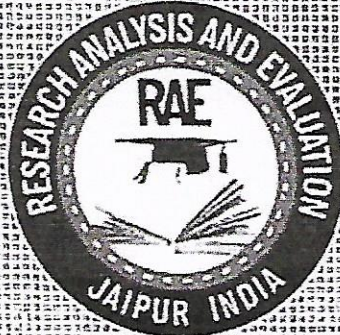


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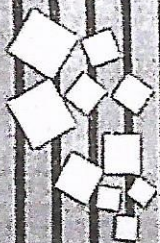
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RESEARCH ANALYSIS AND EVALUATION

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A Study of Learning and Thinking Styles in relation to Personality Type and Emotional Intelligence of Pupil-Teachers



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ABSTRACT

The styles depend upon cerebral dominance of an individual in retaining and processing different modes of information in his own style of learning and thinking. Style indicates the hemisphericity function of the brain and students learning strategy and information processing are based on the preferences of the brain area. The population for the research includes B.Ed. Trainees of Moradabad Division (U.P.). 130 pupils was selected as sample for the study. t - Test is used for the results and interpretation. SOLAT test by D. Venkataraman for styles of Learning and Thinking, Maudsley Personality Inventory and Mangal Emotional Inventory were employed. Results show the significant influence of styles of Learning and Thinking on Personality Type & EI.

Keywords: Styles of Learning and Thinking, Personality Type and Emotional Intelligence.

Introduction

Styles depend upon cerebral dominance of an individual in retaining & processing different modes of information in his own style of learning and thinking. Style indicates the hemisphericity function of the brain and students learning strategy and information processing are based on the preferences of the brain area. (Venkataraman 1990). Styles are propensities rather than abilities. They are the ways of directing the intellect which an individual finds comfortable. 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.

Kalpna 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

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