



Styles of Learning And Thinking In Relation To Family Environment of Adolescents

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INTRODUCTION

As we know that education is three polar process i.e. teaching, learning and environment. Education is a never ending process of human growth and development. The major aim of present modern education is all round development of the child which included intellectual social growth. But effective teaching and learning depends upon effective environment. So, good environment is the backbone of our education system.

In present education system the scenario of high competition takes place, when everybody is striving for excellence, a need for situational behavior change is increasing day by day. Students differ very much in various aspects of their personality as result of which we take resources to different methods and techniques to make them learn. It is also known that there are individual differences present amongst students. The caliber of each student thus differs and so does his interest. He/she chooses the path of study in accordance to his/her capabilities. Individual's differences among students are so extreme and unique that they have a particular way for making learning. Hence there is an urgent need to examine each individual learner living in different type of environment to identify exactly how he or she likes to learn most effectively.

To know about student how, best is very much helpful to be aware of their learning process. No two persons have the same conception about world as the individual's cognition thinking reflects his own environment his wants, his goals, his experiences etc. Learning is purely individualistic.

Styles depend upon cerebral dominance of an individual in retaining and processing different modes of information in his own style of learning. Many educators are still perplexed about the style of students in learning and thinking process.

The family environment provides the foundation for learning style, is an element of the students life that can affect grades, according to the Arkansas state parental information and Resource center's center for effective parenting. Providing opportunities to learn outside of school helps facilitate student success in the school environment as reported by university of Minnesota Extension.

Education success was positively impacted by home learning style opportunities such as parents reading to their children, trips to library, and resources encouraging play with letters and numbers, according to education professionals reporting in the "British Educational Research Journal." the mother's education level had the single most significant impact on a young child's academic success.

Environment factors such as can play an important role in all learning styles. For instance, some learners, no matter what their style, learn better when it is bright while others are bothered by excessive light. Other learners, regardless of their style, learn better when it is extremely quiet, while noise and activity are essential for some students.

Uniyal and Beena (1984) opined that family environment depicts interpersonal relationship b/w the parents and the child. It also includes the parents' attitude towards the child related to freedom vs. destructiveness, dominance vs. submission, acceptance vs. rejection, trust vs. distrust, warmth vs. coldness and partiality vs. fairness.

Styles of Learning And Thinking

Learning style of an individual is his preferred approach to organize and present information , i.e., the way in which he perceive, process, store and recall attempts of learning. Thinking style is process of thinking which involves precise and sequential operations and skills to come out with something meaningful like a solution or a decision. Learning and

thinking style depend upon cerebral dominance of an individual which affects the processing mode of information. Styles are developed due to environmental conditions, by way of nurturing children by their parents and teachers. If the teaching in the classroom is accommodated in accordance with the learning and thinking styles of students then maximum knowledge, understanding and retention can be achieved.

There are two parts of cerebral hemisphere of brain of an individual. The right cerebral hemisphere, which controls left side of the body is called minor subordinate or mute side because it cannot verbalize what it knows. This is anatomically smaller than left hemisphere. For many years attention was focused on left hemisphere in which speech was localized the so called "dominant", "leading", or "major" hemisphere. It is considered to be more active than right hemisphere in most adults; as indicated by EEG analysis. The difference in preference of two hemisphere for information processing have been referred to as style of learning and thinking.

Style of learning is cerebral dominance of an individual in retaining and processing modes of information it identifies hemisphere city dominance by way of studying the hemisphere function it indicates a student learning strategy and brain hemisphere preference in problem solving.

The term "Learning Styles" was probably first used by Thelen (1995) in discussing the dynamics group at work. Learning Styles are various approaches or ways of Learning. They involve educating methods particular to an individual that are presumed to allow that individuals to learn best. Learning Styles are simply different approaches or ways of Learning.

The value of understanding students Learning Styles for improving learning and academic performance has been increasingly stressed by educators. Newble and Entwistle (1986) argue that the concept of Learning Styles is important to understanding why students respond differently to particular teaching methods or content. Payton (1979) suggest that knowledge of personal Learning Styles will enable students to identify and build on their strengths while minimizing their weaknesses because they could then participate more frequently in activities that contribute most to their leaning as well as anticipate learning tasks which may prove more different. Mathews (1966) held that students preferred Learning Styles into instructional design can benefit the quality of the learning environment and consequently, result in positive students learning outcomes.

James and Gardner (1995) "Learning Styles is the complex manner in which and condition under which, learner most effectively perceive , store and recall what they are attempting to learn."

Vermunt (1996) "leaning styles are a coherent whole of learning activities that students usually employ their learning orientation and their mental model of learning."

Steranberg (1997) "leaning styles as individual preferences for how to learn."

