CHAPTER - 1
BACK-GROUND OF THE STUDY

1-0 INTRODUCTION

Education is a prerequisite for socio-economic development, particularly for the weaker sections who have all along been subjected to various kinds of deprivation and discrimination and therefore, stand in need of instant development. Education is a right and all citizens of the country should have access to it. The scheduled castes and scheduled tribes account for a quarter of the Indian population. It is through education that they can fully utilize the opportunities for socio-economic development since it opens to them various avenues of mobility and employment. Education is also an instrument of liberation and endows the deprived groups with confidence, courage and ability to resist exploitation. The scheduled castes and tribes, constitutes the poorest and most backward section of Indian society. Article 46 of the Indian constitution specially stated that “The state shall promote with special care the educational and economic interests of the weaker sections of the people and in particular of the scheduled castes and the scheduled tribes and shall protect them from social injustice and all forms of exploitation”.

In the year 1990 Mandal Commission emphasized that other backward communities should also be given the special care for their educational and socio-economic development. Thus in India scheduled castes, tribes and other backward people deserve serious attention of the government for their upliftment.

1-1 EDUCATIONALLY DISADVANTAGED

What constitute educational disadvantaged? Who are the educational disadvantaged? What factors account for their educationally disadvantaged? Are these important aspects of educationally disadvantaged?

Educationally disadvantaged refer to the situation or the state of affairs that is characterized by a lack of opportunities for education, the absence or in
adequacy of facilities for education and where such facilities do exists, their poor quality in terms of infrastructure, buildings, equipment, furniture, personnel and performance. More important is the kind of education that is made available to the people. If the education does not reflect the needs and aspirations of the people, these people remain in a strict sense, educationally disadvantaged. In other words, educational disadvantage refers both to the institutions and structures used to impart education and to those factors that are intrinsic to education itself. That is to its conception, content and quality. Throughout the region, women in general and those in rural areas in particular; people living in isolated inaccessible and remote areas in mountains and forests and people living in villages and small habitations do not have similar access to as good an education as others and, therefore, remain educationally disadvantaged. In addition, children belonging to tribal group’s sub-groups and nomadic groups; children coming from urban slums or small settlements; and people belonging to certain castes and caste-groups also constitute the educationally disadvantaged such as scheduled castes, scheduled tribes and other backward class.

An analysis of the factor that account for the continuation of these groups as educationally disadvantaged brings out the social, cultural, economic and psychological dimensions of the problem and their interaction. In India, scheduled tribes remain as educationally disadvantaged group because of in accessibility, poverty, social exploitation, isolation from the main stream and socio-discrimination. On the other hand scheduled castes suffer from the dual disabilities of severe economic exploitation and social discrimination. Most of the scheduled castes are first generation learners and victims of strong social attitudes against schooling.

Other backward classes also suffer from the dual disabilities of poverty and social discrimination. A large chunk of educationally disadvantaged comes from the rural population of the India. The Sex factor, however remain the primary cause and cuts across all disadvantaged groupings, like other developing countries, in India negative social attitude towards women education have kept this group the most backward and disadvantaged educationally.
1-2 CONCEPT OF STYLES

According to the Webster’s New World Dictionary a style is a distinctive or characteristic manner, or method of acting or performing. Styles represent a set of preferences. The style corresponds to a discrete notion of coherent singularity in a variety of contexts and has a wide appeal to human life.

Several researchers and writers have underlined the significance of styles of thinking and learning in terms of keys to understand student performance and classroom teaching. (Sternberg, 1990; Stone, 1976; Dunn et al. 1975). Sternberg (1994) categorically remarked that teacher must accommodate an array of styles (thinking and learning), by systematically varying teaching and assessment methods to reach every student. If they do it, they will observe immediate and powerful increases to student’s performance. It is needless to mention that styles of thinking and learning render a great help to students, teachers, guidance workers, counselors, curriculum designers as well as educational managers in the improvement of total teaching – learning process.

1-3 THE ORIGIN OF THE CONCEPT OF LEARNING STYLE

Keefe (1987) holds that elements of learning style appeared in research literature as early as in 1892.

Martinsen (1994) and Riding (1999) referred to James’ (1890) conception of individual differences contributory to ‘style’ construct. Riding (1997) referred to the work of Galton (1883) and more significantly hinted at the work of Bartlett (1932).

Vernon (1963) traced the origin of ‘style’ in the works of German Gestalt psychologists.

In the opinion of Keefe (1987) the term ‘learning style’ was first used by Thelen (1954) in discussion of group at work. Verma (1994) holds that Reissman was probably the first who used the term ‘learning style’ in 1964. According to Sanchez (1996) much of the earlier work in 1960s was on cognitive style with the focus on the mental processes of the learner, while in the 1970s it was shifted to learning style. A lot of work on cognitive style was done by
cognitive psychologists like Witkin (1978) and Kagan et al. (1964), while the learning style research was conducted by practitioners such as Kolb (1977) Grasha and Reichmann (1974), Hill (1976), Canfield (1974), and Dunn and Dunn (1974).

1-4 DEVELOPMENT OF THE CONCEPT OF LEARNING STYLE

The development of the concept of learning style may be summarized on the basis of the following theories:

1. Personality Theory
   A number of learning style instruments are based on Carl Jung’s (1971) theory of personality. This personality theory has contributed much toward the development of the concept of learning style.

2. Information Processing Theory
   The concepts from information processing theory have found their way into the concept of learning style. Learning style researchers have also borrowed the methodology of information processing theorists.

