

A STUDY OF MIND STYLE AND ACADEMIC ACHIEVEMENT OF DEVADASIS CHILDREN

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Abstract

Devadasis Cult and their family status also conducted number of case studies on Devadasis who were practicing Devadasis Cult. Present study is focusing on the problems of their children. Devadasis means ‘Servants of God or Goddesses’ and the practice of Devadasis were prevailed in ancient India. Mind Style is a regulatory system that helps a person understand and control his or her own cognitive performance. Mind Style allows people to take charge of their own learning. Regulation of cognition refers to activities regarding self regulatory mechanisms during an ongoing attempt to learn. In this article, an attempt is made to study the Mind Style and Academic Achievement of Children of Devadasis. The present study is involved a descriptive survey research method which was conducted on Devadasis Children. The present study involves 500 children of Devadasis drawn from the Belgaum, Bijapur and Bagalkot District the sample was drawn by using purposive and cluster sampling procedure. The study was confined to only the children of the Devadasis who were studying in IX standard in the Residential school setup meant for Devadasis children.

Keywords: *Mind Style, Academic Achievement, Devadasis Cult*



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Concept of Devadasis: Devadasis means ‘Servants of God or Goddesses’ and the practice of Devadasis were prevailed in ancient India. Currently, though it is banned by law, it is prevailed in North Karnataka, South Maharashtra and South-Western Andhra Pradesh. Under Devadasis practice, girls are dedicated, preferably as virgins, into temple service or religious mendicancy. Even a few of men were dedicated under Devadasis practice. Majority of the Devadasis are dedicated to temples of Sri Renuka Yellamma of Saundatti and Chandragutti in Karnataka. The Devadasis were also called as Jogini, Jogamma (females) and Jogappa (Male) in Kannada. As stated by Kamala Hampana (2015), such practice was also prevailed in other countries such as Sumerian, Ancient Egypt, Ancient Babylonia, Syria, Israel, Libya, China, Greece and Japan.

Devadasis are mostly young girls given to the temple by their parents. There they are taught sacred dances and ceremonies pertaining to the God of the temple (Slavery International, 2007). Devadasis literally means God's female servant (Dasi), who are young, pre-pubertal girls 'married off' or 'given away' in matrimony to God or local religious deity of the temple. These girls are not allowed to marry as they were married to the temple God. She had to serve the priests, inmates of the temple, the Zamindars (local landlords) and other men of money and power in the town and village. The 'service' given to these men is considered as equal to service of God. The Devadasis is dedicated to the service of the temple deity for life and there is no escape for her. If she wants to escape, the society would not accept her (Jordan, 2003). In Karnataka, the practice is found to exist in 6 districts- Bijapur, Belgam, Bagalkot, Raichur, Bellary and Gulbarga. The Devadasis community is most marginalised and discriminated group. The practice is historically related to the worship of deities particular by the lower, Madiga caste (Schedule Caste). Extreme poverty and routine discrimination experienced by Madiga families further increases the incidences of dedication (Prasannakumar and Srinivasa, 2012).

Concept and Meaning of Mind Style: Sigmund Freud has given some basic concepts to reveal the mysteries of mind. Sigmund Freud has compared the mind with an iceberg, in which the smaller part showing above the surface of the water represents the region of consciousness while the much larger mass below the water level represents the region of unconsciousness. Though the name is fairly new yet the subject of Psychology which deals with mind is very old. The word 'Psychology' was used for the first time in 1590 by Rudolf Geockle. It derives its origin from two Greek words, Psyche' (soul) and ' Logos' (a word or talk about). Eysenck. (1972) Gradually psychology was said to be science of mind and behaviour. Psychology, in fact was regarded as a part of philosophy till the turn of the last century and it had no separate existence as a science. Sigmund Freud gives footings to Psychology to guide other knowledge sources. The Mind Style Model, created by Anthony F. Gregorc in 1984, is a model that uses perceptual and thinking/ processing modes to determine four preferred learning styles. It is a modified version of Kolh's learning dimensions, focusing on random and sequential processing of information. The Mind Style's learning types are based on the concept that individuals learn through taking in concrete experiences or abstract constructs and then, ordering them in a linear, sequential way or in a random, leaping way.

According to Parkinson (2002) Mind Style is the linguistic style that reflects a cognitive state. In particular, it is a linguistic style characterized by distinctive and striking textual patterns. Major styles of mind are Extrovertness, Introvertness, Tough mindedness, Tender mindedness, Conforming, Creative, high structure, Low structure, Confident, Emotional. All schools of Philosophy, Psychology, Sociology and other related discipline create deep and challenging impression in every human being's mind so as to create one's own mind style depending on one's situation, life atmosphere and desire. Even the mind is strong, reactive and active the attitude is the one which makes it sociable and evaluative to other fellow beings. Attitude is the social measure of healthy mind style. Reservations in the society have its own impact on the minds of human being from its existence.

