CHAPTER – V

FINDINGS, INTERPRETATIONS, RECOMMENDATIONS AND SUGGESTIONS

5.01. INTRODUCTION

This chapter deals with the findings and conclusions of the study. The investigator gives a brief summary of her findings, interpretations, recommendations and suggestions.

5.02 FINDINGS BASED ON PERCENTAGE ANALYSIS

Section – I

Psychological Needs

1. Need for Independence

The level of Need for Independence of tenth standard students in terms of background variables such as male (74.8), female (73.4), government (73.1), private (74.8), rural (75.3), urban (72.8), Hindu (71.8), Christian (60.2), Muslim (73.2), FC (53.5), SC (78.6), ST (63.1), mothers with educational qualification Degree (68.8), PG (73.0), Professional course (60.9), fathers with educational qualification Degree (71.9), PG (67.4), Professional course (78.6), mothers having government employment (75.2), private employment (84.2), casual labourer (77.6), fathers with government employment (75.4), private employment (68.0), business (70.5), monthly income below 10000 (64.5), 10000-15000 (48.8), 15000-20000 (75.1), above 20000 (60.5) is found to be moderate.
For BC students (54.2), parents with educational qualification SSLC (72.4 and 70.7), and children of house wives (71.5), the level of need for independence is found to be high.

2. Need for Self esteem

The level of Need for Self esteem of tenth standard students in terms of background variables such as male (61.3), female (65.0), government (66.4), private (76.4), rural (67.4) urban (75.3), Hindu (77.8), Christian (70.7), Muslim (77.5), BC (47.7), SC (69.8), ST (67.7), mothers with educational qualification Degree (61.1), PG (64.9), Professional course (67.4), fathers with educational qualification Degree (77.0), PG (56.5), Professional course (78.6), mothers having government employment (73.6), private employment (65.3), casual labourer (65.5), fathers with government employment (58.7), private employment (63.9), business (78.2), monthly income below 10000 (68.3), 15000-20000 (60.9), above 20000 (67.4) is found to be moderate.

For FC students (48.8), parents with educational qualification SSLC (76.7) and (74.3), children of house wives (76.2), children of fathers as casual labourers (56.1), and children having family income between 10000-15000 (46.4), the level of need for independence is found to be high.

3. Need for Love and Affection

The level of Need for Love and Affection of tenth standard students in terms of background variables such as male (62.5), female (74.2), government (64.8), private (73.4), rural (62.6), urban (75.5), Hindu (64.0), Christian (66.2), Muslim (54.4), SC (69.8), ST (58.5), mothers with educational qualification Degree (61.8), PG (67.6), Professional course (65.2), fathers with educational qualification
Degree (60.0), PG (60.9), Professional course (64.3), mothers having government employment (63.6), private employment (67.4), casual labourer (60.3), fathers with government employment (71.7), private employment (70.5), business (60.7), monthly income below 10000 (55.6), 15000-20000 (62.3), above 20000 (69.8) is found to be moderate.

For FC (44.9) and BC students (50.9), parents with educational qualification SSLC (77.9 and 76.2), children of house wives (70.5), and children of fathers working as casual labourers (62.9), and children having family income (49.6), the level of need for Love and Recognition is found to be high.

4. Need for Recognition and Approval

The level of Need for Recognition and Approval, of tenth standard students in terms of background variables such as male (57.0), female (74.0), government (57.9), private (56.5), rural (59.2), urban (54.8), Hindu (56.7), Christian (66.5), Muslim (71.5), SC (67.5), ST (52.3), mothers with educational qualification Degree (58.0), PG (67.6), Professional course (58.7), fathers with educational qualification Degree (47.4), PG (63.0), Professional course (57.1), mothers having government employment (68.6), private employment (51.6), casual labourer (58.6), fathers with government employment (55.8), private employment (57.4), business (53.4), monthly income below 10000 (56.7), 15000-20000 (54.3), above 20000 (67.4) is found to be moderate.

For FC students (44.4) and BC students (48.1), parents with educational qualification SSLC (75.5 and 73.6), children of house wives (74.9), children of fathers working as casual labourers (55.4), the level of need for Recognition and Approval is found to be high.
5. Need for Knowledge and New Experience

The level of Need for Knowledge and New Experience of tenth standard students in terms of background variables such as male (59.8), female (55.7), government (59.7), private (56.3), rural (70.3), urban (72.2), Hindu (56.2), Christian (75.6), Muslim (80.2), FC (53.5), BC (53.3) SC (65.1), ST (67.7), mothers with educational qualification Degree (57.3), PG (64.9), Professional course (71.7), fathers with educational qualification Degree (65.2), PG (50.0), Professional course (62.5), mothers having government employment (57.0), private employment (71.6), casual labourer (58.6), fathers with government employment (65.9), private employment (73.0), business (58.1), Children having family income 10000-15000 (44.5), 15000-20000 (67.8), above 20000 (60.5) is found to be moderate.

For students of parents with educational qualification SSLC (77.6 and 76.2), children of house wives (76.4), children of fathers working as casual labourers (58.8) and family income between 10000 – 15000 (44.5), the level of need for Knowledge and New Experience is found to be high.

6. Need for Creative Self Expression

The level of Need for Creative Expression of tenth standard students in terms of background variables such as male (72.7), female (73.2), government (58.3), private (71.0), rural (54.6), urban (75.1), Hindu (72.7), Christian (66.5), Muslim (65.8), SC (65.1), ST (69.2), mothers with educational qualification Degree (73.2), PG (62.2), Professional course (67.4), fathers with educational qualification Degree (75.6), PG (78.3), Professional course (77.7), mothers having government employment (58.7), private employment (75.8), casual labourer (63.8), fathers with
government employment (53.6), private employment (73.0), business (66.8), monthly income below 10000 (63.5), 15000-20000 (54.7), above 20000 (60.5) is found to be moderate.

For FC (47.5) and BC students (48.6), parents with educational qualification SSLC(71.2 and 68.6), children of house wives (69.6), children of fathers working as casual labourers (59.5) and children of family income between 10000 – 15000 (51.5), the level of Need for Creative Expression is found to be high.

