



## A STUDY OF STYLES OF LEARNING AND THINKING IN RELATION TO EMOTIONAL ADJUSTMENT OF HIGH SCHOOL LEVEL STUDENTS

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**ABSTRACT** This study attempted to find out the relationship and significance of difference between Emotional Adjustment and learning-thinking style of secondary school students. The study was delimited to class IXth students only. The purpose of present study was to see whether there is a relationship between Emotional Adjustment and learning-thinking style of secondary school students or not. Normative Survey method was applied for conduction of the study. Results indicated there was no significant influence of Style of Learning and Thinking on Emotional Adjustment of the students. The population for the research includes English medium students of secondary class of different area. 600 students was selected as sample for the study. Three way ANOVA statistical method is used for the results and interpretation. SOLAT test by D. Venkatraman for styles of Learning and Thinking and Adjustment scale by A.K.P Sinha and R.P Sing were employed for data collection..

**KEYWORDS :** Emotional Adjustment, Learning and Thinking styles, secondary school

### Introduction-

Today schools provide opportunity for all round development of the child. How adequately students are adjusted to the situation determine all round developments of one's environment. Some students need to be taught in ways that vary from standard teaching methods it means they have different learning and thinking styles. If teacher teach exclusively in a manner that favors their students' less preferred learning and thinking style modes, the students' discomfort level may be great enough to interfere with their learning. On the other hand, if teacher teach exclusively in their students' preferred modes, students may not develop the mental dexterity they need to reach their potential for achievement in school and as professionals. Teaching strategies that encompass varied learning styles in the design classroom will allow students to learn through their preferred individual styles and be challenged to learn through their less preferred styles.

For students to be successful in inclusive settings, their classroom behavior must be consistent with teachers' demands and academic expectations and must promote their learning and socialization with peers. Appropriate academic, social, and behavioral skills allow students to become part of the class, the school, and the community. Unfortunately, for reasons both inside and outside the classroom, the behavior of some students may interfere with their learning and socialization as well as that of their classmates. Therefore, you may need to have a comprehensive and balanced classroom management plan.

Every living being of the world struggles to adjust in the surrounding atmosphere for survival. Human beings are not apart from this continuous process. In the course of different stages of human development adolescence period is one of the most problematic period regarding social, emotional, sexual and academic adjustment. During this period adolescents enter puberty and develop individual identity. They start to recognize their share of role in the society and find themselves in a constant contrast of dream and reality, thought and action, prediction and practicality, conjecture and experience, expectation and commitment. But suddenly, when the adolescents discover themselves surrounded by heaps of problems, these problems make them maladjusted in their social set up. Adjustment is related with the mental set up of the children, how they think, behave and react to their surrounding environment. Society consists of several multidimensional complexities, and as a social being every individual must perform some activities which will help them to cope with the social and cultural adjustment. The term "Adjustment" refers generally to the relationship that any organism establishes with respect to its environment.

### Meaning of Learning Styles and Thinking Styles -

Several definitions of learning style currently exist. Keefe defined learning style as being characteristic of the cognitive, affective, and physiological behaviours that serve as relatively stable indicators of how learners perceive, interact with, and respond to the learning environment. Learning style also represents both inherited

characteristics and environmental influences. Dunn described learning style as "... the way each learner begins to concentrate, process, and retain new and difficult information" (p. 224) She noted that this interaction occurs differently for everyone. Dunn also highlighted that "To identify and assess a person's learning style, it is important to examine each individual's multidimensional characteristics in order to determine what will most likely trigger each student's concentration, maintain it, respond to his or her natural processing style, and cause long-term memory" (p. 224). Cognitive abilities like thinking, reasoning and problem-solving may be considered to be some of the chief characteristics which distinguish human beings from other species. A highly developed computer or a robot, a magnificent building are all products of the thinking, reasoning and problem-solving capabilities of their creators and inventors. According to Bramson, the five thinking styles are:

Synthesists Thinkers  
Idealists Thinkers  
Pragmatist Thinkers  
Analyst Thinkers  
Realist Thinkers

Most children tend to develop skills for thinking and learning in a predictable sequence (eg children start to tell stories by looking at pictures in a book before they learn to recognize words). However, it is important to remember that each child develops at a different rate and that individual differences are common. Differences may be due to children's inherited tendencies, the experiences and opportunities they are exposed to, or a combination of both. As children learn to use language in increasingly complex ways it supports further learning and development.

