



THE RELATIONSHIP BETWEEN PRIMARY STUDENTS' PERCEPTUAL LEARNING STYLES AND THEIR SELF-PERCEPTIONS OF SUCCESS IN COURSES

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Abstract

Individuals' preferences of perceiving information, which are visual, audial, tactile and kinesthetic, are named as Perceptual Learning Styles (PLS) in the literature. This study, therefore, aims to explore the relationship between primary 4th and 5th grade students' perceptual learning styles and their self-perceptions (I am very successful, quite successful, not very successful) of success in courses. The study was conducted with primary 4th and 5th grade students in İstanbul during the 2011-2012 academic year. The research was designed in the relational analysis model. The SPSS16.0 statistical package was used for the statistical analyses of the research data. Independent group t-test, Kruskal Wallis and Mann Whitney-U tests were used in the analysis of the data depending on the variables. According to the results of the findings, students who found themselves successful in the courses of Turkish, Math, Science and Social Sciences had higher visual, audial, tactile and kinesthetic scores while those who found themselves successful in English had higher audial scores. On the other hand, there was not a significant relationship in Visual Arts and Physical Education in terms of statistics.

Key Words: Learning styles, perceptual, primary students, success in courses.