7. Need for Security

The level of Need for Security of tenth standard students in terms of background variables such as male (63.7), female (62.7), government (63.0), private (63.4), rural (64.8), urban (61.5), Hindu (58.3), Christian (46.2), Muslim (65.4), SC (64.3), ST (69.2), mothers with educational qualification Degree (63.7), PG (64.9), Professional course (67.4), fathers with educational qualification Degree (62.2), PG (65.2), Professional course (64.3), mothers having government employment (67.8), private employment (74.7), casual labourer (81.0), fathers with government employment (75.4), private employment (61.5), business (63.8), monthly income below 10000 (51.2), 10000-15000 (44.3), 15000-20000 (61.6), above 20000 (44.2) is found to be moderate.

For FC (52.8), and BC students (54.9), parents with educational qualification SSLC (74.6 and 72.3), children of house wives (73.0), children of fathers working as casual labourers (55.2), the level of need for Security is found to be high.
8. Need for Achievement

The level of Need for Achievement of tenth standard students in terms of background variables such as male (64.8), female (64.5), government (64.6), private (64.8), rural (67.4), urban (61.7), Hindu (62.4), Christian (73.3), Muslim (73.3), FC (47.2), SC (67.5), ST (64.6), mothers with educational qualification Degree (57.3), PG (75.7), Professional course (78.3), fathers with educational qualification Degree (64.4), PG (67.4), Professional course (69.6), mothers having government employment (66.1), private employment (71.6), casual labourer (62.1), fathers with government employment (68.1), private employment (63.9), business (62.1), monthly income below 10000 (56.3), 10000-15000 (46.4), 15000-20000 (59.9), above 20000 (53.5) is found to be moderate.

For BC students (48.6), parents with educational qualification SSLC (70.7 and 67.9), children of house wives (69.3), children of fathers working as casual laborers (51.6), the level of need for Achievement is found to be high.

9. Need for Adequacy

The level of Need for Adequacy of tenth standard students in terms of background variables such as male (59.0), female (55.9), government (60.0), private (55.6), rural (50.8), urban (64.9), Hindu (59.9), Christian (54.5), Muslim (54.5), SC (54.0), ST (61.5), mothers with educational qualification Degree (56.7), PG (59.5), Professional course (52.2), fathers with educational qualification Degree (54.1), PG (69.6), Professional course (64.3), mothers having government employment (60.3), private employment (51.6), casual labourer (58.6), fathers with government employment (58.7), private employment (65.6), business (53.0),
monthly income below 10000 (42.3), 15000-20000 (51.6), above 20000 (72.1) is found to be moderate.

For FC (45.7), and BC students (57.7), parents with educational qualification SSLC (74.2 and 72.7), children of house wives (72.9), children of fathers working as casual laborers (56.3), and children of family income between 10000-15000 (46.1), the level of need for Adequacy is found to be high.

10. Need for Delight

Need for Delight of tenth standard students in terms of background variables such as male (56.8), female (69.1), government (70.8), private (68.7), rural (72.2), urban (56.9), Hindu (53.7), Christian (60.9), Muslim (58.4), FC (47.8), SC (60.3), ST (75.4), mothers with educational qualification Degree (70.1), PG (45.9), Professional course (67.4), fathers with educational qualification Degree (68.1), PG (63.0), Professional course (59.8), mothers having government employment (57.9), private employment (66.3), casual labourer (69.0), fathers with government employment (75.4), private employment (75.4), business (58.7), monthly income below 10000 (66.2), 10000-15000 (48.8), 15000-20000 (70.2), above 20000 (65.1) is found to be moderate.

For BC students (57.5), parents with educational qualification SSLC (74.2 and 73.0), children of house wives (73.0), children of fathers working as casual laborers (57.0), the level of need for Delight is found to be high.
11. Total Psychological Needs

The level of total Psychological Needs of tenth standard students in terms of background variables such as male (69.3), female (68.0), government (72.2), private (67.6), rural (73.4), urban (68.0), Hindu (71.3), Christian (77.1), Muslim (69.1), FC (53.5), SC (70.6), ST (69.2), mothers with educational qualification Degree (70.1), PG (62.2), Professional course (71.7), fathers with educational qualification Degree (74.8), PG (63.0), Professional course (68.8), mothers having government employment (75.2), private employment (72.6), casual labourer (69.0), fathers with government employment (74.6), private employment (70.5), business (67.8), monthly income below 10000 (55.3), 10000-15000 (49.3), 15000-20000 (71.3), above 20000 (67.4) is found to be moderate.

For BC students (51.6), parents with educational qualification SSLC (74.7 and 72.7), children of house wives (73.6), and children of fathers working as casual laborers (57.0), the level of total Psychological Needs is found to be high.

Learning Styles of tenth standard students

1. Auditory Learning Style

The preference of Auditory Learning Style of tenth standard students in terms of background variables such as male (68.9), female (71.3), government (69.4), private (71.0), rural (71.8), urban (68.0), Hindu (69.0), Christian (72.9), Muslim (71.5), FC (46.7), SC (65.9), ST (66.2), mothers with educational qualification Degree (71.3), PG (64.9), Professional course (71.7), fathers with educational qualification Degree (67.4), PG (71.7), Professional course (61.6), mothers having government employment (69.4), private employment (69.5), casual labourer (70.7), fathers with government employment (74.6),
private employment (63.1), business (63.4), monthly income below 10000 (62.5), 10000-15000 (49.1), 15000-20000 (71.3), above 20000 (67.4) is found to be moderate.

For BC students (46.7), parents with educational qualification SSLC (70.4 and 68.5), children of house wives (69.4), and children of fathers working as casual laborers (47.3), the auditory learning style preference is found to be high.

2. Visual Learning Style

The preference of Visual Learning Styles of tenth standard students in terms of background variables such as male (69.7), female (75.8), government (75.0), private (71.0), rural (75.1), urban (70.1), Hindu (71.8), Christian (77.4), Muslim (74.2), FC (52.8), SC (69.0), ST (73.8), mothers with educational qualification Degree (73.9), PG (70.3), Professional course (73.9), fathers with educational qualification Degree (72.6), PG (76.1), Professional course (69.6), mothers having government employment (74.4), private employment (76.8), casual labourer (65.5), fathers with government employment (74.6), private employment (71.3), business (75.2), monthly income below 10000 (64.2), 10000-15000 (50.9), 15000-20000 (71.6), above 20000 (81.4) is found to be moderate.

