

## Learning and Thinking Style

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Individuals demonstrate different learning and thinking styles in different contexts, adding new ways to process information and thereby improving them to make better decisions in life. Students take and write information differently, be it writing, reading, watching, listening, reasoning, analyzing, inking or experimenting. One learner does not have to follow the information in one way and another learner does not have to follow the same methods. Most people are somewhat simplistic in the use of their styles and they try to adapt the demand of their style to the circumstances. This is because the human mind plays a flexible role in accomplishing a variety of tasks. It is therefore important for parents, teachers and students to understand and recognize the nature of the mind and its functions in a variety of learning and thinking.

Individuals exhibit different differences in students' learning style and way of thinking. In an educational institution, it is important for teachers to focus your attention on the students before applying the subject so that parents and teachers can help children understand how they think and learn and have their own learning structure in different situations and in each child's situation. There is usually an imbalance in teaching processes. There are differences in the teaching and thinking style of teachers and in the learning and thinking style of students because the differences in learning are not limited to the students' comprehension and thinking ability. If they fail to do so, the consequences will be dire, as teachers often reflect on their personal style of thinking, and only students who think like teachers will be rewarded and rewarded. Otherwise, students whose styles are different will not adapt to the styles of the teachers, they will be labeled "slow" or "slow". But if the learner knows his learning style and thinking style, he will be able to process the information more efficiently and in less time. Even if the material provided to us does not suit our style, our learning style and thinking are adjusted only when we know it and, if possible, we want to use our personal style to learn something new and difficult.

"Hemisphericity is the dominance of the human brain in the storage and processing of information about one's learning and thinking style, each with its own unique way of processing information at a limited volume. The popular variation of the two hemispheres of information processing is referred to as a style of reading and thinking. The right side of the brain, which controls the left side of the body, is called the lower extremity or mute because it cannot speak verbally. This was developed by Geschwind (1970) to be physically

smaller than the left hemisphere. Studies have shown that the right hemisphere remains undetected and even today neurophysiologists adhere to the notion that the right hemisphere is simply an abstract concept while living in the south of the country. Studies by Goldberg and Costa (1981) conclude that the right hemisphere has a greater neuronal capacity to cope with cognitive complexity. Research on brain development factors shows that the right area matures earlier than the left hemisphere (Crowell et al, 1973) and the balance between the two in children is not the same as in adults (Ornstein, 1972, Galin, 1974).

The right hemisphere has great potential to process multiple information pathways within a single cognitive function, while the left hemisphere is superior to tasks that require adjustment in a single representation or performance mode. Right hemisphere processing mode is also thought to be more common according to the findings of Hadamard (1945), and Hebb (1966), where good judgment requires work. It is also evident that the right hemisphere of the brain contributes significantly to human functioning. The Basis is a neutral basis for our ability to import fossil fuels and build a coherent world outside, a kind of comprehensive map of the area in which we plan our actions ".Each equator can function differently from the other. For many years the focus has been on the left side of the discourse, the so-called "high", "leading" or "major". It was thought that the hemisphere was primarily responsible for language analysis and organization, two functions that clearly distinguished men from all over the animal kingdom. It has been found to be anatomically larger than the right hemisphere, as evidenced by neonatal studies (Geschwind, 1972). 'It is thought to be more effective than a good place for most adults'. The left hemisphere obviously focuses on logical sequence, speech, production, transformation, and cognitive function. (Ornstein, 1973; Wittrock, 1978; Languis, 1977).

Individual styles, such as skills, are built on natural conditions, cared for by parents and teachers in their childhood. Some people can choose one style in one category and another popular style in another category. Styles are not adjusted but are changing. Efforts to understand and apply a particular style by a student require appropriate identification of popular styles of reading and thinking of their teachers from time to time. In educational institutions, teaching methods are not the same as in the case of teaching and learning processes carried out by teachers and students. Because the style of reading and thinking of the teacher and

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the style of reading and thinking of students are different, their learning differences are informed by the understanding and thinking ability of the students. Styles depend on the dominance of the human brain in the end and the application of various forms of information about one's learning and thinking style. "Styles reflect the hemisphericity of the brain and the learning strategies of students and the processing of knowledge based on the preference of the brain area" - Venkataraman (1990).

Richard. UJ. Riding (1991) calculated "Cognitive Style Analysis" and suggested that the style of the human mind is determined by where that individual process is found and the two dimensions: wholes-analytical and verbal-imagery. Styles may have a body base and are tailored to the individual. On the contrary, strategies are ways that can be learned and developed to deal with situations and tasks especially ways to use styles to make the most of the unfavorable situations.

Elena L. Grigorenko, Robert J. Sternberg (1997) Research on "Style of Thinking, Abilities and Academic Performance" and resulted that styles resemble skills that can be stoned from birth. They are not fixed but are in a liquid state, because the styles depend on the interaction of the individual with nature, they grow in combination. One may choose one style for a particular situation and another style for a different situation. Also, one can choose one style at one stage and adopt another style at a different stage in life. Styles allow for an understanding of countless performances in terms of individual variation in skills. Style can tell about nature and the individual's connection to nature.

