

Prevalence of Style of Learning and Thinking among Mal Paharia Adolescents of Dumka District

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ABSTRACT

Individuals with a thinking learning style tend to focus more on the structure and function of information and objects. Thinking learners utilize rationality and logic when dealing with problems and decisions. The objective of this study is to know the Prevalence of Style of Learning and Thinking among Male and Female Mal Paharia Adolescents of Dumka District. Subjects were selected on Stratified Random Sample techniques. The data were collected with the help of PDQ and Style of Learning and Thinking Scale of Dr. V. Venkataraman. In this study it was found that Most of the Mal Paharia Adolescents of Dumka District had High level of Style of Learning and Thinking.

Keywords: Style of Learning and Thinking, Male, Female

Style of Learning and Thinking

Individuals with a thinking learning style tend to focus more on the structure and function of information and objects. Thinking learners utilize rationality and logic when dealing with problems and decisions. These learners often base decisions on personal ideas of right, wrong, fairness, and justice. Approximately 55% of males and 35% of females have a thinking learning style.

Characteristics of Thinking Learners

- Interested in logic and patterns
- Dislike basing decisions on emotions
- Bases decisions on reason and logic

Learning

Learning is primarily a process of change. When effective it results in changes to world view, understanding, knowledge, beliefs, values, attitudes and behaviours or skills. It could be argued that effective learning may also result in affirmation or strengthening of these factors. At this point it is important to clarify a simple definition of what is meant here by the term 'World View'. There is always a danger of minimizing a concept when it is simplified, and that 'World View' is a complex concept. However, that said, 'world view' could be described as a person's view of themselves, their family, the range of communities.

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They participate in and the relationship of these factors to the wider world. World view is then a summation of a person's Knowledge, experiences, culture, and understanding. A person's beliefs are drawn from their world view. It is from our beliefs that we draw our values. Our values are the major source of our attitudes and ultimately much of our behaviour in any given situation is controlled or driven by our attitudes. Learning is obviously an internal process for the individual. A change in skills or behaviour is only an outward indicator of an internal change. It is also apparent that learning is an activity that does not, and cannot occur in a vacuum. Learning changes something and is caused by something. This raises a further question. What is the prime 'something' that causes learning? The answer to this becomes clearer through the next two sections.

Thinking

Unarguably, thinking is a mind process that is internal to the individual. Ultimately thinking is a process that aims to make meaning from a confusing world. It is also obvious that this internal process is one that is triggered by a range of stimuli. These stimuli can be either internal or external in nature. An effective thinker is one who can create their own internal stimuli to promote thinking. It is also fairly obvious that, commonly, the stimuli that trigger thinking are sourced from external events that impact on the individual in some way. The resultant thinking, if it is effective, will assist the individual to make meaning and will result in strengthening or changes to World View, Beliefs, Values, Attitudes, and Behaviours. To summarize; Thinking could be defined as an internal process, triggered by a range of stimuli, that seeks to make meaning and results in strengthening or change to Worldview, Beliefs, Values, Attitudes, and Behaviours.

Relationship of the Thinking and Learning

A question worth considering is the relationship between thinking and learning. Primarily, is it thinking that fosters learning, or learning that fosters thinking? Consideration of this would expose an interesting relationship. It is possible to conceive of thinking that has no impact on learning, thinking that is ineffective perhaps circuitous, thinking that has no effect on strengthening or altering World View, Beliefs, Values, Attitudes, and Behaviors. On the other hand, it is very difficult to conceive of a situation where learning has occurred in the absence of thinking. It could be argued that a rote learning situation, where facts are repeated and re-written multiple times is such a situation. However, the eye cannot read, the ear cannot hear and the hand cannot write Without some form of active thought. So even in the rote learning situation that targets retention, there is still some form of active thought taking place.

REVIEW OF LITERATURE

Vengopal, Kalpana and Mridula, K (2007): In their research paper "*Styles of Learning and Thinking*" indicated that gender plays a role in hemisphere preference for information process. In right hemisphere preference boys dominated while in the left hemisphere preference girls dominated. A study of learning and cognitive style for the age group of Class VIII students. In total right hemisphere dominated in hem sphericity preference among children. There is a difference in the styles of learning and thinking among children. Children who preferred right hemisphere for information processing were more "content preferred" in learning style and "creative" in thinking style. Those children who preferred left hemisphere for information processing were more "verbal" in their learning style and "convergent and divergent" in their thinking style.

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The preference of conceptualization bears close resemblance to the description given by Springer and Deutsch in their book entitled “*Left Brain, Right Brain*” in 1989. Among the girls who preferred right hemisphere for information processing in learning style, they preferred the concept Content Preference followed by Learning Preference, Interest, Class Preference and Verbal. Among the girls, who preferred the right hemisphere for information processing in learning style of concepts the order of preference is Verbal, Learning Preference, Class Preference, Interest and Content Preference respectively.

RESEARCH METHODOLOGY

Objectives of the Study:

The main objectives of the present study is: -

- To know the Prevalence of Style of Learning and Thinking among Male and Female Mal Paharia Adolescents of Dumka District.

Research Question:

The main Research Question of the present study is: -

- To know the Prevalence of Style of Learning and Thinking among Male and Female Mal Paharia Adolescents of Dumka District.