For BC students (50.7), parents with educational qualification SSLC (71.8 and 69.9), children of house wives (71.3), and children of fathers working as casual laborers (50.7), the preference of visual learning style is found to be high.
3. Kinesthetic Learning Style

The preference of Kinesthetic Learning Styles of tenth standard students in terms of background variables such as male (71.5), female (71.1), government (72.9), private (70.1), rural (70.5), urban (65.3), Hindu (68.6), Christian (68.0), Muslim (68.1), FC (53.8), SC (65.1), ST (60.0), mothers with educational qualification Degree (69.4), PG (70.3), Professional course (71.7), fathers with educational qualification Degree (68.9), PG (65.2), Professional course (75.9), mothers having government employment (71.1), private employment (68.4), casual labourer (67.2), fathers with government employment (74.6), private employment (73.8), business (72.1), monthly income below 10000 (63.8), 10000-15000 (50.7), 15000-20000 (66.8), above 20000 (72.1) is found to be moderate.

For BC students (45.6), parents with educational qualification SSLC (69.2 and 66.9), children of house wives (68.2), and children of fathers working as casual laborers (50.7), the kinesthetic learning style preference is found to be high.

The level of Academic Achievement of tenth standard students

The level of Academic Achievement of tenth standard students in terms of background variables such as male (64.8), female (66.0), government (56.5), private (71.5), rural (67.8), urban (62.1), Hindu (59.9), Christian (60.2), Muslim (75.2), SC (65.1), ST (64.6), mothers with educational qualification Degree (68.2), PG (64.9), Professional course (65.2), fathers with educational qualification Degree (60.0), PG (69.6), Professional course (68.8), mothers having government employment (67.8), private employment (67.4), casual labourer (56.9), fathers with government employment (63.8), private employment (58.2), business (67.8), monthly
income below 10000 (69.6), 15000-20000 (63.7), above 20000 (62.8) is found to be moderate.

For FC (47.2), and BC students (49.3), parents with educational qualification SSLC (71.2 and 70.3), children of house wives (69.0), children of fathers working as casual laborers (49.1), and children of family income between 10000-15000 (46.1), the level of academic achievement is found to be high.

Section II

Findings of Differential Analysis

Psychological Needs

1. There is no statistically significant difference noted between male and female students in their Psychological Needs viz., Need for Independence, Need for Self esteem, Need for Love and Affection, Need for Recognition and Approval, Need for Knowledge and New Experience, Need for Creative Expression, Need for Security, Need for Adequacy, Need for Delight and total Psychological Needs, whereas significant difference exists between male and female students for Need for Achievement. While comparing the mean scores of the male and female students, the mean score of the female students (5.05) is greater than that of the male students (4.85) for the Need for Achievement.

2. Statistically significant difference exists between government and private school students in their Psychological Needs viz., Need for Independence, Need for Love and Affection, Need for Recognition and Approval, Need for Knowledge and New Experience, Need for Security, Need for Adequacy, and total Psychological Needs, whereas no significant difference is noted between
government and private school students for Need for Self esteem, Need for Creative Expression, Need for Achievement, and Need for Delight.

3. Statistically significant difference exists between rural and urban students in their Psychological Needs viz., Need for Independence, Need for Love and Affection, Need for Knowledge and New Experience, Need for Creative Expression, Need for Security, Need for Achievement, Need for Delight, and total Psychological Needs, whereas no significant difference is noted between rural and urban students for Need for Self esteem, Need for Recognition and Approval, and Need for Adequacy.

4. There is statistically significant difference noted among Hindu, Christian and Muslim students in their Psychological Needs viz., Need for Independence, Need for Self esteem, Need for Love and Affection, Need for Recognition and Approval, Need for Knowledge and New Experience, Need for Creative Expression, Need for Security, Need for Adequacy, Need for Delight and total Psychological Needs, whereas no significant difference exists among Hindu, Christian and Muslim students for Need for Achievement.

5. Statistically significant difference is noted among FC, BC, SC and ST students in their Psychological Needs viz., Need for Independence, Need for Self esteem, Need for Love and Affection, Need for Recognition and Approval, Need for Knowledge and New Experience, Need for Creative Expression, Need for Security, Need for Adequacy, Need for Delight and total Psychological Needs, whereas no significant difference exists among FC, BC, SC and ST students for Need for Achievement.
Learning Styles

6. There is no statistically significant difference noted between male and female tenth standard students in their learning style preferences viz., auditory, visual, kinesthetic and total learning styles.

7. There is no statistically significant difference noted between government and private school students in their learning style preferences viz., auditory, visual, kinesthetic and total learning styles.

8. No statistically significant difference is noted between rural and urban students in their learning style preferences viz., auditory, visual, kinesthetic and total learning styles.

9. There is statistically significant difference noted among Hindu, Christian, and Muslim tenth standard students in their learning style preferences viz., visual, kinesthetic and total learning styles whereas no statistically significant difference is noted among Hindu, Christian, and Muslim students in their auditory learning style preference.

10. There is no statistically significant difference noted among FC, BC, SC and ST students in their learning style preferences viz., auditory, visual, kinesthetic and total learning styles.

Academic Achievement

11. There is statistically significant difference noted between government and private, rural and urban students in their academic achievement whereas no statistically significant difference is noted between male and female students in their academic achievement.
12. There is statistically significant difference noted between Hindu, Christian, and Muslim; FC, BC, SC and ST students in their academic achievement.

Section III

Findings of Relationship Analysis

Psychological Needs

13. Educational qualification of mother has no impact on the dimensions of Psychological Needs of tenth standard students such as Need for Self esteem, Need for Love and Affection, Need for Recognition and Approval, Need for Knowledge and New Experience, Need for Creative Expression, Need for Security, Need for Adequacy, Need for Delight as well as total Psychological Needs, whereas has impact on Need for Independence and Need for Achievement.

14. Educational qualification of father has no impact on the dimensions of Psychological Needs such as Need for Independence, Need for Recognition and Approval, Need for Knowledge and New Experience, Need for Creative Expression, Need for Security, Need for Achievement, Need for Adequacy, Need for Delight as well as total Psychological Needs, whereas has impact on Need for Self esteem, and Need for Love and Affection.

15. Occupation of mother has no impact on the dimensions of Psychological Needs such as Need for Independence, Need for Recognition and Approval, Need for Knowledge and New Experience, Need for Security, Need for Achievement, Need for Delight as well as total Psychological Needs, whereas
has impact on Need for Self esteem, Need for Love and Affection, Need for Creative Expression, and Need for Adequacy.

16. Occupation of father has no impact on the dimensions of Psychological Needs such as Need for Love and Affection, Need for Achievement, Need for Adequacy, as well as total Psychological Needs, whereas has impact on Need for Independence, Need for Self esteem, Need for Recognition and Approval, Need for Knowledge and New Experience, Need for Creative Expression, Need for Security, and. Need for Delight.

