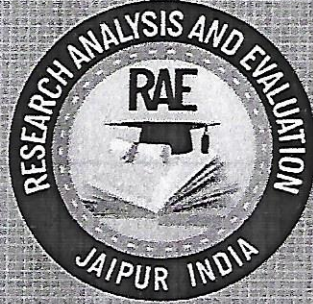


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RESEARCH ANALYSIS AND EVALUATION

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A Study of Learning and Thinking Styles on Academic Achievement of Pupil-Teachers



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ABSTRACT

For the effective teaching and strong student teacher relationship it is very important to teachers that they should have knowledge about Styles of Learning and Thinking. Academic Achievement also play very effective role in classroom behavior, by keeping in mind both factors in Present study researcher investigated the influence of Styles of Learning and Thinking on Academic Achievement of Pupil-Teachers. The population for the research includes B.Ed. Trainees of Moradabad Division (U.P.). 426 students was selected as sample for the study. t - Test is used for the results and interpretation. SOLAT test by D. Venkatraman for styles of Learning and Thinking and Academic Marks of Pupil-Teachers were employed. Results show the significant influence of styles of Learning and Thinking on Academic Achievement.

Keywords: Styles of Learning and Thinking, Academic Achievement, Pupil-Teachers.

Introduction:

The Education is the process of instruction aimed at the all round development of individuals, providing the necessary tools and knowledge to understand and participate in day to day activities of today's world. Learning style is the 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 and Thinking style is the power of thinking and reasoning may thus be considered to be the essential tools for the welfare and meaningful existence of the individual as well as society. Good teaching practices were assumed to be universals that did not depend on individual differences among students or on teaching students to think and learn. teaching-learning process. We now have conceptual and practical information about the ways that students learn and how instructors can use this information to inform their teaching practices. Teaching-learning scholars have shown that it is the interaction of good instructional practices with students' strategic learning styles and skills that result in positive learning outcomes.

To provide optimum learning experiences for design students, consideration must be given to individual differences among learners. By addressing students' learning and thinking styles and planning instruction accordingly, design educators will meet more individual's educational needs and will be more successful in their own educational goals

Researches of Learning And Thinking Styles.

Kalpana and Mridula (2007) conducted a study on styles of learning and thinking. The objective of the study to measure right hemisphere for information processing in children.

Method : The sample consists of 250 students of class VII which included both boys and girls from five schools. Findings : There was significant difference in the right and left (brain) hemisphere preference for information processing among children and that boys were more right hemispheric oriented and girls were more left hemispheric oriented in information processing. Significant difference in the styles of learning and thinking and concept preference among right hemisphere and left hemisphere dominant children was also observed with respect to both gender.

Sharma, Parveen and Neetu (2011) conducted a study on style of learning and thinking. The objective of the study to find out the relationship and significance of difference between academic achievement and learning-thinking style of secondary school students. The study was delimited to class Xth students only. The purpose of present study was to see whether there is a relationship between academic achievement and learning-thinking style of secondary school students or not. Normative Survey method was applied for conduction of the study. The population for the research includes students of secondary class of different areas. Mean and Pearson's Product Moment Correlation (r) are the statistical technique which helped in the analysis and interpretation of the result. The collected data was analysed and interpreted on the basis of hypothesis. It has been found that learning-thinking style and academic achievement of secondary school students are positively and significantly related to each other. Students having high academic achievement are better for teaching. It can be said that academic achievement is a factor which influence the learning-thinking style of secondary school students. It can also be concluded

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