Importance of Mind Style: Today, one of the main goals of education is to make the students gain the thinking skills and strategies which they will use throughout their lives, rather than storing information. A good education should be able to show the students how to learn, how to remember, how to motivate themselves and how to control their own learning, so that they can teach how to learn. For all these reasons, to investigate the process of the mind styles of students is quite important. Mind Style developed was by many researchers until today. Some descriptions related to the concepts of mind style made by different researchers mind style as is the processes or outcomes of individuals or the knowledge of anything about their thinking mind style includes the capabilities such as the estimation of one's own mental activities, planning, monitoring and evaluation.

Mind Style has been linked to increases in the academic achievement of learners at all ability levels is another reason for its use. Researcher contributions noted that mind style engages the student in the learning process and seeks to improve the critical thinking, reasoning, and problem-solving skills of the learner. It is emphasized that as learners, some of who might normally "turn out" or refuse to speak out in a traditional setting, noted that every mind style approached used appropriately, can enable students to move beyond the text, memorization of basic facts, and learning lower level skills. Mind style leads to an increase in understanding of students.

Statement of the Problem: It has been observed by the researcher that many students, after learning addresses the various intelligences and learning styles, still choose not to participate in classroom discussions Based on the lack of response from the majority of students, many times the teacher assumes that students that do not speak up have mastered the material but the results of an assessment over that topic frequently indicate something different. Students

can process the amount of mind style to assess the tough minded, tender minded, conforming introverted and extroverted based on the constructivist approach and aims to educate students who play an active role of engaging in deep knowledge, and use the information they have learnt rather than the students, who play a passive recipient role in information. There are different approaches would promote mind style would be easy to put into different classroom practices in the residential school setup. In this article, an attempt is made to study the mind style and academic achievement of children of Devadasis at the Rehabilitation centres and Residential school meant for Devadasis Children.

Review of Related Literature: Investigator has reviewed previous studies on mind style and academic achievement of different disadvantaged children. But no studies were found related to specially Devadasis Children. Hence the present study has identified and stated. There were some studies available but findings of previous studies were not relevant to the present context.

Objectives of the Study: The present study is undertaken the following objectives:

1. To study whether there is a significant difference between Devadasis children belongs to different districts (Bagalkot, Belagavi and Bijapur) with respect to mind style
2. To study whether there is a significant difference between male and female Devadasis children with respect to academic achievement in total samples of Bagalkot, Belagavi and Bijapur districts
3. To study whether there is a significant difference between male and female Devadasis children with respect to mind style in total samples of Bagalkot, Belagavi and Bijapur districts
4. To study whether there is a significant relationship between mind style and academic achievement Children of Devadasis Bagalkot, Belagavi and Bijapur districts

Hypothesis of the Study: The present study is undertaken which the following Hypothesis:

1. There is no significant difference between Devadasis children belongs to different districts (Bagalkot, Belagavi and Bijapur districts) with respect to mind style
2. There is no significant difference between male and female Devadasis children with respect to academic achievement in total samples of Bagalkot, Belagavi and Bijapur districts
3. There is no significant difference between male and female Devadasis children with respect to mind style in total samples of Bagalkot, Belagavi and Bijapur districts

4. There is no significant relationship between mind style and academic achievement of Devadasis Children Bagalkot, Belagavi and Bijapur districts

Tools Used for the Study:The following tools were used the Data collection

- **Mind Style Inventory:** It is a Standardised Inventory assesses the personality dimensions. Which is constructed and standardised by Parkinson by using the latest research data on personality measurement. The inventory consists of 88 statements of negative and positive. The reliability and validity quotients of the inventory were found to be significant. In the present study, Investigator has modified the inventory and translated in to Kannada Version. Investigator has conducted pilot study for the purpose of calculation of reliability and validity quotients which were found to be statistically significant.
- **Academic Achievement:**It has been considered as the aggregate marks obtained in all subjects of IX standard in the annual examination conducted by the school.

Sample for the Study:The present study involves 500 children of Devadasis drawn from the Belgaum, Bijapur and Bagalkot District who are studying in the Residential schools meant for Devadasis Children. The sample was drawn by using purposive and cluster sample procedure. **Method of Research:**The present study is involved a descriptive survey research method which was conducted on Devadasis Children. It is descriptive study were a survey was undertaken to assess the Mind Style & Academic Achievement. The descriptive and predictive research were more appropriate to answer the research questions.