17. Family income has no impact on the dimensions of Psychological Needs such as Need for Love and Affection and. Need for Delight whereas has impact on Need for Independence, Need for Self esteem, Need for Recognition and Approval, Need for Knowledge and New Experience, Need for Creative Expression, Need for Security, Need for Achievement, Need for Adequacy, as well as total Psychological Needs.

Learning Styles

18. Educational qualification of mother has no impact on the Learning style preferences viz., auditory, visual, kinesthetic and total learning styles of tenth standard students.

19. Educational qualification of father has no impact on the Learning style preferences viz., auditory, visual, kinesthetic and total learning styles of tenth standard students.

20. Occupation of mother has no impact on the Learning style preferences viz., auditory, visual, kinesthetic and total learning styles of tenth standard students.
21. Occupation of father has no impact on the Learning style preferences viz., visual, kinesthetic and total learning styles, but has impact on auditory learning style preferences of tenth standard students.

22. Family income has no impact on the Learning style preferences viz., auditory, visual, kinesthetic and total learning styles of tenth standard students.

**Academic Achievement**

23. The background variables such as educational qualification of parents, occupation of parents have no impact on the Academic achievement of tenth standard students, whereas the background variable family income has impact on academic achievement of tenth standard students.

**Section IV**

**Findings of Correlational Analysis**

**Psychological Needs and Academic Achievement**

24. There exists significant relationship between Psychological Needs namely Need for Love and Affection, Need for Adequacy and Academic Achievement of male tenth standard students. No significant relationship is noted between all the other dimensions of Psychological needs and Achievement of male tenth standard students. There is no significant relationship between Psychological needs and its dimensions and Academic Achievement of tenth standard female students except for Need for Recognition and Approval.

25. There exists significant relationship between Psychological Needs namely Need for Self Esteem, Need for Recognition and Approval, Need for
Adequacy and Academic Achievement of both government and private school tenth standard students. No significant relationship is noted between all the other dimensions of Psychological needs and Achievement of government and private school tenth standard students.

26. There exists no significant relationship between all the dimensions of Psychological needs and Achievement of rural tenth standard students except for Need for Independence. There exists significant relationship between Psychological Needs namely Need for Recognition and Approval, Need for Adequacy and Academic Achievement of urban tenth standard students. No significant relationship is noted between all the other dimensions of Psychological needs and Achievement of urban tenth standard students.

27. There exists significant relationship between Psychological Needs namely Need for Self Esteem, Need for Recognition and Approval, Need for Knowledge and New Experience, Need for Creative Self Expression and total Psychological Needs and Academic Achievement of Hindu tenth standard students. No significant relationship is noted between all the other dimensions of Psychological needs and Achievement of Hindu tenth standard students. No significant relationship is noted between all the dimensions of Psychological needs and Achievement of Christian tenth standard students, except for Need for Self Esteem. No significant relationship is noted between all the dimensions of Psychological needs and Achievement of Muslim tenth standard students, except for Need for Adequacy.

28. There exists significant relationship between Psychological Needs namely Need for Recognition and Approval, Need for Knowledge and New Experience, Need for Creative Self Expression, Need for Security, and total psychological needs and Academic Achievement of tenth standard students.
Psychological Needs and Academic Achievement of FC tenth standard students. No significant relationship is noted between all the other dimensions of Psychological needs and Achievement of FC tenth standard students. No significant relationship is noted between the dimensions of Psychological needs and Achievement of BC tenth standard students, except for Need for Self Esteem and Need for Love and Affection. No significant relationship is noted between all the dimensions of Psychological needs and Achievement of SC and ST tenth standard students.

29. There is no significant relationship between the dimensions of Psychological Needs and Academic Achievement of children of mothers having SSLC educational qualification, except for Need for Love and Affection. There is significant relationship between Need for Recognition and Approval, Need for Security, Need for Delight and total Psychological Needs of children of Mothers having degree qualification. There is no significant relationship noted between the dimensions of Psychological Needs and Academic Achievement of children of mothers having PG qualification, except for Need for Self Esteem. There is no significant relationship between the dimensions of Psychological Needs and Academic Achievement of children of mothers having Professional educational qualification, except for Need for Independence and Need for Knowledge and New Experience.

30. There is no significant relationship between Psychological Needs and its dimensions and achievement of tenth standard students based on educational qualification of father, except for Need for Love and Affection, Need for Recognition and Approval and Academic Achievement of children of fathers having SSLC qualification.
31. There is no significant relationship between Psychological Needs and its dimensions and achievement of tenth standard students based on occupation of mother, except for Need for Self Esteem and Academic Achievement of children of mothers working as casual labourers.

32. There exists significant relationship between Psychological Needs namely Need for Independence, Need for Love and Affection, Need for Knowledge and New Experience, Need for Achievement, Need for Adequacy and Need for Delight and Academic Achievement of children of fathers working as casual labourers. No significant relationship is noted between the dimension of Psychological Needs and children of fathers working as government employees, except for Need for Knowledge and New Experience. Significant relationship was noted between Need for Independence, Need for Knowledge and New Experience, Need for Delight and Academic Achievement of children of fathers working in Private firms. All other dimensions not significant. No significant relationship is noted between all the dimensions of Psychological Needs and children of fathers having own business.

33. There exists significant relationship between Need for Self Esteem, Need for Recognition and Approval, Need for Knowledge and New Experience and Academic Achievement of children of parents having family income below 10000. No significant relationship is noted between all the dimensions of psychological need and Academic Achievement of children of parents having family income 10000 to 15000. There exist significant difference between Need for Recognition and Approval, Need for Creative Self Expression, total psychological Needs and Academic Achievement of children of parents having family income 15000 to 20000. No significant relationship is noted
between the dimension of Psychological Needs and Academic Achievement of children of parents having family income above 20000, except for Need for Delight.

Learning Styles and Academic Achievement

34. There is significant relationship between Kinesthetic Learning Style preferences and Academic Achievement of male tenth standard students, where as there is no significant relationship noted between auditory, visual and total learning style preferences of male tenth standard students. Significant relationship is noted between visual and Kinesthetic Learning Style preferences and Academic Achievement of female tenth standard students, but no significant relationship noted between auditory and total Learning Styles and Academic Achievement.

35. There is no significant relationship between Learning Style preferences and its dimensions and achievement of tenth standard students in government schools. Significant relationship is noted between Visual and Kinesthetic learning style preferences and academic achievement of private school students. No significant relationship noted between auditory and total learning style preferences and academic achievement of private school tenth standard students.

