

“A Study of Style of Learning And Thinking of College students in Relation to their Stress”

Mrs. Naina Samuel

Research scholar

Dept. of Education

KSWU , Bijapur.

Dr. Venkoba Narayanappa

Research guide

Dept. of Education

KSWU , Bijapur

ABSTRACT

In the present investigation an attempt has been made to identify the learning and thinking styles through the hemispheric preference for information processing and its correlation with stress towards college students. The sample consisted of 840 college students of both government and private aided colleges, affiliated to Gulbarga University, Gulbarga. The Style of Learning and Thinking Inventory prepared and standardized by Dr.D. Venkataraman and Stress Scale prepared and standardized by Dr.Pruna Puri, Dr. Tejinder Kaur and Prof. Manjula Mehta was administered. Results revealed that, the boy & girl students have significant and negative correlation between SOLAT and stress level. Whereas there is a significant and positive correlation between SOLAT and Stress level of both the Govt. & private college students..

Keywords: Style of learning and thinking of the college students of Govt. and Private Aided, Stress.

Introduction

Learning situation is most natural and common in life and everyone of us learn one thing or the other. Learning is the modification of behavior through experience. Teaching and thinking styles of teachers and learning and thinking styles of students differ because learning differences are not related to their understanding. Style depends upon dominance of the individual in retaining and processing different modes of information in his / her own style of learning and thinking. Styles indicate the hemispheric functions of the brain, and students learning strategy and information processing are based on the preferences of the brain area. The style of learning and thinking are as important as levels of ability. We ignore to identify and develop student's thinking styles at their earlier and appropriate stage. Styles are not fixed, but changeable. It also helps to understand and assess the styles of students for developing intelligence and creativity in the field of their preferred styles in academic areas.

College students experience high stress due to academic commitment, financial pressure, and lack of time management skills, bad family environment-maladjustment these problems can lead to academic failure, family conflicts, drug abuse, violence and suicide and thus can be very costly to families, to the health care system and to the community at large. Recognizing the early signs of stress and doing some thing about it, can improve the quality of their present and future life.

The method of teaching adopted by teachers often reflects their personal thinking style, the students who have the same thinking style of the teachers are only benefited and rewarded. Otherwise the students with different styles are labeled as “slow “Dull” or even “stupid”. Since any subject can be taught with any compatible style helps students to follow learning activities of their own preferred styles.

Therefore it is important for the teachers to know about the students preferred styles, so that the teachers can capitalize the opportunities for students learning.

A research is undertaken to study the style of learning and thinking of college students with their stress related to teaching learning atmosphere.

Objectives:

1. To identify the style of learning and thinking of college students of both Government and Private aided College.
2. To identify the relationship between learning style and thinking and stress of college students.

Hypotheses:

1. There is significant difference in the style of learning and thinking among college students of Government & Private Colleges.
2. There is significant correlation between style of learning and thinking and stress of college students.

Methodology:

a) Sample: The study was conducted on a sample of 840 college students of both Govt. and Private Degree Colleges affiliated to Gulbarga University. The sample was selected on the basis of cluster sample technique.

b) Tools:

i) STYLE OF LEARNING AND THINKING (SOLAT) TOOL. A Inventory:

b) Tools:

a) Style of Learning and Thinking Tools (SOLAT): developed by Venkatraman (1994) is used, in the present study. It is modified version of the tool developed by Torrance with 50 items. It identifies hemisphericity dominance by way of studying the hemisphere functions and indicates the learning and thinking styles and brain hemisphere preference such as Right, Left and whole. The

inventory used has two statements in each item has (a) and (b) are to be made by the students.

b) Stress Scale:

The stress scale for college students was developed by Dr. Prerna Puri, Dr. Tejinder Kaur and Prof. Manju Mehta. The stress scale consisted of 34 items scores are to be rated through scoring pattern “Very often” (4), often (3), Sometimes” (2), “Never” (1), The score obtained by summing up of the ratings of the individual response. The score of the stress scale of college students will range between, 34 to 136 points.

Table 1: Significant difference between the sub groups in stress scores:

Variable	Sub-Group	N	Mean	SD	t-vale 0.05	Obtained t-Value	Level of Significance
Sex	Boy	483	186.22	21.5	1.960	4.255	S
	Girl	357	192.48	27.21			
Medium	Boy	496	192.63	27.57	1.960	-2.908	S
	Girl	344	183.47	17.28			
Institution	Govt	531	183.34	15.75	1.960	3.443	S
	Private Aided	309	198.40	32.23			

The above table reveals that the obtained ‘t’-value 4.255, -2.908 and 3.443 are significant at 0.05 level. Hence the students of the respective sub groups differ significantly in their stress level.

Table 2: Correlation between style of learning, thinking and Stress level

Variable	Sub Group	N	Mean	SD	r-value 0.05	Obtained t-Value	Level of significance
Boys	Solat	483	186.22	21.55	0.088	0.7570 (R)	S
	Stress		108.52	12.69	0.088	0.4423 (L) -0.8130 (W)	
Girls	Solat	357	192.48	27.21	0.088	0.7187(R)	S
	Stress		105.09	9.74	0.088	0.4451 (L) -0.8075(W)	
Kannada	Solat	496	192.63	27.57	0.088	0.7580 (R)	S
	Stress		106.09	11.66	0.088	0.4508 (L) -0.0125 (W)	
English	Solat	344	183.47	17.28	0.088	0.7081 (R)	S
	Stress		108.46	11.51	0.088	0.4255 (L) -0.8042 (W)	
Arts	Solat	300	182.50	16.32	0.088	0.7346 (R)	S
	Stress		108.25	12.30	0.088	0.3567 (L) -0.8006(W)	
Commerce	Solat	300	182.97	16.20	0.088	0.7239 (R)	S
	Stress		108.35	12.42	0.088	0.3746 (L) -0.8027(W)	
Science	Solat	240	204.25	32.86	0.088	0.7472 (R)	S
	Stress		103.97	11.74	0.088	0.5503 (L) -0.8217 (W)	
Govt.	Solat	531	183.34	15.75	0.088	0.7365 (R)	S
	Stress		108.11	11.33	0.088	0.3670 (L) -0.8016 (W)	
Private	Solat	309	198.40	32.23	0.088	0.7415 (R)	S
	Stress		105.26	11.99	0.088	0.5248 (L) -0.8185 (W)	

