



RELATIONSHIP BETWEEN THE STUDY INVOLVEMENT AND STYLE OF LEARNING AND THINKING OF SECONDARY SCHOOL STUDENTS

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ABSTRACT

The present study aims to find out the relationship between study involvement and style of learning and thinking of secondary school students. This study adopted survey method and samples for the study were collected from different schools of Bangalore urban district. Samples were taken from private, Aided & Government Schools. A total of 1044 students were selected out of which 553 are boys and 491 are girls. Stratified random sampling design was used. The data was collected using the study involvement and style of learning and thinking tools. The result shows positively significantly correlated with each other.

**KEYWORDS** : Study Involvement, Right Hemisphere, Left Hemisphere, Whole Hemisphere.

INTRODUCTION

Involvement refers to the amount of physical and psychological energy that the student devotes to the academic experiences. Thus a highly involved student is one who, for example devotes considerable energy to studying, spends much time on campus, participates actively in student organizations and interacts frequently with faculty members and other students. Conversely a typical uninvolved student's neglect studies, spends little time on campus abstainers from extracurricular activities and has less contact with faculty members than other students. Study involvement is defined by Bhatnagar(1982) "a relationship between involvement and need satisfaction, a positive relationship that exists between personal involvement of individuals in any activity & the satisfaction of the needs." Yan off (1973) defined "Study Involvement as a degree of affect or feeling of being actively involved in ones own learning process." Study Involvement is a process by which the skills, capacities & competencies of the students are enhanced. Style of Learning and Thinking According to Gresha (1996) has defined "Learning style is personal quality that influence a student ability to acquire information to interact with peers and the teachers and other participant in learning experience". According to Ross : "Thinking is mental activity in its cognitive aspect or mental aspect with regard to psychological objects". The style of learning and thinking includes two hemispheres. The functions of right hemisphere of the brain like Visual patterns, Facial Identification, Motor, Dreams, Creativity, Imagery, Music and Problem solving. The functions of left hemisphere of brain like Language, Speech, Learning and Analytical thinking etc. Some students use both left and right hemisphere(whole hemisphere).

METHODOLOGY

The dependent variable of the study is Study Involvement and Independent variable of the study is style of learning and thinking. The descriptive variable considered in the study are gender, type of school.

HYPOTHESES

1. There is no significant relationship between the study involvement scores and right hemisphere of secondary school students.
2. There is no significant relationship between the study involvement scores and left hemisphere of secondary school students.
3. There is no significant relationship between the study involvement scores and whole hemisphere of secondary school students.

The study adopted survey method. Which is descriptive & explorative in nature. This study measures the Study Involvement & style of learning and thinking of secondary school students.

Tools used for Research

The following tools were used for collecting the data.

1. Study Involvement Inventory by Asha Bhatnagar (1982).
2. Style of learning and thinking by Venkataramanan.(1994)

Sample:

The sample were collected from different schools of Bangalore district. Sample are taken from private, Aided & Government schools separately. A total of 1044 students were selected.

Statistical Analysis:

The statistical technique used to analyse and interpret the research findings was Pearson's product moment co-efficient of correlation\*

Results and Discussions

Hypothesis-1

There is no significant relationship between the study involvement and right hemisphere of secondary school students.

Table-1

Showing the Number, Mean, 'r' value between the study involvement and right hemisphere of secondary school students.

Variables	N	df	'r' value	Level of significance
Study Involvement	1042	1040	0.118	**
Right Hemisphere				

\*\*Significant at 0.01 level of significance

The data in the above table shows that obtained 'r' value of 0.118 is greater than table value of 0.087 at 0.05 level and 0.114 at 0.01 level. It is significant, therefore we reject the above stated null hypothesis and it is concluded that there is a significant positive relationship between the study involvement and right hemisphere of secondary school students.

Hypothesis-2

There is no significance relationship between the study involvement and left hemisphere of secondary school students.

Table-2

Showing the Number, Mean, 'r' value between the study involvement and left hemisphere of secondary school students.

Variables	N	df	'r' value	Level of significance
Study Involvement	1044	1042	0.156	**
Left Hemisphere				

\*\*Significant at 0.01 level of significance

The data in the above table shows that obtained 'r' value of 0.156 is greater than table value of 0.087 at 0.05 level and 0.114 at 0.01 level. It is significant, therefore we reject the above stated null hypothesis and it is concluded that there is a significant positive relationship between the study involvement and left hemisphere of secondary school students.

### Hypothesis-3

There is no significance relationship between the study involvement and whole hemisphere of secondary school students.

**Table-3**

Showing the Number, Mean, 'r' value between the study involvement and whole hemisphere of secondary school students.

Variables	N	df	'r' value	Level of significance
Study Involvement	1044	1042	0.270	**
Whole Hemisphere				

\*\*Significant at 0.01 level of significance

The data in the above table shows that obtained 'r' value of 0.270 is greater than table value of 0.087 at 0.05 level and 0.114 at 0.01 level. It is significant, therefore we reject the above stated null hypothesis and it is concluded that there is a significant positive relationship between the study involvement and whole hemisphere of secondary school students.

### MAJOR FINDINGS

1. There is a significant positive relationship between the study involvement and right hemisphere of secondary school students.
2. There is a significant positive relationship between the study involvement scores and left hemisphere of secondary school students.
3. There is a significant positive relationship between the study involvement scores and whole hemisphere of secondary school students.

### Limitations of the Study:

The study has certain limitations.

1. The present study is limited to the secondary school students only and whose medium of instruction is English.
2. The study is limited to the secondary school students of Bangalore city.
3. Only style of learning and thinking,, have been considered as independent variables for the present study.

### Educational Implications:

1. Study involvement is necessary for students to help them in good academic achievement.
2. To create and install the needed interest and skills in the students is one of the most important reasons for which students suffer lack of study involvement. It is not necessary that you get good teachers throughout students studying career. A teacher who can really teach well is rare. In such a case Students need to look out for teachers who can really teach well and get taught from them.
3. Practice leads to perfection. It requires sufficient and sustained practice overtime to be a champion. Invest time and patience to develop good study involvement.
4. Teacher identifies learners with different styles of learning and thinking and develops new methods for teaching accordingly.
5. Teacher identifies different types of learners such as auditory learners, visual learners, and kinesthetic learners and based on this tries to give proper suggestions to the learners.
6. Teacher in spite of knowing the hemispheric dominance of the different students tries to allot home assignments, activities, accordingly.
7. Depending on the learning style, teacher should adopt different methods of teaching.

### Conclusion:

Study involvement is necessary for students to help them in good academic achievement. The study concludes that secondary school students study involvement and style of learning and thinking are correlated each other. In this study we conclude that study involvement and right hemisphere, left hemisphere, & whole hemisphere are positively correlated with each other. We identify the different styles of leaning and thinking styles of students and deliver content through proper teaching methods as well as all types of students learn according to their ability. Students should get self-motivated to achieve learning process. Effective learning goals would help them excel in there curricular activities.

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