36. There is no significant relationship between Learning Style preferences and its dimensions and achievement of rural tenth standard students. Significant relationship is noted between Kinesthetic Learning style preferences and achievement of urban tenth standard students. No significant relationship
noted between auditory, visual and total learning styles of urban tenth standard students.

37. There is no significant relationship between Learning Style preferences and its dimensions and achievement of tenth standard students based on religion, except for visual learning styles and academic achievement of Hindu tenth standard students.

38. There is no significant relationship between Learning Style preferences and its dimensions and academic achievement of FC, BC, SC and ST tenth standard students.

39. There is no significant relationship between Learning Style preferences and its dimensions and academic achievement of tenth standard students based on educational qualification of mother.

40. There exists significant relationship between visual learning styles and academic achievement of tenth standard students having parents with Degree qualification. There is also significant relationship between auditory learning styles and academic achievement of tenth standard students having parents with Professional qualification. There is no significant relationship noted between all other dimensions of Learning Styles and academic achievement of tenth standard students based on educational qualification of father.

41. There is no significant relationship noted between all the dimensions of learning style preferences and achievement of tenth standard students based on occupation of mother.

42. There is significant relationship noted between auditory learning styles and academic achievement of children of fathers having private employment. There is no significant relationship noted between all the other dimensions of
learning styles and achievement of tenth standard students based on occupation of father.

43. There is no significant relationship between Learning Style preferences and its dimensions and achievement of tenth standard students based on family income.

5.03 INTERPRETATIONS

Section I

Discussion on Percentage Analysis

Psychological Needs

1. It is revealed that students of parents with educational qualification SSLC are found to be having high need for independence. From the result, it may be assumed that as the parents are low educated, they may be sometimes conservative and are denying more freedom to their children. Similarly the children of unemployed mothers have high need for independence. This may be because, as the mothers are home bound and has little freedom compared to employed mothers, they tend to influence their children likewise.

2. Results showed that the level of Need for Self esteem of students of parents with educational qualification SSLC, children of house wives, children of fathers working as casual laborers is also found to be high. These children may lack self confidence and positive attitude towards self, and may develop a low self esteem. They may be getting fewer acceptances from the society and may develop inferiority complex compared to their counterparts.
3. The children of parents with educational qualification SSLC, children of unemployed mothers, children of fathers working as casual laborers have high need for Love and Affection. Most of the parents are unaware of the importance of expressing love and affection properly to their children. They may be frustrated in their living conditions and conservative in outlook, and may fail to express their love and affection.

4. The results showed the children of parents with educational qualification SSLC, children of unemployed mothers, children of fathers working as casual laborers have high need for Recognition and Approval. This may be due to the lack of social approval, as their parents are not getting much acceptance in the society. This may affect them to a great extent and have greater need for Recognition and approval.

5. The children of parents with educational qualification SSLC, children of unemployed mothers, children of fathers working as casual laborers have high need for Knowledge and New Experience, since the parents have low qualification, there may be less provision for knowledge and information in their homes. Also they may be unable to satisfy the intellectual curiosity of their children.

6. The children of parents with educational qualification SSLC, children of unemployed mothers, children of fathers working as casual laborers have high need for Creative Self Expression. The parents may not be able to help their children to express their feelings, not encouraging the creative potential of their children, and the children may not be getting enough opportunity to develop their creativity.
7. Results showed that the children of parents with educational qualification SSLC, children of unemployed mothers, children of fathers working as casual laborers have high need for Security. These children may not be able to overcome insecure feelings, may not be getting enough protection from the environment, and may have financial insecurity. Due to these reasons, they may have a high need for security.

8. Results showed that the children of parents with educational qualification SSLC, children of unemployed mothers, children of fathers working as casual laborers have high need for Achievement. This may be due to the motivation of parents. Since the parents are not having much educational qualification, they make their children aware of the need for a good job and there by the need for achievement.

9. Results showed that the children of parents with educational qualification SSLC, children of unemployed mothers, children of fathers working as casual laborers have high need for Adequacy. This may be due to the low acceptance and recognition received by children in their home and society and the inability to cope with life situations.

10. Results showed that the level of Need for Delight of BC children is high compared to their counter parts. This may be because the lack of joy and happiness they receive due to the backwardness they have in the community. Children of parents with educational qualification SSLC, children of unemployed mothers, children of fathers working as casual laborers have also high need for Delight. This may be due to the tension, lack of opportunities for delight, lack of congenial home atmosphere etc.
11. Results showed that the children of parents with educational qualification SSLC, children of unemployed mothers, children of fathers working as casual laborers have high need for all the above mentioned Psychological Needs. This may be due to the lack of awareness and knowledge among the parents and teachers about the role of Psychological Needs in the development of an individual.

12. The preferences to Auditory Learning Styles of children of parents with educational qualification SSLC is found to be high. Children of housewives, and children of fathers working as casual laborers, the auditory learning style preference is also found to be high. All the other categories have moderate level of auditory learning style preference.

13. The preferences to Visual Learning Styles of children of parents with educational qualification SSLC is found to be high, children of housewives, and children of fathers working as casual laborers, the visual learning style preference is found to be high. All the other categories have moderate level of visual learning style preference.

14. The preferences to Kinesthetic Learning Styles of children of parents with educational qualification SSLC, children of housewives, and children of fathers working as casual laborers, were found to be high.

15. The level of Academic Achievement of children of parents with educational qualification SSLC, children of housewives, and children of fathers working as casual laborers, were found to be high. This may be due to the motivation from parents since they are not having much educational qualification. They want their children to be highly educated.
Section II

Discussion on Differential Analysis

16. The results showed that there is no statistically significant difference noted between male and female students in their Psychological Needs viz., Need for Independence, Need for Self esteem, Need for Love and Affection, Need for Recognition and Approval, Need for Knowledge Adequacy, Need for Delight and total Psychological Needs, whereas significant difference exists between male and female students for Need for Achievement. The female students have more need for achievement; this may be due to the aspiration of the female students to get an equal or more status in education with male students.

17. The results showed that there is statistically significant difference between government and private school students in their Psychological Needs viz., Need for Independence, Need for Love and Affection, Need for Recognition and Approval, Need for Knowledge and New Experience, Need for Security, Need for Adequacy, and total Psychological Needs. In all the above cases, the private school students have more needs compared to the government school students. This may be due to the strict school atmosphere and attitude of the school authority. There is no significant difference noted between government and private school students for Need for Self esteem, Need for Creative Expression, Need for Achievement, and Need for Delight.

