



RESEARCH PAPER IN EDUCATION

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ABSTRACT

The challenges and problems faced by the individual in general are solved through serious efforts involving thinking and listening. In thinking there is mental exploration rather than motor exploration. The main objective of the study is to find out the difference and level of thinking style with respect to Gender, Medium of instruction and locality of Higher Secondary Students. The inventory used to find out the Thinking Styles of student is developed by Dr. Amala Doss. The size of the sample is 300 and it is collected from three types of schools, such as Government, Government-Aided and Private Schools. Reliability of the thinking styles inventory is 0.68 and validity 0.82. The level of thinking styles of Higher Secondary students is moderate and there is significant difference in the thinking styles based on Gender, Medium of Instruction and Locality.

Introduction

Thinking is perhaps one aspect of our mental activity which continues even when we are asleep. The difference between what is thinking and what is not thinking is just our awareness about the particular thinking process. Hence thinking is a complex mental process which involves manipulation of information. Such information is collected through our senses (such as vision, hearing, smelling etc) from the environment, as well as the information which is stored in our memory because of our encounter with many events and situations in the past. Thinking is a constructive process in the sense that it helps us to form a new representation of any object or event by transforming available information. It involves a number of mental activities, such as inferring, abstracting, reasoning, imagining, judging, problem solving, and creative thinking. Such activities take place in our mind and can be inferred from our behaviors. Thinking is usually initiated by a problem and goes through a sequence of steps such as judging, abstracting, inferring, reasoning, imagining, and remembering. These steps are often directed towards solution of the problem.

Significance of the Study

Now-a-days students at the high or higher secondary level, are not aware of what occupations or careers they should pursue. This is mainly because they do not have the ability to think for themselves. Most of them depend on others to make life's decisions. This is a very serious matter especially for today's youngsters who have to meet global challenges in their future and their styles of thinking need to be identified and guidance has to be given.

Objectives of the Study

- To find out the level of Thinking Style of Higher Secondary Students.
- To find whether there is a significant difference in the Thinking Styles of Higher Secondary Students based on Gender, Medium of Instruction and Locality.

Hypotheses of the Study

- The level of Thinking Styles among Higher Secondary Students is Moderate.
- There will be no significant difference in the Thinking Styles of Higher Secondary Students based on Gender.
- There will be no significant difference in the Thinking Styles of Higher Secondary Students based on Medium of Instruction.
- There will be no significant difference in the Thinking Styles of Higher Secondary Students based on Locality.

Tool: Thinking Styles Inventory by Dr. Amala Doss.

Sample: The sample consisted of 300 students from different types of schools, Government, Government-Aided and Private schools with due weightage to Gender, Locality and Medium of Instruction.

Reliability: In order to establish the reliability of the tool test re-test method was used to find out the reliability of the thinking style Inventory it was found to be 0.68 which is considered to be highly reliable.

Validity: The index of validity which is the square root of reliability was found to be 0.82 which is valid.

Descriptive Analysis

Hypothesis 1: Thinking Styles of Higher Secondary Students is Moderate.

Table 1: Percentage of students in each category of Thinking Styles

Category	Range	Frequency	Percentage
Low	23 – 48	75	25%
Moderate	49 – 53	139	46%
High	54 – 69	86	29%

From table 1, it is observed that Thinking Styles among Higher Secondary Students is moderate as hypothesized, since maximum number of student's lies in this category.

Differential Analysis

Hypothesis 2: There is no significant difference in the Thinking Styles of Higher Secondary Students based on Gender.

Table 2: Thinking Styles with respect to Gender

Variable	Gender	Number	Mean	SD	t – value	L.S
Thinking Styles	Male	150	50.76	4.96	16.48	0.01
	Female	150	51.85	3.73		

From the above table 2, it is observed that the t-value (16.48) is greater than the table value (2.58) at 0.01 level indicating significant difference between mean scores. Hence the null hypothesis is rejected and it is concluded that there is significant difference in the Thinking Styles of Higher Secondary Students based on Gender.

Hypothesis 3: There is no significant difference in the Thinking Styles of Higher Secondary Students based on the Medium.

Table 3: Thinking Styles with respect to Medium of Instruction

Variable	Medium of Instruction	No. of samples	Mean	S.D	t – value	L.S
Thinking Styles	Tamil	150	51.77	4.76	14.14	0.01
	English	150	50.83	4.01		

From the above table 3, it is observed that the t value of (14.14) is greater than the table value (2.58) at 0.01 level indicating significant difference between mean scores. Hence the null hypothesis is rejected and it is concluded that there is a significant difference in the Thinking Styles of Higher Secondary Students based on Medium of Instructions.

Hypothesis 4: There is no significant difference in the Thinking Styles of Higher Secondary Students based on Locality.

Table 4: Thinking Styles with respect to Locality

Variable	Locality	Number	Mean	SD	t-value	L.S
Thinking Styles	Rural	200	50.48	3.68	20.49	0.01
	Urban	100	51.72	4.70		

From the above table, it is observed that the t value (20.49) is greater than the table value 2.58 at 0.01 level indicating significant difference between mean scores. Hence the null hypothesis is rejected and it is concluded that there is a significant difference in the Thinking Styles of Higher Secondary Students based on Locality.

Major Findings the Study

- The level of Thinking Styles of Higher Secondary School Students is moderate.
- There is significant difference in the Thinking Styles of Higher Secondary Students based on Gender.
- There is significant difference in the Thinking Styles of Higher Secondary Students based on Medium of Instruction.
- There is significant difference in the Thinking Styles of Higher Secondary Students based on Locality.

Educational Implications

- The psychologists and counsellors can also work on the thinking styles of students in the educational institutions.
- To improve thinking styles, events like, organizing educational workshops, seminars and panel discussion for students can be arranged.
- Thinking styles can be included in the curriculum for students and can be extended for faculties.

Suggestions for Further Research

- The study can be extended to college students.
- This study could be extended to other districts and states also.
- Along with this it could include other variables like creative thinking, self esteem, social intelligence, leadership etc.,

Conclusion: The powers of thinking and reasoning may be consider being the essential tools for the welfare and meaningful existence of the individual. When the level of thinking style is elevated the challenges and problems could be faced by the student through serious efforts.

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