Robert J. Sternberg, Li-Fang Zang (2001) conducted a study on "Perspective of Thinking Learning and Cognitive Style", the role of thinking, learning, and thinking style has been thought of differently in the last few decades, even though Power, therefore, is what a person can do and style is the way a person chooses to do it.

Halstead, A. and Martin, LM (2001) researched on "Learning and Thinking Styles: A Tool for engaging engineering students with their studies" and found that, engineering students have a similar learning style. Most of the students had little chance of having an activist style and showing a strong style of expression. The importance of a bright learning style is due to the powerful work of study as an engineering in which students initially rely heavily on their teacher.

Li-Fang Zang (2002) conducted a study on "Thinking styles their relationship with modes of thinking and academic performance". The study investigated the thinking of two hundred and twelve American university students who responded to the Style of Reading and Thinking and the Style of Thinking. The results showed that styles and ways of thinking share common differences. It shows that the most creative and conceptual thinking styles are most closely related to the perfect thinking mode and that the most common and unconventional thinking styles are closely related to the analytical model.

Bielefeldt, Steven. UD (2006) conducted a research entitled "An Analysis of Right- and Left- Brain Thinkers and Certain Styles of Thinking". It has been found that some students have one brain and use the other brain as additives. While

some students use different styles depending on the different situations. There seems to be no right mix. People learn differently and no two people learn the same way.

Mark Mason (2007) in a study entitled "Critical Thinking and Learning" included some debates in the field of critical thinking by measuring the importance of differences between thinkers such as Siegel, Ennis, Paul, McPeck, and Martin. Various questions were raised from these discussions. Questions such as what is the relationship between meditation and reading? Do rational thinking transcend certain cultures, or do they have different types of thinking, different styles of thinking? In what ways does the moral environment deal with these problems, especially epidemics and education?

Springer Netherland (2009) conducted a study in "Process-oriented instruction on learning and thinking strategies" The study supports the importance of a system-based teaching model. Links to a comprehensive analysis of individual learning styles to transform teaching methods; be a powerful way for students to apply their thinking to their own learning and to develop their own learning styles.

Kim, Mihyeon (2011) conducted a study on "Thinking Styles and Choice of Work". The research examines how thinking styles are related to career decisions and various programs among highly successful students. Research shows that mindfulness is a factor in student decision-making. Also, they are different among students enrolled in various programs. Therefore, teachers, parents, and counselors should see these different styles of thinking in students as factors in choosing their careers.

Vengopal, Kalpana, and Mridula K (2007) conducted a study titled "style of learning and thinking" concluded that gender plays a major role in the hemisphere's inclination for information process. In the study, the right hemisphere priority boys reigned while the left hemisphere precedence girls reigned. This is also observed by Jangaiah (1998) in "A study of learning and cognitive style for the class VII students" which resulted that the total right hemisphere reigned and hemispheric preference among children. There is a significant difference in the learning and thinking styles among children. Children who give priority for the information process to their right hemisphere were very 'Creative' in thinking style and very 'content preferred' in learning style. Those children who give priority for the information process to their left hemisphere were very 'convergent and divergent' thinking styles and very 'verbal' in learning style.

Chauhan, R.S.M. (2009) in a research entitled "A study of learning Thinking Style in Relation to Intelligence" concluded that relationship between intelligence and learning style (besides interest) of girl's students is not significant. While there is a significant difference between intelligence and learning style (interest) is found. Another side in the boy's students no significant relationship between intelligence and learning and thinking style found. In high intelligence boy's students, no significant relationship between the left and right hemispheres. In low intelligence boy's students, no significant relationship between the left and right hemispheres.

Kapranos P. (2010), researched on "Embedding „Learning and Thinking Styles" into Engineering Material Courses". The result of the study found that we have a cherished thinking style, and we do ideal working and learning styles. It is shown that formed logical thinkers tend to base on reality. The information process is linear and sequential. The formed logical thinker are experimenters. The information is organized through reflection, bloom in unstructured, people inclinable environment by abstract thinking. Abstract sequential thinkers like and follow the world of theory and abstract thought. All thinking style is simple different not superior to another. Each style has effective himself. The result shows that if students aware of any thinking style they work well for them.

Neetu (2011) conducted research titled a study of the learning-thinking style of secondary school students in relation to their academic achievement. In the study that there is a significant relationship between learning-thinking style and academic achievement among secondary school students. In the study Students who have high academic achievement is good for teaching. There is an insignificant difference between male and female secondary school students with respect to their academic achievement whereas they are different in their learning-thinking style.

Kapoor menu (2011) conducted a research titled "Impact of Learning style, study habits and school environment of high school students on their scholastic achievement in English". Resulted as there is a significant difference between the scholastic achievement and learning style among the students who take English subjects. The students who have integrated hemispheric are a more scholastic achievement in English than those students who had right or left hemispheric. There is a significant difference in the scholastic achievement of student concerning their study habits. The students who have high academic achievement have better study habits as compared to academic achievement. There is a significantly positive effect on academic achievement by the school environment.