18. Statistically significant difference exists between rural and urban students in their Psychological Needs viz., Need for Independence, Need for Love and Affection, Need for Knowledge and New Experience, Need for Creative Expression, Need for Security, Need for Achievement, Need for Delight, and total Psychological Needs. In the above mentioned needs, except for Need for
Achievement, urban students have more needs compared to rural students. This may be due to the fact that rural students are enjoying free atmosphere, more contacts with the environment and surrounding and less restriction from their parents.

19. The results showed that there is statistically significant difference noted among Hindu, Christian and Muslim students in their Psychological Needs viz., Need for Independence, Need for Self esteem, Need for Love and Affection, Need for Recognition and Approval, Need for Knowledge and New Experience, Need for Creative Expression, Need for Security, Need for Adequacy, Need for Delight and total Psychological Needs. In all the above mentioned needs, Muslim students have more needs compared to Hindu and Christian students. It can be due to the conservative thinking, lifestyle, backwardness in education, beliefs, customs and traditions of the Muslim community.

20. There is statistically significant difference noted among FC, BC, SC and ST students in their Psychological Needs viz., Need for Independence, Need for Self esteem, Need for Love and Affection, Need for Recognition and Approval, Need for Knowledge and New Experience, Need for Creative Expression, Need for Security, Need for Adequacy, Need for Delight and total Psychological Needs. In the above mentioned needs, except for Need for Recognition and approval and Need for Creative Self expression. ST students have high needs compared to their counterparts. This may be due to the cultural backwardness of the scheduled tribe students. BC students have more Need for Recognition and approval and Need for Creative Self expression.
21. Results showed that there is no statistically significant difference noted between male and female students in their learning style preferences viz., auditory, visual, kinesthetic and total learning styles. This showed that both the male and female students prefer the same learning style and gender difference do not influence learning.

22. There is no statistically significant difference noted between government and private school students in their learning style preferences viz., auditory, visual, kinesthetic and total learning styles. This may be due to the fact that now the government schools are also adopting various methods and techniques of teaching to cater to the individual needs.

23. The study revealed that there is no statistically significant difference between rural and urban students in their learning style preferences viz., auditory, visual, kinesthetic and total learning styles. Regardless of the locality, learning style preferences of the students are same.

24. The results showed that there is statistically significant difference among Hindu, Christian, and Muslim students in their learning style preferences viz., visual, kinesthetic and total learning styles whereas no statistically significant difference noted among Hindu, Christian, and Muslim students in their auditory learning style preference. Muslim students have more preference for auditory learning styles than their counterparts.

25. The study showed that there is no statistically significant difference among FC, BC, SC and ST students in their learning style preferences viz., auditory, visual, kinesthetic and total learning styles. All the categories have more or less same learning style preferences.
26. Results showed that there is statistically significant difference between government and private, rural and urban students in their academic achievement, whereas, no statistically significant difference noted between male and female students in their academic achievement.

27. The study revealed that there is statistically significant difference among Hindu, Christian, and Muslim; FC, BC, SC and ST students in their academic achievement.

Section III

Discussion on Associational Analysis

Psychological Needs

28. Educational qualification of mother has no impact on the dimensions of Psychological Needs such as Need for Self esteem, Need for Love and Affection, Need for Recognition and Approval, Need for Knowledge and New Experience, Need for Creative Expression, Need for Security, Need for Adequacy, Need for Delight as well as total Psychological Needs. This can be due to the fact that mothers basically whether educationally qualified or not, may be fulfilling their children’s needs carefully.

29. Educational qualification of father has no impact on the dimensions of Psychological Needs such as Need for Independence, Need for Recognition and Approval, Need for Knowledge and New Experience, Need for Creative Expression, Need for Security, Need for Achievement, Need for Adequacy, Need for Delight as well as total Psychological Needs, whereas has impact on Need for Self esteem, and Need for Love and Affection.
30. Occupation of mother has no impact on the dimensions of Psychological Needs such as Need for Independence, Need for Recognition and Approval, Need for Knowledge and New Experience, Need for Security, Need for Delight as well as total Psychological Needs, whereas has impact on Need for Self esteem, Need for Love and Affection, Need for Creative Expression, Need for Achievement, and Need for Adequacy.

31. Occupation of father has no impact on the dimensions of Psychological Needs such as Need for Love and Affection, Need for Achievement, Need for Adequacy, as well as total Psychological Needs, whereas has impact on Need for Independence, Need for Self esteem, Need for Recognition and Approval, Need for Knowledge and New Experience, Need for Creative Expression, Need for Security, and. Need for Delight.

32. Family income has no impact on the dimensions of Psychological Needs such as Need for Love and Affection and. Need for Delight whereas has impact on Need for Independence, Need for Self esteem, Need for Recognition and Approval, Need for Knowledge and New Experience, Need for Creative Expression, Need for Security, Need for Achievement, Need for Adequacy, as well as total Psychological Needs.

**Learning Styles**

33. The background variables namely, educational qualification of parents, occupation of parents, and family income have no impact on the Learning style preferences viz., auditory, visual, kinesthetic and total learning styles. This may be due to the fact that one’s learning styles are formed mainly by the
influence of teachers, the teaching methods and techniques adopted by the teachers, and the ways of learning the students adopt.

Academic Achievement

34. The background variables such as educational qualification of parents, occupation of parents has no impact on the Academic achievement of tenth standard students, whereas the background variable family income has impact on academic achievement. It can be interpreted from the results that economic status of the family is one of the main factors determining academic achievement.

Section IV

Discussion on Correlation Analysis

35. Results showed that there exists significant relationship between Psychological Needs namely Need for Love and Affection, Need for Adequacy and Academic Achievement of male tenth standard students. In the case of female students, there is no significant relationship between Psychological needs and its dimensions and Academic Achievement except for Need for Recognition and Approval. But in the case of male students, they may be lacking love, care and affection from parents and teachers, they may have a feeling of inadequacy and it may affect their academic performance. Female students’ need for recognition may be more, because in our society they may not be getting equal status or approval compared to the male counterparts and it may affect their academic achievement. This showed that
the psychological need satisfaction and academic achievement of tenth standard students are related.

36. It can be interpreted from the results that there is significant relationship between Psychological Needs namely Need for Self Esteem, Need for Recognition and Approval, Need for Adequacy and Academic Achievement of both government and private school tenth standard students. The results revealed that in both type of schools, children may not feel any difference regarding the fulfillment of psychological needs.