### Emotional Adjustment-

It also referred as personal adjustment is the maintenance of emotional equilibrium in the face of external and internal stressors. This is facilitated by cognitive processes of acceptance and adaptation. An example would be maintaining emotional control and coping behavior in the face of an identity crisis. A satisfactory state of personal and emotional adjustment may be said to exist when an individual's physical and Psychological needs can be satisfied by socially acceptable patterns of behaviour. Child's emotions exercise a potent influence upon his attitudes and behaviour. Unbridled emotional reactions may therefore, interfere seriously with young person's power to use the freedom of decision making and behaviour. Those students whose pattern satisfied with their life styles, whose urges and desires are met with satisfactions tends to enjoy life to the fullest and become emotionally adjusted. Some students adjust well to the college environment whereas others struggle with the transition some leaving school entirely (Ezezek, 1994; HOLEMBEK & WANDREI, 1993).

### Objective of the study-

1. To study the influence of Style of Learning and Thinking ,Gender, Area and their various interactions on Emotional Adjustment of

students.

**Hypothesis Of The Study-**

1. There is no significant influence of Style of Learning and Thinking ,Gender, Area and their various interactions on Emotional Adjustment of students.

**Methodology-** For this study normative survey method is used ,600 students of class 9th (300 girls,300 Boys) were the sample of the study. Three way ANOVA is used for the data analysis.

**Tool Used** – 1) SOLAT test by D. Venkatraman for styles of Learning and Thinking.

2) Adjustment scale by A.K.P Sinha and R.P Sing.

**Analysis and Interpretation of data-** firstly researcher administer the SOLAT test on the students of class ix and catagorise them in Right Brain, Left Brain and Whole Brain students,

After that researcher employed AISS on those students. Interpretation of results are as follows,

**INFLUENCE OF STYLE OF LEARNING & THINKING, GENDER, AREA AND THEIR VARIOUS INTERACTIONS ON EMOTIONAL ADJUSTMENT OF STUDENTS**

The objective was to study the influence of Style of Learning & Thinking, Gender,Area and their various interactions on Emotional Adjustment of students. There were three levels of Style of Learning & Thinking, viz., Right Brain, Left Brain and Whole Brain. Males and Females were the two levels of Gender. Urban and Rural are the two levels of Area. Thus the data were analyzed with the help of 3x2x2 ANOVA and the results are given in Table.

Table-Summary of 3x2x2 Factorial Design ANOVA of Emotional Adjustment of students

Source of variance	df	SS	MSS	F-Value	Remark
Style of Learning and thinking(A)	2	6.36	12.72	0.76	
Gender(B)	1	1.02	1.02	0.12	
Area(C)	1	63.86	63.86	7.62	p<0.01
AXB	2	3.03	6.07	0.36	
AXC	2	6.06	12.13	0.72	
BxC	1	0.612	0.61	0.73	
AXBXC	2	8.33	16.67	0.99	
Error	588	8.372	4922.70		
Total	599				

Influence of Style of Learning & Thinking on Emotional Adjustment of Students From Table 4.4, it can be seen that the F-value is 0.76 which is not significant. It indicates that the mean scores of Emotional Adjustment of students with Right Brain, Left Brain and Whole Brain did not differ significantly. So there was no significant influence of Style of Learning & Thinking on Emotional Adjustment of students. Thus the null hypothesis that there is no significant influence of Style of Learning & Thinking on Emotional Adjustment of students is not rejected. It may, therefore, be said that students with Right Brain, Left Brain and Whole Brain were found to have Emotional Adjustment to the same extent.

**Influence of Area on Emotional Adjustment of Students**

From Table 4.4, It can be seen that the F-value for Area is 7.62 which is significant at 0.01 level with df= 1/588. It indicates that the mean scores of Emotional Adjustment of students staying in Urban and Rural Area differ significantly. So there was a significant influence of Area on Emotional Adjustment of students. Thus the null hypothesis that there is no significant influence of Area on Emotional Adjustment of students is rejected. Further the mean score of Emotional Adjustment of Urban Area students is 7.79 which is significantly higher than those of Rural Area students whose mean score of Emotional Adjustment is 7.17. it may, therefore , be said that Urban Area students were found to have better Emotional Adjustment as compared to those of Rural Area.

**Conclusion -** No statistically significant influence in Emotional Adjustment was found between students with right brain Dominance and left brain dominance. Thus these results shows that dominance of

the brain did not affect Adjustment whereas either right brain ,left brain OR Whole Brain activated. Urban Area students were found to have better Adjustment than those of Rural Area students This occur may be due to In urban and rural family environment, socialization of children is quite differ, qualification of parents also effects the emotional adjustment ability of students. Urban Area students are quite stronger emotionally then Rural area students.

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