

ABSTRACT

This study aimed to determine the self-concept and learning styles of college students of Capiz State University-Pilar. Specifically, this study aimed to identify respondents' profile in terms of age, sex, and year level; determine the self-concept in terms of self-image, self-esteem and ideal self; identify the learning style preferences of respondents; and determine the significant relationship between self-concept and learning style preferences of the respondents. This study utilized descriptive-correlational design. The respondents of the study were two hundred eighty college students of Capiz State University-Pilar Satellite College selected through a stratified random sampling. The questionnaire on Self-Concept and Learning Styles were adapted from Robson 1989 and Reid 1987, respectively. Items were modified to suit the needs and was content validated by experts in the field. Results indicated that respondents have positive self-concept in terms of self-image, self-esteem and ideal self. With regards to the Learning Styles, college students preferred visual type of learning. Further, it was found out that relationship between self-concept and learning styles was very weak or negative and correlation was statistically not significant. Teachers may assist and encourage the respondents to set their own learning goals to reflect on their own interests and preferences in order to take ownership of learning that will make them feel empowered on their own learning.

Keywords: Self Concept and Learning Styles, Students, descriptive correlational