37. Results revealed that there exists no significant relationship between all the dimensions of Psychological needs and Achievement of rural tenth standard students except for Need for Independence. In rural background, the children may not get enough freedom to respond, freedom for expression and they may lack independence. It may affect their academic achievement to some extent. In the case of urban students, there exists that there is significant relationship between Psychological Needs namely Need for Recognition and Approval, Need for Adequacy and Academic Achievement.

38. Results showed that there exists significant relationship between Psychological Needs namely Need for Self Esteem, Need for Recognition and Approval, Need for Knowledge and New Experience, Need for Creative Self Expression and total Psychological needs and Academic Achievement of Hindu tenth standard students. It can be interpreted that most of the psychological needs of Hindu students are not fulfilled and it may affect their academic achievement. No significant relationship is noted between all the dimensions of Psychological needs and Achievement of Christian tenth standard students, except for Need for Self Esteem. The Christian students
may be lacking self-confidence and self-respect compared to their counterparts and it may affect their academic achievement. No significant relationship is noted between all the dimensions of Psychological needs and Achievement of Muslim tenth standard students, except for Need for Adequacy. It can be interpreted that most of the psychological needs of Muslim students are satisfied and no relationship with academic achievement.

39. The study showed that there exists significant relationship between Psychological Needs namely Need for Recognition and Approval, Need for Knowledge and New Experience, Need for Creative Self Expression, Need for Security, and total Psychological Needs and Academic Achievement of FC tenth standard students. No significant relationship is noted between all the other dimensions of Psychological needs and Achievement of FC tenth standard students. No significant relationship is noted between the dimensions of Psychological needs and Achievement of BC tenth standard students, except for Need for Self Esteem and Need for Love and Affection. From the results, it can be assumed that FC students have more psychological needs and have a relationship with academic achievement. The SC, and ST students’ psychological needs have no significant relationship with academic achievement.

40. Results revealed that there is no significant relationship between the dimensions of Psychological Needs and Academic Achievement of children of mothers having SSLC educational qualification, except for Need for Love and Affection. There is significant relationship between Need for Recognition and Approval, Need for Security, Need for Delight and total Psychological Needs of children of Mothers having Degree qualification. There is no significant
relationship is noted between the dimensions of Psychological Needs and Academic Achievement of children of mothers having PG qualification, except for Need for Self Esteem. There is no significant relationship between the dimensions of Psychological Needs and Academic Achievement of children of mothers having Professional educational qualification, except for Need for Independence and Need for Knowledge and New Experience. It can be interpreted that children of mothers having Degree qualification have more psychological needs and it may affect their academic achievement.

41. The study showed that there is no significant relationship between Psychological Needs and its dimensions and achievement of tenth standard students based on educational qualification of father, except for Need for Love and Affection, Need for Recognition and Approval and Academic Achievement of children of fathers having SSLC qualification.

42. The study revealed that there is no significant relationship between Psychological Needs and its dimensions and achievement of tenth standard students based on occupation of mother, except for Need for Self Esteem and Academic Achievement of children of mothers working as casual labourers. The children of casual labourers may be lacking self confidence, may be due to the less acceptance they receive from the society.

43. Results showed that there exists significant relationship between Psychological Needs namely Need for Independence, Need for Love and Affection, Need for Knowledge and New Experience, Need for Achievement, Need for Adequacy and Need for Delight and Academic Achievement of children of fathers working as casual labourers. It may be interpreted that most of the needs are not fulfilled for these children due to negligence and
avoidance and lack of self confidence they have. No significant relationship is noted between the dimension of Psychological Needs and children of fathers working as government employees, except for Need for Knowledge and New Experience. Significant relationship is noted between Need for Independence, Need for Knowledge and New Experience, Need for Delight and Academic Achievement of children of fathers working in Private firms. No significant relationship is noted between all the dimensions of Psychological Needs and academic achievement of children of fathers having own business.

44. The study revealed that there exists significant relationship between Need for Self Esteem, Need for Recognition and Approval, Need for Knowledge and New Experience and Academic Achievement of children of parents having family income below 10000. No significant relationship is noted between all the dimensions of psychological need and Academic Achievement of children of parents having family income 10000 to 15000. There exist significant difference between Need for Recognition and Approval, Need for Creative Self Expression, total psychological Needs and Academic Achievement of children of parents having family income 15000 to 20000. No significant relationship is noted between the dimension of Psychological Needs and Academic Achievement of children of parents having family income above 20000, except for Need for Delight. It may be interpreted that children of low economic strata have more psychological needs and it may affect the academic achievement. Children of higher economic strata have high need for delight, it may be even though they are having good economic set up, the need for joy and delight may not be fulfilled and it may affect their academic achievement.
Learning Styles and Academic Achievement

45. The results revealed significant relationship between Kinesthetic Learning Styles and Academic Achievement of male tenth standard students, where as significant relationship is noted between visual and Kinesthetic Learning Styles and Academic Achievement of female tenth standard students. In both cases, no significant relationship is noted between auditory and total Learning Styles and Academic Achievement.

46. The results showed no significant relationship between Learning Styles and its dimensions and achievement of tenth standard students in government schools, where as significant relationship is noted between Visual and Kinesthetic learning styles and academic achievement of private school students. It can be interpreted that private school students have visual and kinesthetic preferences than auditory and it helps in more academic achievement.

47. The study revealed that there is no significant relationship between Learning Styles and its dimensions and achievement of rural tenth standard students. Significant relationship is noted between Kinesthetic Learning styles and achievement of urban tenth standard students. The urban students have more kinesthetic learning style preferences and it enhances their academic achievement to a great extent.

48. The study revealed no significant relationship between Learning Styles and its dimensions and achievement of tenth standard students based on religion, except for visual learning styles and academic achievement of Hindu tenth standard students.
49. The study showed no significant relationship between Learning Styles and its dimensions and academic achievement of tenth standard students based on community.

50. Results showed no significant relationship between Learning Styles and its dimensions and academic achievement of tenth standard students based on educational qualification of mother.

51. The study revealed significant relationship between visual learning styles and academic achievement of tenth standard students having parents with Degree qualification. There is also significant relationship between auditory learning styles and academic achievement of tenth standard students having parents with Professional qualification. There is no significant relationship noted between all other dimensions of Learning Styles and academic achievement of tenth standard students based on educational qualification of father.

52. Results showed no significant relationship between all the dimensions of learning styles and achievement of tenth standard students based on occupation of mother.