Bailey and Garralt (2002) "These learning and thinking style recognize that individuals learn in different ways and thus that the student in any course will place a variety of difference interpretations into their lessons."

Fuller (2004) "The need for studying learning styles was highlighted as the need for a comfortable learning environment."

Draper (2005) "Learning styles are habits, strategies or regular mental behavior concerning learning that an individual displays and has built on his/her underlying potentials."

Thus it may be concluded that Learning Styles are simply the various approaches, or ways of learning. They involve education methods, particular to an individual that, are presumed to allow that individual to learn best.

Family Environment

When we speak of "family" we are usually speaking of the group of adults and their children who live together in the Environment, where a person's individually and socially identity is built. By action and example, parents shape the lines of their children from birth to adulthood.

Family environment is the most important factor in bringing about proper development of personality and leading to the appropriate with self and members of the family which moulds individual's behavior. It is often said that home is first institution of education and mother is the first teacher of the child. Family is the cradle of all civic virtues and nursery

of all democratic values, a child sees the light of day in home and family. It is first social environment where all physical , mental , cultural and social development of an individual takes place. It is here, where he receives the first lesson of citizenship and moral discipline through face to face contacts. Hence these early relationships with parents and siblings are of paramount importance for the child. Parental behavior whether stern or affectionate, permissive or prohibitive affects the adjustment of a child at home and school. Children are influenced by their parents. Those who become successful, come from homes where parental attitude towards them have been favorable and where a wholesome relationship between child and parent exist. On the other hand, over protective behavior of parents give their children a crippled character and encourage dependency rather than independence. So the same fire that melts the butter hardens the egg.

Family may be defined as protective relationship between parents and children in an accepted social setting. For the healthy development of child, family has to provide cordial and congenial atmosphere.

Coleman (1973) The family carried responsibilities for the welfare of its members from cradle to grave.

Moos and Moos (1986) defined family environment as the degree of commitment, help and support of the family members provided to one another. The climate prevailing in the home varies from culture to culture, society to society, and family to family.

Hargrove, Creagh and Burgess(2002) “Family interaction patterns play a small but significant role in the development of stable career goals and career decision making self efficiency”.

New Webster's Dictionary (2004) defines ‘Climate or Environment’ as the aggregate of all external and internal conditions affecting the existence, growth, and welfare of organisms.

Saxena (2005) defined, by family we mean a system of relationship existing between parents and children. Environment stands for all those circumstances which are asserting their influence on the child from conception to death consciously or unconsciously. Environment moulds the behavior and personality of the child. Environment means all that is found around the individual.

Jannifer S. Wilcov, et. al. (2010) “A happy home life will make it easier to have a happy, healthy work like. Cultivate happiness in your life. Cultivate at work and at home and everyone will notice how happy you are.”

Family environment means all the physical, social, economic, political and cultural factors that influence the existence or development of a family. It is the first and perhaps the most enduring concept for growth. It denotes the parental behavior associated with providing material and non-material learning facilities.

Family environment is a complex of social and cultural conditions that affect and influence the growth and development of members of family, the fundamental social group which is formed by individual's parents and child. The family environment is influenced by a number of factors like the nature of family, number of children in the family, marital relationship between husband and wife, maternal parental employment and socio-economic and religious background of the family.

Need of the Study

The study is to reveal and explore the different aspects present in each and every individual. Which contribute to his/her peculiar learning style. This would also bring out the kind of approaches that work best with different learners as students prefer to learn in their own way which develop in their family environment. Family environment is a complex of social and cultural conditions that affect the style of learning and thinking of children and it also affect on the growth and development of children. In the healthy family environment, the child can express all his expressions freely which affects the various sphere of child's i.e Intelligence, Learning ability, Behavior, Life styles, Personality, Emotion, Habits, Attitude, and academic achievement. While unhealthy family environment create anxiety, high tension, insecurity and tendency to see the world in a dangerous and insecure place. The seeds of development of individuality begin to sprout out during the childhood in the healthy environment of the family.

There has been a research work done in the field of style of learning and thinking with variable like intelligence, anxiety, aptitude, interest, life situation, academic achievement, social and emotional tendencies, but not much has been regarding the variable of family environment which potentially affects the style of learning and thinking.

Despite of its importance this area of concern has not been much explored. This inspired the investigator to explore this field rigorously. Thus to study the intricacy of relationship of styles of learning and thinking to their family environment of adolescents, the study have been taken by the investigator.

Statement of the Problem

Styles of Learning And Thinking In Relation To Family Environment Of Adolescents

Objectives of the Study

1. To investigate the style of Learning and thinking among adolescents (boys and girls).
2. To investigate the significance of family environment of adolescents (boys girls)
3. To investigate the relationship between style of learning thinking and family environment of adolescents.