Scope of the Study: The study was confined to only the children of the Devadasis who are studying in IX standard in the Residential school setup meant for Devadasis children. The study was confined the area of Bijapur, Bagalkot and Belgaum District. The study was confined to Mind Style and Academic Achievement and also studying in Kannada Medium Residential School.

Data Analysis and Interpretation:Statistical calculations such as ANOVA, t-test, Co-relation and Tukeys Multiple postdoc procedures was used to analysis the data.

Table - 1: Results of ANOVA Test between Devadasis Children belongs to Different Districts (Bagalkot, Belagavi and Bijapur) with respect to Mind Style

Sources of variation	Degrees of freedom	Sum of squares	Mean sum of squares	F-value	p-value	Sig ni.
Between groups	2	35503.63	8875.91	56.8175		
Within groups	497	77327.77	156.22		<0.01	S
Total	499	112831.40				

The results of the above table,

- clearly showed that, there is a significant difference between Devadasis children belongs to different districts (Bagalkot, Belagavi and Bijapur) with respect to mind style scores ($F=56.8175$, $p<0.05$) at 0.05 level of significance. Hence, the null hypothesis is rejected. It means that, the Devadasis children belongs to different districts (Bagalkot, Belagavi and Bijapur) have different mind style.
- If F significant, further, to know the pair wise comparison of Devadasis children belongs to different districts (Bagalkot, Belagavi and Bijapur) with respect to mind style them by applying the Tukeys multiple posthoc procedures and the results are presented in the following table.

Table -2: Pair Wise Comparisons of between Devadasis Children belongs to Different Districts (Bagalkot, Belagavi and Bijapur Districts) with respect to Mind Style by Tukeys Multiple Postdoc Procedures

Districts	Bagalkot	Belagavi	Bijapur
Mean	42.18	50.56	43.09
SD	7.76	13.96	18.64
Bagalkot	-		
Belagavi	$p=0.0001^*$	-	
Bijapur	$p=0.9862$	$p=0.0002^*$	-

The results of the above table, clearly showed that,

- Devadasis children belong to Bagalkot and Belagavi districts differ significantly with respect to mind style. It means that, the Devadasis children belong to Belagavi district have higher mind style as compared to Bagalkot district.
- Devadasis children belong to Bagalkot and Bijapur districts do not differ significantly with respect to mind style. It means that, the Devadasis children belong to Bagalkot district have similar mind style as compared to Bijapur district.

3. Devadasis children belong to Belagavi and Bijapur districts differ significantly with respect to mind style. It means that, the Devadasis children belong to Belagavi district have higher mind style as compared to Bijapur district.

Table –3 Results of t test between Male and Female Devadasis children with respect to Academic Achievement in total samples and Bagalkot, Belagavi and Bijapur districts.

Samples	Gender	Mean	SD	t-value	P-value	Signi.
Total	Male	55.67	9.03	6.3633	<0.05	S
	Female	61.04	9.83			
Bagalkot	Male	59.38	4.16	2.0211	<0.05	S
	Female	61.54	6.31			
Belagavi	Male	62.24	13.53	5.7121	<0.05	S
	Female	74.40	6.59			
Bijapur	Male	52.30	4.61	4.6221	<0.05	S
	Female	56.28	3.98			

The results of the above table, clearly showed that,

1. Male and female Devadasis children in total differs with respect to academic achievement ($t=-6.3633$, $p<0.05$) at 0.05 level of significance. Hence, the null hypothesis is rejected. It means that, the female Devadasis children have higher academic achievement as compared to male children in total.
2. Male and female Devadasis children in Bagalkot district differs with respect to academic achievement ($t=-2.0211$, $p<0.05$) at 0.05 level of significance. Hence, the null hypothesis is rejected. It means that, the female Devadasis children have higher academic achievement as compared to male children in Bagalkot district.
3. Male and female Devadasis children in Belagavi district differs with respect to academic achievement ($t=-5.7121$, $p<0.05$) at 0.05 level of significance. Hence, the null hypothesis is rejected. It means that, the female Devadasis children have higher academic achievement as compared to male children in Belagavi district.
4. Male and female Devadasis children in Bijapur district differs with respect to academic achievement ($t=-4.6221$, $p<0.05$) at 0.05 level of significance. Hence, the null hypothesis is rejected. It means that, the female Devadasis children have higher academic achievement as compared to male children in Bijapur district.