Sample:

The stratified random sampling techniques were used to select the sample from different blocks in Dumka district. Altogether 240 adolescents were selected from different blocks in Dumka district. Sample units are presented in table-1.

Table-1: Sample Design

Group	Male	Female
	120	120
Total	240	

Tools

- **Personal Data Questionnaire (PDQ)**

This questionnaire will be prepared by the Research Scholar, to know about the name, age, religion, gender and place of residence etc.

- **Style of Learning and Thinking (SOLAT).**

The test is developed by Dr. D. Venkataraman (1990). It measures two basic functions of human brain i.e. Style of Learning and Style of Thinking. Style of Learning measures five basic functions of human brain i.e. Verbal, Content Preference, Class Preference, Learning Preference & Interest and Style of Thinking measures another five basic functions of human brain i.e. Logical/Fractional, Divergent/Convergent, Creative, Problem Solving and Imagination.

All sub dimensions of Style of Learning and Style of Thinking contains 5-5 items. Altogether there are total fifty (50) items. Reliability of test is 0.71 and validity is 0.84.

Procedure of data collection:

After taking the necessary permission from the principals of the participating schools, the questionnaires were administering on all the participants. Personal information schedule,

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Style of Learning and Thinking scale were used for data collection. The questionnaires were administered separately on all participants.

Statistical Analysis:

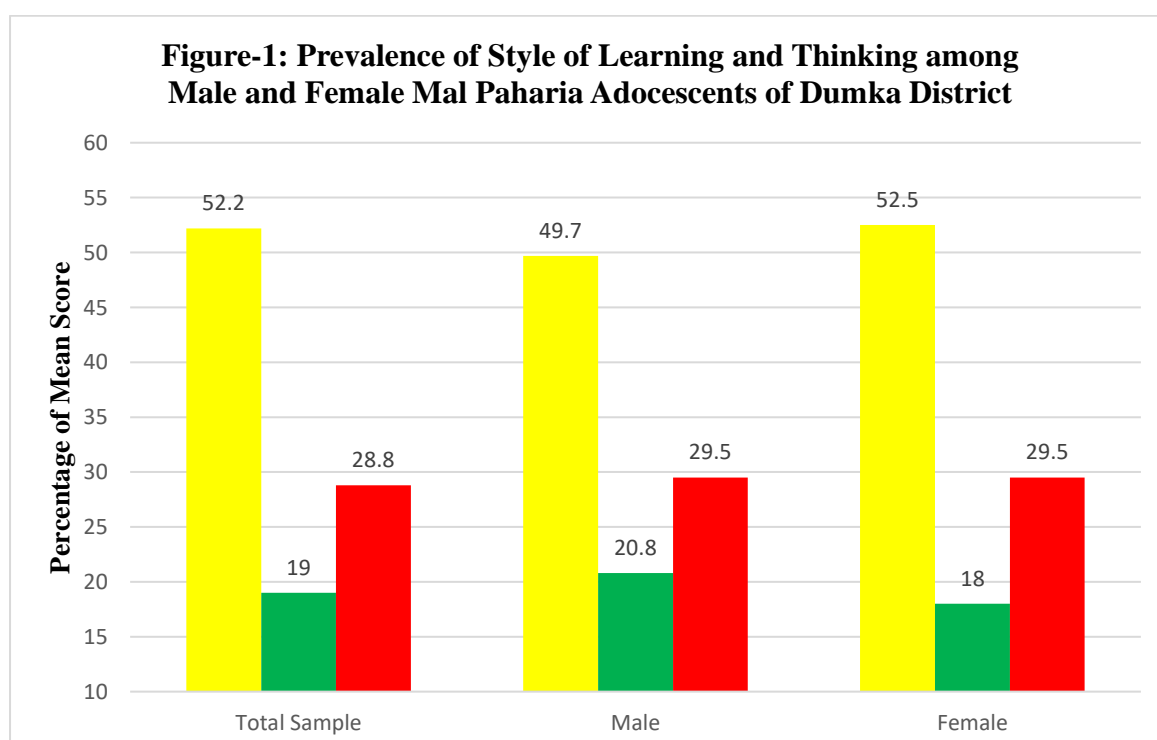
- Percentages were calculated to show Prevalence.
- Graphical representation done where ever needed.
- Analysis done by using SPSS.

ANALYSIS AND RESULT

Table No-02: Prevalence of Style of Learning and Thinking among Male and Female Mal Paharia Adolescents of Dumka District

Groups	High	Moderate	Low
	%	%	%
Total Sample	52.2	19	28.8
Male	49.7	20.8	29.5
Female	52.5	18.0	29.5

- 52.2% of the Malpahariya adolescents in Dumka district in Jharkhand had high Style of Thinking and learning where as 19 % had moderate and 28.8 % had low Style of Thinking and learning.
- 49.7% of the Male Malpahariya adolescents in Dumka district in Jharkhand had high Style of Thinking and learning where as 20.8 % had moderate and 29.5 % had low level Style of Thinking and learning.
- 52.5 % of the Female Malpahariya adolescents in Dumka district in Jharkhand had high Style of Thinking and learning where as 18.0 % had moderate and 29.5 % had low Style of Learning and Thinking.



CONCLUSION

Most of the Mal Paharia Adolescents of Dumka District had High level of Style of Learning and Thinking.

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Conflict of Interest

The author(s) declared no conflict of interest.

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