriculum planners, guidance workers, parents and society members.

4.4 Suggestions for Further Research

The present study dealt with the study of learning styles in relation to emotional intelligence, self-concept and achievement motivation of senior secondary school students of Himachal Pradesh. The review of related literature shows that sufficient work has not been done in this area. The present work is a noble attempt in this direction.

The researcher suggests for conducting related research in the following area:

Similar research can be conducted in other states and similar studies can also be conducted in relation to other variables like personality, academic stress, leadership behavior, fraction, problem solving abilities etc. Such studies can also be conducted in elementary and higher education level.