A STUDY ON THINKING STYLE AND ACADEMIC ACHIEVEMENT AMONG HIGH SCHOOL STUDENTS IN VELLORE DISTRICT

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Abstract

This study examined the relationship between Thinking style and academic achievement among high school students in Vellore district. The study adopted survey method of Research. Participants were 240 students from 3 different types of schools, Government, Aided and Private schools in vellore district. The research instrument used for data collection was: Thinking Styles Inventory developed by Dr.Amala Doss tested at 0.05 & 0.01 level of significance. The findings indicated that there is a positive relationship between Thinking style and academic achievement among high school students in vellore district. It is found that there exists a positive relationship between thinking style and Academic Achievement. That there exists significance difference in thinking style with respect to Gender, Types of management, Medium of instruction, Types of family, Order of Birth. And there is significance difference in Academic Achievement with respect to Types of management, medium of instruction, Types of Family, Order of Birth.

Keywords: *Thinking style, Academic Achievement Gender, Types of management, Medium of instruction, Types of family, Order of Birth.*

Introduction

Education is the foundation stone for the development of a country. It is a dynamic force in the life of every individual influencing his physical, mental, emotional, social and ethical developments. Formal education is given to individuals through primary, secondary and higher secondary stages. Individual improves the skills such as reading, writing and arithmetic through primary education. According to some learned people, the word "Education" has been derived from the Latin term "Educate" which means the act of teaching or training. A group of educationists say that it has come from another Latin word "Educate" which means "to bring up" or "to raise". Through education desirable knowledge, understanding, skills, interests, attitudes and critical 'thinking is developed. As an individual in the society, he has to think critically about various issues in life and take decisions about them being free from bias and prejudices, superstitions and blind beliefs. Thus, he has to learn all these qualities of head, hand and heart through the process of education.

Thinking

Thinking is an incredibly complex process and the most difficult concept in psychology to define or explain. However, it has not deterred the thinkers, and many different definitions exist, some of them are given here. "In strict psychological discussion it is well to keep the thinking for an activity which consists essentially of a connected flow of ideas which are directed towards some end or purpose"- **Valentine**

"Thinking is mental activity in its cognitive aspect or mental activity with regard to psychological objects"._ **Ross**

"Thinking is a problem solving process in which we use ideas or symbols in place of overt activity"._ **Glimer**

Academic Achievement

Dictionary of education (good. 1959) defines that academic achievement as the knowledge attained or skill developed in the school subjects, usually determined by score test or by marks assigned by teachers or both. According to dictionary of psychology "**Academic achievement** is specific level of attainment or proficiency in academic, work as evaluated by the teachers y standardized test or by combination of both.

Smith & Hudgins (1964) says that achievement is to do one's best, to be successful, to accomplish tasks requiring skills and effort and to be recognized by authority.

Larine (1965) believes that Academic achievement is number of factors such as children's attitude, interest, characterizes and social classes in addition of learning.

Travers (1970) states that achievement is the result of what an individual has learned from some educational experiences.

Tinambunan(1988) defines achievement as the student's grasp of some body of knowledge or proficiency in certain skills.

Krishnan (1960) consider that the failure of the students in an examination cannot be attributed to a single factor. Might contribute towards his/her success or failure. Factors like intellectual status, methods of study, medium of instruction, system of examination, attitude towards course, motivation, personality factor, health socioeconomic status might play role in determine in one's success in examination.

The accusation of all behavioral changes in the cognitive, affective and psychomotor domains. Academic achievement in general at all stages of education is a matter of deep concern for educationalist as well as for others. In fact the whole programmed of education is general to achievement of high scholastic and standard of the educational system is carefully panned with this target in mind.

Statement of the Problem

Formally stated the problem stands as follows.

A Study on thinking style and academic achievement among high school students in Vellore district.

Objectives of the Study

1. To find out significant difference between Male and Female high school students with respect to Thinking Style.
2. To find out significant difference between Male and Female high school students with respect to Academic Achievement.
3. To find out significant difference among the high school students with respect to Thinking Style based on their Type of school Management**.**
4. To find out significant difference among the high school students with respect to Academic Achievement based on their Type of school Management**.**
5. To find out significant difference between Tamil and English medium high school students with respect to thinking style.

