

Abstract

The present study aims to examine the relationship between Learning Styles, Social Competence and Academic Confidence in school children. The Learning Style Scale, Social Competence Scale for Children and Academic Behavioral Confidence Scale were used on a sample of 800 school children was taken from different public and private schools of Lahore. The results of the study indicate that auditory-verbal learning style along with social competence and some of its sub-scales i.e. sociability, social initiative, adaptability strongly predict the academic confidence of the school children. Social competence significantly predicts academic confidence ($\beta=.57, p<.001$) 32% variance indicated in academic confidence of school children. Sociability ($\beta=-.26, p<.001$) and adaptability ($\beta=-.11, p<.001$) are significantly negative predictors of academic confidence. The last model of regression indicated 36% variance in academic confidence of school children ($F=91.920$). The results further indicated gender and differences between the learning styles, social competence and academic confidence of the school children ($p<.001$). Furthermore, the results revealed significant difference in social competence among school children from private and public schools ($p<.05$). The academic confidence of school children also differed according to their academic performance ($F=17.539, p<.001$). The results concluded that the learning styles, social competence and academic confidence correlate positively with each other. This study guides the parents, school and counselors about the relation of learning style, social competence and academic confidence and how these affect the school children according to different dimensions.

Keywords: Learning Styles, Social Competence and Academic Confidence and School Children.