Table - 4: Results of t test between Male and Female Devadasis Children with respect to Mind Style in total samples and Bagalkot, Belagavi and Bijapur districts

Samples	Gender	Mean	SD	t-value	P-value	Signi.
Total	Male	37.31	14.91	2.2244	<0.05	S
	Female	40.29	15.05			
Bagalkot	Male	41.82	6.05	0.3325	>0.05	NS
	Female	42.34	9.26			
Belagavi	Male	42.72	14.62	6.7676	<0.05	S
	Female	58.40	7.38			
Bijapur	Male	44.78	20.99	0.9061	>0.05	NS
	Female	41.40	15.98			

The results of the above table, clearly showed that,

1. Male and female Devadasis children in total samples differs with respect to mind style ($t=-2.2244$, $p<0.05$) at 0.05 level of significance. Hence, the null hypothesis is rejected. It means that, the female Devadasis children have higher mind style as compared to male children in total samples.
2. Male and female Devadasis children in Bagalkot district do not differs with respect to mind style ($t=-0.3325$, $p>0.05$) at 0.05 level of significance. Hence, the null hypothesis is not rejected. It means that, the male and female Devadasis children have similar mind style in Bagalkot district.
3. Male and female Devadasis children in Belagavi district differs with respect to mind style ($t=-6.7676$, $p<0.05$) at 0.05 level of significance. Hence, the null hypothesis is rejected. It means that, the female Devadasis children have higher mind style as compared to male children in Belagavi district.
4. Male and female Devadasis children in Bijapur district do not differs with respect to mind style ($t=0.9061$, $p>0.05$) at 0.05 level of significance. Hence, the null hypothesis is not rejected. It means that, the male and female Devadasis children have similar mind style in Bijapur district.

Table - 5: Results of Correlation, Coefficient between Academic Achievement with Mind Style of Devadasis Children

Variable (Mind Style)	Correlation, Coefficient	Between Academic Achievement With Mind Style	
Total Sample	r- value	t- value	P – value
Bagalkot	0.5455	14.5256	0.001
Belagavi	0.7580	11.5050	0.001
Bijapur	0.9115	21.9352	0.001
	0.037	0.3744	0.05

The results of the above table, clearly showed that,

1. A significant and positive correlation was observed between academic achievement and mind style of Devadasis children in total samples ($r=0.5455$, $p<0.05$) at 0.05 level of significance. Hence, the null hypothesis is rejected. It means that, the academic achievement and mind style of Devadasis children are dependent on each other in total samples.
2. A significant and positive correlation was observed between academic achievement and mind style of Devadasis children in Bagalkot district ($r=0.7580$, $p<0.05$) at 0.05 level of significance. Hence, the null hypothesis is rejected. It means that, the academic achievement and mind style of Devadasis children are dependent on each other in Bagalkot district.
3. A significant and positive correlation was observed between academic achievement and mind style of Devadasis children in Belagavi district ($r=0.9115$, $p<0.05$) at 0.05 level of significance. Hence, the null hypothesis is rejected. It means that, the academic achievement and mind style of Devadasis children are dependent on each other in Belagavi district.
4. A non-significant and positive correlation was observed between academic achievement and mind style of Devadasis children in Bijapur district ($r=0.0378$, $p>0.05$) at 0.05 level of significance. Hence, the null hypothesis is not rejected. It means that, the academic achievement and mind style of Devadasis children are independent on each other in Bijapur district.

Findings of the Study: Findings of the Study are as follows:

- The Devadasis children belong to different districts (Bagalkot, Belagavi and Bijapur) have different mind style.
- The Devadasis children belong to Belagavi district have higher mind style as compared to Bagalkot district.
- The Devadasis children belong to Bagalkot district have similar mind style as compared to Bijapur district.
- The female Devadasis children have higher academic achievement scores as compared to male children in total.
- The female Devadasis children have higher academic achievement scores as compared to male children in Bagalkot district.
- The female Devadasis children have higher academic achievement scores as compared to male children in Belagavi district.

- The female Devadasis children have higher academic achievement scores as compared to male children in Bijapur district.
- The female Devadasis children have higher mind style scores as compared to male children in total samples.
- The male and female Devadasis children have similar mind style scores in Bagalkot district.
- The female Devadasis children have higher mind style scores as compared to male children in Belagavi district.
- The male and female Devadasis children have similar mind style scores in Bijapur district.
- The academic achievement and mind style scores of Devadasis children are dependent on each other in total samples.
- The academic achievement and mind style scores of Devadasis children are dependent on each other in Bagalkot district.
- The academic achievement and mind style scores of Devadasis children are dependent on each other in Belagavi district.
- The academic achievement and mind style scores of Devadasis children are independent on each other in Bijapur district.

Conclusion: As described in the present study mind style is a very viable and which promotes the level of academic achievement amongst learners of Devadasis children.

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