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A STUDY ON THINKING STYLES OF HIGHER SECONDARY SCHOOL STUDENTS

A. Kiruba¹ and Dr. M. Antony Raj²

Abstract

The present study helps to provide some information about thinking styles are frequently studied in educational concepts since thinking is the core component which shapes the learning environment. The survey method is used for the present study. The sample consists of 100 students in Tirunelveli district. The study reveals that there is no significant difference between male and female, rural and urban eleventh standard students. So through this study the thinking styles of eleventh standard students is enumerating about the usage of left and right hemispheres of the brain. The dominance of the two hemispheres will lead them to success. A student must use the right and left brain hemisphere to be good in their studies. The two hemispheres play a vital role in the development of the students.

INTRODUCTION

Thinking styles are frequently studied in educational concepts since thinking is the core component which shapes the learning environment. The way the individual thinks, leads to thoughts which is one of the main aspects of human being as stated by Cloninger (2008). Thinking style is at forefront of research. Thinking style profile is used in all areas where skill in communication and the need to understand how other people think and learn are critical to success.

SIGNIFICANCE OF THE STUDY

Cognitive or thinking style is a term used in cognitive psychology to describe the way individuals think perceive and remember information. Thinking styles differ from the latter being measured by aptitude tests or also called intelligence tests. Controversy exists over the exact meaning of the term thinking styles and also as to whether it is a single or multiple dimension of human personality. However, it remains a key concept in the areas of education and management. If a pupil has a thinking style that is similar to that of his/her teacher, the chances that the pupil will have a more positive learning experience are improved. The present study helps the teacher to get an idea of thinking style of their students and how the

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students can perform in their life according to their thinking style. So, thinking style plays a significant role in deciding their life. If thinking style of XI Std. students is improved, it will be more effective in their learning. This will help them in their higher studies. Therefore their career in future will prosper.

OBJECTIVE OF THE STUDY

1. To find out the level of thinking style of higher secondary school students and its dimensions.

HYPOTHESES OF THE STUDY

1. There is no significant difference between male and female higher secondary school students in their thinking style.
2. There is no significant difference between rural and urban higher secondary school students in their thinking style.

METHODOLOGY

The survey method is used in the present study.

Sample: The investigator used the random sampling technique for selecting the sample. The population of the study covers the students of Tirunelveli Educational district. The sample consists of 100 eleventh standard students.

Tool Used: Thinking style inventory prepared by the investigator and her supervisor.

Statistical Techniques Employed: Mean, t-test, were used for analyzing the data.

ANALYSIS AND INTERPRETATION OF THE DATA

Table 1. Level of Thinking Style of Eleventh Standard Students and its Dimensions

Variable	Low		Moderate		High	
	N	%	N	%	N	%
Left brain thinking style	20	15.2%	50	74.7%	30	10.1%
Right brain thinking style	10	15.2%	75	61.6%	15	23.2%
Thinking style	10	20.2%	70	57.6%	20	22.2%

It is inferred from the above table that the level of left brain thinking style (74.7%), right brain thinking style (61.6%) and thinking styles (57.6%) are moderate.

It is inferred from the above table that the level of decision making in terms of gender is moderate. Among the moderate values, the level of female B.Ed., students is high (72.2%) and level of male students is low (71.1%)

Table 2. Difference between Male and Female Eleventh Standard Students in their Thinking Style

Thinking Style	Gender	N	Mean	S.D	Calculated 't' value	Remarks
Right brain thinking style	Male	50	23.49	2.034	0.34	NS
	Female	50	23.36	2.383		
Left brain thinking style	Male	50	30.15	4.966	1.07	NS
	Female	50	29.80	4.621		

(The table value of 't' is 1.96, NS - Not Significant)

It is inferred from the above table that the calculated 't' value (0.34, 1.07) is less than the table value (1.96) at 0.05 level of significance. Hence the respective null hypothesis is accepted. Thus, the result shows that there is no significant difference between male and female eleventh standard students in their right brain thinking style and left brain thinking style.

Table 3. Difference between Rural and Urban Family Eleventh Standard Students in their Thinking Style

Thinking Style	Type of school	N	Mean	S.D	Calculated 't' value	Remarks
Right brain thinking style	Rural	40	23.54	2.008	0.77	NS
	Urban	60	23.25	2.474		
Left brain thinking style	Rural	40	29.70	4.699	2.40	S
	Urban	60	30.52	4.974		

(The table value of 't' is 1.96, S - Significant, NS - Not Significant)

It is inferred from the above table that the calculated 't' value (0.77) is less than the table value (1.96) at 0.05 level of significance. Hence the respective null hypothesis is accepted. Thus, the result shows that there is no significant difference between rural and urban XI standard students in their right brain thinking style. But the calculated 't' value (2.40) is greater than the table value (1.96) at 0.05 level of significance. Hence the respective null hypothesis is rejected. Thus, the result shows that there is significant difference between rural and urban XI standard students in their left brain thinking style.

While comparing the mean scores of rural (Mean=29.70) and urban XI standard students (Mean=30.52), it is inferred that the urban XI standard students are better than the rural XI standard students in their left brain thinking style.

FINDINGS

1. The level of thinking styles in terms of gender is moderate. Among the moderate values the level of female XI std. students is high (79.6%) and level of male students is low (70.0%). Since the females are acquiring the knowledge very quickly in studies as well as in other works than males.
2. There is no significant difference between male and female eleventh standard students in their left brain thinking style, right brain thinking style and thinking style. While comparing the mean scores females are better than male. This may due to that females perceive time in order, whole to part learning and good spatial visual relationships than male.
3. There is no significant difference between rural and urban eleventh standard students in their left brain thinking style, right brain thinking style and thinking style. While comparing the mean scores urban students are better than rural eleventh standard students. This may due to the left brain thinks methodically and likes to organize and categorize information from the environment. The right brain learns kinesthetically through the body and functions with the present. The rural students cannot get that environment but the urban students get.

CONCLUSION

Styles of learning are influenced by hemispheric functions of the brain and students learning strategies based on the preference of brain area. This is because mind plays a flexible role in accomplishing variety of tasks. Hemisphericity is the cerebral dominance of an

individual in retaining and processing modes of information on certain styles of learning and thinking.

So through this study the thinking styles of eleventh standard students is enumerating about the usage of left and right hemispheres of the brain. A student must use the right and left brain hemisphere to be good in their studies. The two hemispheres play a vital role in the development of the students.

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