6. To find out significant difference between Tamil and English medium high school students with respect to Academic Achievement.
7. To find out significant difference between Joint and Nuclear family high school students with respect to thinking style.
8. To find out significant difference between Joint and Nuclear family high school students with respect to Academic Achievement.
9. To find out significant difference between Rural and Urban area high school students with respect to thinking style.
10. To find out significant difference between Rural and Urban area high school students with respect to Academic Achievement.
11. To find out significant difference among the high school students with respect to Thinking Style based on their Order of Birth .
12. To find out significant difference among the high school students with respect to Academic Achievement based on their Order of Birth .
13. To find out significant relationship between the Thinking style and Academic Achievement.

Hypotheses of the Study

1. There is no significant difference between Male and Female high school students with respect to Thinking Style.
2. There is no significant difference between Male and Female high school students with respect to Academic Achievement.
3. There is no significant difference among the high school students with respect to Thinking Style based on their Type of school Management.
4. There is no significant difference among the high school students with respect to Academic Achievement based on their Type of school Management.
5. There is no significant difference between Tamil and English medium high school students with respect to thinking style.
6. There is no significant difference between Tamil and English medium high school students with respect to Academic Achievement.
7. There is no significant difference between Joint and Nuclear family high school students with respect to Thinking style.
8. There is no significant difference between Joint and Nuclear family high school students with respect to Academic Achievement.
9. There is no significant difference between Rural and Urban area high school students with respect to thinking style.
10. There is no significant difference between Rural and Urban area high school students with respect to Academic Achievement.
11. There is no significant difference among the high school students with respect to Thinking Style based on their Order of Birth .
12. There is no significant difference among the high school students with respect to Academic Achievement based on their Order of Birth .

13. There is no significant relationship between the Thinking style and Academic Achievement.

Research Design

Methodology

The researcher adopted the survey method of research and it is most suitable for the present study.

Variables

Independent Variables: Thinking Styles

Dependent Variable: Academic Achievement

Sample

A stratified random sampling technique was adopted for the selection of sample 240 students were taken for the study.

Research Tools

The following tools were selected and used in this study:

- Thinking Styles Inventory developed by **Dr.Amala Doss**

Statistical Techniques

The suitable descriptive (Standard deviation and standard error deviation) and inferential statistical techniques (ANOVA; t- test, and correlation) were used to investigate the hypotheses of the study.

Major Findings

1. It is found that there exists significance difference between the Male and Female High school students on their Thinking Style mean scores.
2. It is found that there exists no significance difference between the Male and Female High school students on their Academic Achievement mean scores.
3. It is found that there exists significant difference in the Thinking Style of high school students with respect to Government, Aided and Private based on their Thinking Style.
4. It is found that there exists significant difference in the Academic Achievement of high school students with respect to Government, Aided and Private based on their Academic Achievement.
5. It is found that there exists significance difference between the Tamil medium and English medium high school students on their Thinking style mean scores.
6. It is found that there exists significance difference between the Tamil medium and English medium high school students on their Academic Achievement mean scores.
7. It is found that there exists significance difference between the Joint and Nuclear family High school students on their Thinking style mean scores.

8. It is found that there exists significance difference between the Joint and Nuclear family High school students on their Academic Achievement mean scores.
9. It is found that there exists no significance difference between the Rural and urban area high school students on their Thinking style mean scores.
10. It is found that there exists no significance difference between the Rural and urban area high school students on their Academic Achievement mean scores.
11. It is found that there exists be significant difference in the Thinking Style of high school students with respect to First Vs. Second of birth.
12. It is found that there exists significant difference in the Academic Achievement of high school students with respect to First Vs. Second and First Vs. Third and above of birth.
13. It is found that there exists a positive relationship between Thinking style and Academic Achievement.