Ksoo, Handakaru M (2014) conducted a research titled "A study on style of learning and thinking of secondary school students in Shillong town Meghalaya". In this research resulted as there is no significant difference between male and female students in the preference of hemispheric in the school of Shillong. Since most of the school students are right-brain cardinal, therefore the right hemisphere cardinal in hemispheric preference. Also, it has been seen as a high and average level of style of learning and thinking exist students are right hemisphere thinking. Anyone has not belonged to the low level of learning thinking style. The right hemispheric students have more "problem solving and interest" in learning thinking style. The left-hemispheric students have more "verbal" and "divergent or convergent". In sample collection, a very less number of students found who have left-brain dominance. The high level of learning and thinking style students has manifold and some fewer students have an average level of learning and thinking style. There is a significant difference between private and government school students in their learning and thinking styles. In private school student level of learning and thinking style are higher than government school students. In community comparison, the general categories students are lower in the

right hemisphere as weigh to SC categories students. In the left and integrated brain emphatic, the general categories students of learning and thinking style are higher as weigh to the SC categories students.

Taruna (2015) conducted a research titled "interrelationship and influence of learning and thinking style on academic achievement of high school students" Resulted that the students scored maximum marks in precedence to visual, auditory, and participative learning style. The students who scored low prefer independent, kinesthetic, learning style whereas the students who scored average prefer visual and dependent learning styles. The independent learning style found a significant relationship with the thinking style as legislative, monarchic, and judicial whereas hierarchical, anarchic, global, internal, external, and conservative thinking style was found not significantly correlative. The dependent learning style found a significant relationship with the thinking style as an executive, local, and internal whereas found a negative correlation with thinking style as legislative, judicial. There is a significant difference found between male and female students in their learning style as collaborative, visual, auditory, and kinesthetic. There is a significant difference between male and female students thinking styles as legislative, executive, judicial, internal, external, and liberal.

Naina Ssmuel (2015) conducted a research titled "Study of style of learning and thinking of college students in relation to their family environment, stress, adjustment and academic achievement". Resulted as there is a significant difference between male and female college students concerning the score of the family environment. The college students have the whole hemisphere of the style of learning and thinking better scored in the family environment in comparison to the individual left and right hemisphere of the style of learning and thinking. The preference of the left hemisphere of the style of learning and thinking among college students have a higher stress score when compared to the right hemisphere of the style of learning and thinking. The whole hemisphere of the style of learning and thinking among college students have less stress score with comparison to the right and left hemisphere of the style of learning and thinking preference individually. The adjustment score of college students is the difference with the preference of right and left hemispheres of the style of learning and thinking. The higher adjustment score has been found with the whole hemispheres of the style of learning and thinking with comparison to the left and right hemispheres of the style of learning and thinking individually. There is a significant difference between the whole, right, and left hemisphere of the style of learning and thinking among college students. There is a different academic achievement score found with the whole, right, and left hemisphere of the style of learning and thinking among college students. The higher academic achievement score has been found with the whole hemisphere of the style of learning and thinking in comparison to the left and right hemispheres of the style of learning and thinking individually. The boy's right hemisphere of the style of learning and thinking score is higher than the girl's right hemisphere of the style of learning and thinking score. There is found a similar left hemisphere of the style of learning and thinking score among boys and girls students. The whole hemisphere of the style of learning

and thinking style score of girl's students is higher than boys' students. The boy's students have higher stress scores than girl's students.

Suman (2017) conducted a research titled "Study of academic achievement and study habits among school students in relation to their meta cognitive skill, learning and thinking style" Resulted that there is a significant effect of meta-cognitive skill and locality on academic achievement among school students whereas the insignificant effect of meta-cognitive skill and gender on academic achievement. There is a significant effect of learning and thinking style on locality and gender on academic achievement among school students. There is a significant difference in hemispheric of left and right brain among rural and urban male and female students. There is a significant difference between study habits among male and female school students on meta-cognitive and locality. There is an insignificant relationship between meta-cognitive, locality, and study habits among male and female school students. The urban and rural male and female students use the right hemisphere and left hemisphere concerning their study habits. There is no significant effect of learning and thinking style on study habits among male and female school students, whereas no significant effect of learning and thinking style on locality among male and female school students. There is no significant effect of study habits on locality among male and female school students.

## I. CONCLUSION

On the basis of above review of related literature it's clear that learning and thinking style is related to many variables like study habits, socio-economic status, intelligence, personality, gender etc. somewhere learning and thinking style not differ by gender wise but differ with respect to socio-economic status. A significant difference in hemispheric of left and right brain among rural and urban male and female is found.

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## Web Resource

1. <http://www.inflibnet.ac.in>
2. <http://www.dauniv.ac.in>
3. [www.education.com](http://www.education.com)
4. [www.educationworld.com](http://www.educationworld.com)
5. [http://www.research\\_papers.com](http://www.research_papers.com)