The above table reveals that the obtained 'r' values 0.757, 0.442, 0.719, 0.451, 0.758, 0.451, 0.708, 0.425, 0.724, 0.375, 0.747, 0.550, 0.737, 0.367, 0.742, 0.525, are showing significant and positive correlation between the stress and styles of learning and thinking and 'r'-values at 0.05 level are -0.813, -0.807, -0.813, -0.804, -0.803, -0.822, -0.802, -0.819 are showing significant and negative correlation between the stress and styles of learning and thinking of college students.

Findings: Results indicate that there are gender differences with respect to the learning style and thinking and at their stress atmosphere.

1. The students of both private and government colleges have similar left hemisphere oriented preference style of learning and thinking of concepts.

2. There is a significant difference between the sub groups i.e. boys and girls, Kannada and English, Arts, Science and Commerce in their style of learning and thinking and stress.
3. There is a significant difference between private and Govt. aided college students in their style of learning and thinking and stress.
4. There is a significant and positive correlation between style of learning and thinking of college students and their stress.
5. There is a significant and positive correlation between style of learning and thinking and their stress of the sub groups i.e. Kannada & English medium, Arts, Science & Commerce Colleges, Govt. and private aided.
6. There is a significant and negative correlation between style of learning and thinking and stress of both boys and girls.

CONCLUSION:

It is concluded that there is a significant difference in the styles of learning and thinking among-right hemisphere and Left hemisphere dominant boys and girls.

College students taken for the present study, were 483 boys and 357 girls of both Govt. and Private college students, preferred Whole hemisphere have less stress than the students preferred Left hemisphere and Right hemisphere. Govt. College students have higher preference of both Left and Right hemisphere have high stress than Private college students. Girl students have high preference of whole hemisphere oriented have less stress than boy students. Arts, Science and Commerce College students have different stress levels with preference of Right, hemisphere Left hemisphere and Whole hemisphere in their style of learning and thinking.

Psychology and split brain research show that the two hemisphere have specialized complementary functions. The studies of Hunter (1996) and Sperry (1998) concludes that the right hemisphere has a greater ability to process many modes of information with a single cognitive task. While the left hemisphere is superior in tasks which require fixation upon a single mode of representation or execution.

But in no way the one hemisphere is superior over the other. Difference in brain functions is what causes individual differences in learning and thinking styles (Torronce and Reynolds, 1980).

Results indicate that there are gender differences with respect to the styles of learning and thinking and in their stress levels. The right and left hemisphere have their own peculiarities and significance.

To conclude it is essential to identify the styles of learning and thinking and their stress levels of students in order to facilitate the problems of learning and teaching. It necessitates to change our approach to teaching. The teaching techniques in the colleges can be modified with the consonance students style of learning and thinking and their stress levels. Different teaching techniques and methodologies can be adopted to activate and influence the hemisphere functions and to control or lessen the stress levels of students.

REFERENCES

- Barr. A.S. (1957) "Encyclopedia of Educational Research by W.S. Monroe Revised New York
- Best, J.W. (1982), Research in Education Prentice Hall in India.
- Bogen, J.E. (1989). The other side of the brain-II, an appositional mind. Bulletin of the Los Angeles Neurological Society, 49, 135-162.
- Fitzgerald, D. & Hattie, J.A. (1993). An evaluation of your style of learning and thinking inventory. British Journal of Educational Psychology, 63, 336-346.
- Gazzaniga, M.S. (1989). Hemispheric lateralization of the human brain. UNCLA Educatio, 22, 9-12.
- Gazzaniga, M.S. (1990). The bisected brain. New York: Appletton – Century Crofts.
- Hunter, M. (1996). Right brained kids in left brained schools. Journal of Today's Education, 38, 45-68.
- Jangaiah, C. (1998). Learning styles, Hyderabad: Booklinks Corporation.
- Kane, N. & Kaane, M. (1999). Comparison of right and left hemisphere function. The Gifted Child Quarterly, 46, 157-67.
- National Curriculum Framework (2005) New Delhi: National Council of Educational Research and Training.
- Pask, G. (1986). Styles and strategies of learning. British Journal of Educational Psychology, 56, 128-148.
- Raina, M.K. (1984). Educational of the left and right hemispheres – implications of hemispheric specialization. Madras: Allied Publishers.

- Reynolds, C.R. & Percieved changes in styles of learning and thinking
- Torrance, E.P. (1978). (hemisphercity) through direct and indirect training. *Journal of Creative Behaviour*, 12, 245-52.
- Rubenzer, R. (1998). *The left and right hemisphere model for information processing: Possible implications for education*. New York: Columbia University Press.
- Samples, R.E. (1978) Are you teacing only one side of the brain *Learning*, 23, 24-30.
- Sperry, R.W. (1998) Left brain-right brain. *Saturday Review*, February 1998, pp. 18-20.
- Springer, S.P. & Left brain right brain. San Francisco: WH Free Man and Co.
- S.K. Mangal (2010) , *Advanced Educational Psychology* , PHI learning Pvt. Ltd. New Delhi.