Table 1 Table Shows the Significant Difference between Male and Female High School Students with Respect to Thinking Style Using Mean Scores

Variable	Gender	N	Mean	SD	t - value	L.S
Thinking Style	Male	120	41.60	6.413	5.939	0.01
	Female	120	47.84	9.562		

Figure 1 Figure showing Difference between Male and Female High School Students Thinking Style Using Mean Scores

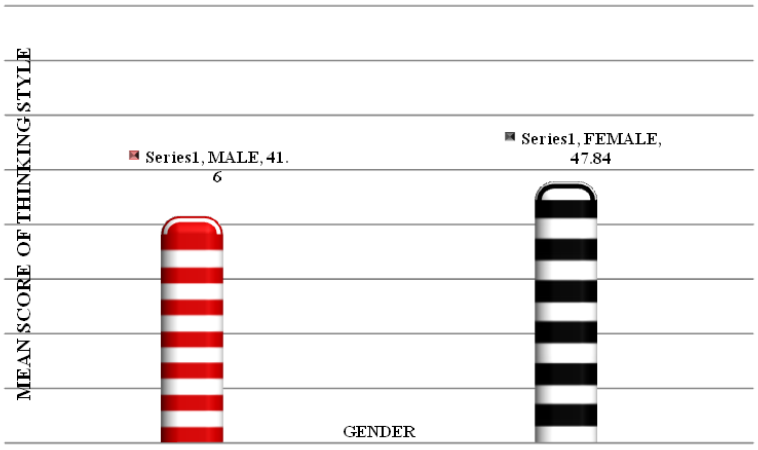
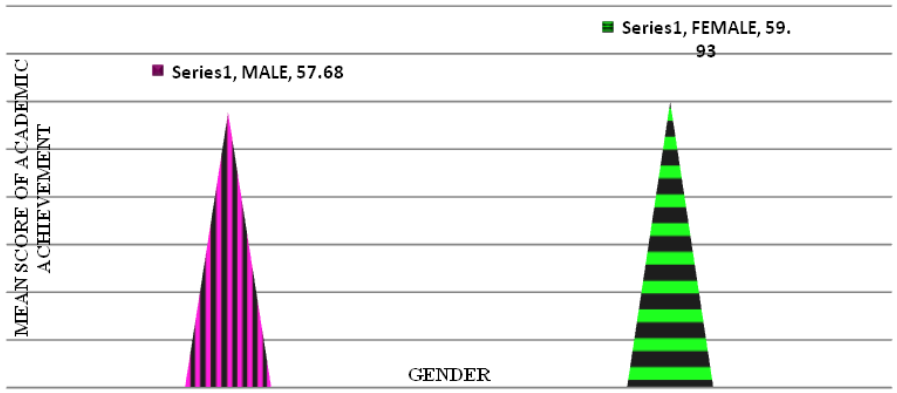


Table 2 Table Shows the Significant Difference between Male and Female High School Students with Respect to Academic Achievement using Mean Scores

Variable	Gender	N	Mean	SD	t - value	L.S
Academic Achievement	Male	120	57.68	19.661	0.945	0.05
	Female	120	59.93	16.985		

Figure 2 Figure showing difference between male and female high school students academic achievement using mean scores



Educational Implications

1. Adopt strategies for developing thinking skills among higher education students.
2. To ensure that the students are motivated to develop various learning styles in a desirable direction. Dynamic teaching methods have to be adopted by the teachers.
3. Strategies for developing various thinking skills should be included in the school curriculum.
4. Innovative modern teaching strategies should be incorporated to develop thinking skills.
5. Teachers should build confidence among their students to think logically about any problem they come across.

Conclusion

The purpose of the present study was to study the relationship among the variable like Thinking Style and Academic Achievement. Students arrive at tertiary institutions with thinking style preferences that have been established through schooling and life experiences. These existing preferences are influential with regard to all the cognitive activities in which students are engaged. A thinking style preference leads to a learning style preference and in turn determines a student's dominant cognitive mode in which he/she communicates and receives information. The purpose of the present study was to study the relationship among the variable like Thinking Style and Academic Achievement. The study is sure to find some use in the field of education and findings of the study can serve as a database for further research. Education can be seen as the main way of developing individuals and society. There are a range of possible reasons you might have suggested for thinking being an important area to develop. Perhaps your reasons were related to economic factors, or perhaps social, cultural or educational factors. A strong argument these days is that knowledge is central to our information age and movement towards a knowledge-based economy. The creation and use of knowledge depends on our ability to think. Good thinking could be viewed as empowering for

individuals and society. The study is sure to find some use in the field of education and findings of the study can serve as a database for further research.

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