53. It is revealed that there is significant relationship between auditory learning styles and academic achievement of children of fathers having private employment. There is no significant relationship noted between all the other dimensions of learning styles and achievement of tenth standard students based on occupation of father.

54. Results showed no significant relationship between Learning Styles and its dimensions and achievement of tenth standard students based on family income.
5.04 RECOMMENDATIONS

1. The present study showed that there is a relationship between Psychological needs and academic achievement of tenth standard students. From this we can conclude that lack of need satisfaction contributes to poor academic achievement and vice versa. Steps should therefore be taken by parents, caretakers, and teachers to understand the importance of psychological needs of children and all provision should be made at home and schools to provide, freedom, happiness and peace followed by satisfaction of their basic needs.

2. The study also revealed a correlation between learning styles and academic achievement. It was also found out that proper selection of learning style enhances academic achievement to a great extent. Teachers should understand students’ learning style preferences, and can provide differential instruction to promote learning and thereby academic achievement.

3. Proper awareness should be disseminated among the stakeholders about the relevance of satisfaction of basic psychological needs so that parents, teachers and caretakers would understand the necessity for providing the children what they need.

4. Knowledge about the learning style preferences would help the teachers to change the methods and techniques of their teaching.

5. Establishing guidance and counseling programs to tenth standard students would enable them to identify their problems and learning weaknesses and help them to select their own preferences of learning style and thereby improving their academic performance.
6. Seminars and workshops should be organized to equip the teachers with various methods and techniques of teaching to match the different learning styles of students.

7. Measures should be taken to identify the learning style preferences of students and help them to select the right mode of learning.

8. Provision of adequate learning experience for every learner according to the individual differences and learning styles may contribute better learning and improve academic achievement.

9. Proper knowledge of each child’s psychological needs is very necessary for the proper development of the personality. Teachers should also try to pay individual attention to cater the psychological needs of the children.

10. Every teacher should formulate plan and strategy and adopt different instructional procedures most suited to different pupils.

11. Teachers should help the learner to have clear-cut objectives and purpose of learning, and should arrange favorable and positive climate for learning.

12. Teachers and parents should share feelings and emotions of the children in a friendly and democratic way.

13. Schools should organize learning resources and make them available to the learners, and help the children in striving towards the realization of life’s goals.

14. Children should be given enough opportunities, help and due encouragement for building up their self-confidence, and self-respect.

15. There must be adequate provision for co-curricular activities, hobbies, classes, curricular areas of diversified interest.
16. Efforts should be made to restructure and improve the human and material resources provided in the schools as to suit the individual learners, according to their needs, interests and abilities and learning styles. There must be proper integration of theory with practice as well as curricular with co-curricular activities.

17. Services of experienced educational psychologists can prove valuable in planning of education. He may give valuable guidance to the teachers and parents in providing awareness and knowledge about the importance of psychological needs and learning styles.

18. A congenial home and school atmosphere which provide tender love, care, affection, security etc. should be ensured to each child. The children should be properly understood and encouraged.

19. Parents should be educated for the proper handling of the children and child rearing practices, especially for adolescents. The government and social agencies should come forward for educating the parents in this regard.

20. Positive attitude of the teachers and good interpersonal relationships among the peers should be maintained.

21. Family relationships and the behavior of the family members should be congenial especially for the gratification of psychological needs.

22. Concrete and real experiences along with abstract thinking and lecturing may contribute better learning.

23. Provision for development of motor skills and activity oriented classrooms.

24. Curriculum, methods of teaching, and tools for evaluation should be according to the individual needs of the children.

25. Education must place emphasis on intuition, feeling, sensing, and imagination
in addition to the traditional skills of analysis, reason and sequential problem solving.

26. Teachers should design their instructional methods to connect with different learning styles using various combinations of experience, reflection, and conceptualization. Instructors can introduce a wide variety of experiential elements into the classroom, such as sound, music, visuals, movement, experience and even talking.

27. Teachers should employ a variety of assessment techniques focussing on the development of whole brain capacity and each of the different learning styles.

28. Conduct professional development activities on the use of learning style in improving teaching and student development functions.

29. Promote the concept of classroom research and make data about learning style an integral part of it.

30. Establish curricular experiences that focus on helping students learn how to learn, and help in proper selection of learning styles suitable for each child.

31. Various methods should be adopted for different learning styles, for example, for auditory learners, tasks like repeating words aloud, small-group discussion, debates, listening to books on tape, oral reports, and oral interpretation can be given.

32. For visual learners, ensure that students can see words written, can use pictures, maps, charts, diagrams, and drawing time lines for events.

33. For tactile / kinesthetic learners, hands-on activities (experiments, etc.), projects, frequent breaks to allow movement, visual aids, role play, and field trips can also be suggested.
5.05 SUGGESTIONS FOR FURTHER RESEARCH

In the light of the experience gained from the study, the following are some of the studies suggested for further research:

1. Relationship between each of the ten Psychological Need variables can be studied in detail.

2. The study can be repeated on other samples, viz., other educational levels and other populations.

3. Relationship between Psychological Needs and other variables such as the following could be studied.
   a) Problems of adolescents
   b) Parental attitude

4. A study on Learning style preferences of
   a) Special students
   b) Distance education learners
   c) Vocational education students can be conducted

5. A comparative study of the Psychological Needs of orphan and non-orphan students can be undertaken.

5.06 CONCLUSIONS

There are many factors which decide the achievement of the students. The two important among them are Psychological needs and Learning styles. There has been a continuous struggle between the needs of the individual and the external forces since time immemorial. Those of us who can adapt or adjust to the needs of changing conditions can live happily and successfully. Success in gratification of one’s
psychological needs may lead to success and good adjustment to one’s self and the environment, and the person feels reasonably secure and maintains his self-esteem.

Many a times we wonder why individuals vary in their grasping power or ways of learning, although all of them are provided with similar teaching-learning environments. One of the main factors which contribute to learning is the variations of learning style preferences of the students. Recognizing the weaknesses of their own styles and the strengths of other learning styles is important (Chiya, 2003), and many studies highlight the importance of learning styles as being not only necessary, but also important for individuals in academic settings.

The present study emphasizes the effect of psychological needs and learning styles on the academic achievement of students. Teachers and parents should be aware of the importance of psychological needs and the usefulness of learning styles for effective learning to take place and thereby good academic success for their children. The results here suggest avenues of further research on related variables to understand and promote learning and academic performance of our students.