Hypotheses of the Study

1. There will be no significant difference in style of learning and thinking of boys and girls.
2. There will be no significant difference in family environment of boys and girls.
3. There will be no significant relationship b/w style of learning thinking and family environment of adolescents.

Sample of the Study

The sample of the present study was taken from 100 adolescents (student) out of which 50 boys and 50 girls were taken from Tehsil Jalalabad (W) Fazilka district.

Design of the Study

Survey method was used for the present study.

Tools Used

1. Styles of learning and thinking SOLAT venkataraman (1994)
2. Family Environment scale (Dr. Harpreet Bhatia, Sanjay Vohra)

Delimitation of The Study

- The study was conducted in Tehsil Jalalabad (W) Fazilka district only.
- The study was restricted to 100 adolescents only.

Statistical Techniques Used

The following Techniques were used.

- Descriptive Techniques such as mean and standard deviation to know all the nature of data was used.
- T- Test to know the significance of difference b/w means.
- Graphical Representation was done wherever necessary.

Testing of the Hypotheses

The results have been interpreted in the light of the hypotheses of the study as below:

- **Hypothesis- 1** There will be no significant difference in style of learning &thinking of boys and girls.
 To verify the above hypotheses t-ratio was computed between the mean scores in style of learning & thinking of boys and girls.

Table 1: Comparison of Learning and thinking Styles between Boys and Girls

Sr. No.	Variable	Group	No.	Mean	SD.	df	SED	t-ratio	Level of Significance
1	Style of Learning and Thinking	Boys	50	143.46	10.23	98	2.36	5.45	Significant at 0.05 and 0.01 level
2		Girls	50	156.34	13.23				

Table 1 reveals that Mean and SD for boys were 143.46 and 10.23. Mean and SD for girls were 156.34 and 13.23. The calculated t-value was 5.45 which is significant at 0.01 & 0.05 level of significance. It means that there is significant difference in the Style of Learning and thinking of boys and girls. Hence the Hypotheses 1 that there is no significant difference between style of learning and thinking of boys and girls has been rejected.

Table 2: Comparison of Family Environment between Boys and Girls

Sr. No.	Variable	Group	No.	Mean	SD.	df	SED	t-ratio	Level of Significance
1	Family Environment	Boys	50	65.74	6.39	98	1.20	1.65	Not Significant at 0.05 and 0.01 level
2		Girls	50	63.76	5.38				

Table 2 reveals that mean and SD for boys were 65.74 and 6.39. Mean and SD for girls were 63.76 and 5.38. The calculated t-value was 1.65 which is not significant at 0.01 & 0.05 level of significance. It means that there is no significant difference in the family environment of boys and girls of secondary school students. Hence the Hypotheses 2 that there will be no significant difference in family environment of boys and girls has been accepted.

Table 3: Coefficient of Correlation between Style of Learning & Thinking and Family Environment of Adolescents

Variables	N	Df	Coefficient of Correlation	Level of Significance
Style of Learning and Thinking	100	198	0.55	Significant at 0.05 and 0.01 level
Family Environment	100			

Table 3 shows that the coefficient of correlation between style of learning & thinking and family environment of adolescents as 0.24 which is positive and significant at 0.05 and 0.01 level. This indicates that style of learning & thinking and family environment of adolescents are positively and significantly correlated. So, hypotheses 3 there will be no significant relationship between style of learning & thinking and family environment of adolescents has been rejected.

Conclusions of the Study

- There is significant difference between style of learning & thinking of boys and girls. Girls have good style of learning and thinking than boys.
- There is no significant difference between family environment of boys and girls.
- Positive and significant correlation between style of learning & thinking and family environment of adolescents.

Educational Implications

The most outstanding characteristics of any research is that it must contribute something new to the development of the area concerned. So the investigator has to find out the educational implications of the study.

A child does not master skills at the same rate times as its peers. The child needs to continue to build skill during learning general educational curriculum. The probably will need to have special attention in the school at home also.

1. A family should provide congenial environment to a child. Family should support their children's efforts and give them positive feedback.
2. Parents should provide good family environment which develop a better style of learning and thinking.
3. Parents should also inculcate the values among children how to face the realities of life.
4. Parents should provide equal opportunities to the children.

Suggestions For Further Research

- This study has been confined to Tehsil Jalalabad only. It can be conducted on other districts and states also.
- In the present study a sample of 100 adolescents was taken. The study may be conducted on large population.
- The study may be conducted on students of Aided schools, Colleges and University.
- The present study is exclusively related to style of learning and thinking in relation to family environment .More studies can be conducted by taking other variables.

- The present study may be extended to study of style of learning & thinking in relation to other demographic variables.

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