3. Aptitude-Treatment Interaction
   Aptitude-treatment interaction (ATI) research is a systematic attempt to relate individual differences to aptitude including aspects of cognitive and affective style to instructional method. Cronbach and Snow (1977) suggested that aptitude interact with instructional treatment to affect student learning.

4. Behaviouristic Theories of Learning
   Behaviouristic theories of learning have contributed a lot towards the development of the concept of learning style. The researchers of this tradition describe learning style as learner’s behaviour and actions.
1-5 DEFINITION OF LEARNING STYLE

Various researchers and psychologists have defined the term ‘learning style’ in different ways. Here an attempt has been made by the investigator to present a few definitions of ‘learning style’

Seigal et al. (1963) Messick (1969), Dececco (1974) and Augubel (1968) have treated ‘learning style’ as synonymous to ‘cognitive style’ which include individual preferences in both perceptual organization and concept organization i.e. perceiving thinking, remembering and solving problems.

Reissman (1966) also used this term as synonymous of cognitive style. He defined the term learning style as a distinct way of learning of an individual learner.

Nations (1967) said that in addition to cognitive learning styles identified by Reissman, other aspects of behaviour, which should also be classified under cognitive/learning styles, are response mode and thinking pattern.

Rosenberg (1968) defined learning styles as individual’s characteristic patterns of behaviour when confronted with a problem.

Grasha (1972) defined learning styles as preferred styles of responding of the learner.

Dunn and Dunn (1975) view learning style as those environmental, emotional, sociological and physical characteristics through which the learner learns most easily.

Gibson (1976) treated learning style and cognitive style as interchangeable terms. According to Cronbach and Snow (1977), “Learning Styles could be used to predict what kind of instructional strategies or methods would be most effective for a given individual and learning task”.

Hunt (1978) held that learning styles refer to those educational conditions under which students are most likely to learn.

Laycock (1978) states that learning style is an individual’s characteristic way of responding to certain variables in the instructional environment.
Letteri (1980) holds that learning style refers to the style of information processing and storage and retrieval of information.

Guild (1980) holds that people have individual characteristic pattern of learning which are pervasive and consistent. These may be described as their learning styles.

Entwistle (1981) has classified the style of learning as one of the categories of cognitive style. Learning styles refer to the unique way/method or approach by which the students prefer to learn.

Gregor (1982), David Kolb (1976) and others have defined learning style in a comprehensive manner. They have integrated both cognitive processes such as perception, thinking, reasoning, understanding, problem solving, remembering and preferences for behaviouristic modes.

Garger (1982) in his project report on ‘Learning Styles’ have classified the various learning style definitions according to (a) the process of organizing ideas (b) student behaviours (c) students input and output of information (d) and by research best described as electing learning style thesis.

Curry (1983) organized the learning styles into three layer model, with the inner layer being the cognitive personality style, which is the most stable one, through information processing style, which is relatively stable to instructional preference, the least stable and the outer layer.

Schmeck (1983) states that learning style is a predisposition of the learner to adopt a particular learning strategy regardless of the specific demands of the learning style task.

R. Dunn (1983) states that a learning style is an approach used by individuals to absorb, retain and process new information.

Dunn, Dunn and Price (1984) define learning style as the dramatical different way in which each person absorbs and retain information and/or skill.

Kolb (1984) states that learning styles are relatively stable attributes or preferences or habitual strategies used by individual learner to organize and process information for problem solving.
Keefe and Monk (1986) define learning styles as the characteristic cognitive, affective and psychomotor behaviours that serve as relatively stable indicators of how learners perceive, interact with and responds to the learning environment.

Agarwal (1987) has defined the term learning style as sum of individual preferences for physical, social, emotional and environmental elements in the course of learning.

Bonham (1987) states that numerous theories exist to explain how person differs in the way they characteristically learn. Some theories deal with cognitive process; others focus on personality variables or surface preferences about the circumstances of learning.

Debellow (1970) defines learning style as the way people absorb, process and retain information.

Reiff (1994) states that learning style can be described as a set of factors, behaviours and attitudes that facilitate learning for a student in a given situation.

James and Gardner (1995) state that the ways individual learners react to overall learning environment make up the individual’s learning style.

Vermunt (1996) states that learning style is a coherent whole of learning activities those students usually employ. They’re learning orientation and their mental model of learning, a whole that is characteristic of them at certain period.

After analyzing all the above definitions of ‘learning styles’ it is clear that learning styles and cognitive styles are closely related. Both ‘learning styles’ as well as ‘cognitive style’ deal with the ways in which people process information including perception, storage, transformation and utilization of information from the environment. However, they seem to have different orientation. Learning styles are consistent preferred ways of learning, which the individual learner employs during learning of various tasks.
1-6 NATURE OF LEARNING STYLE

Nature of learning style will be very clear when the concept of learning style and the concept of cognitive style are precisely differentiated from each other. There are researchers who consider ‘learning style’ and cognitive style’ to be different. They define them as separate concepts.

Claxton and Ralston (1978) classified cognitive styles as a type of learning styles.

Keefe (1979) stated that ‘learning style’ in fact is a broader term and included cognitive along with affective and psychomotor styles.

Ferrell (1981) holds that elements of ‘cognitive styles’ are found in instruments designed to measure learning styles.

Gorham (1986) identified three broad categories of learning styles (a) instructional preferences (b) information processing styles and (c) cognitive personality elements.

Claxton and Murrell (1987) categorized sixteen different learning style approaches under four broad categories. These are:

(a) Instructional preferences
(b) Social interactions
(c) Information processing and
(d) Personality based styles.

Riding and Cheema (1991) state that the differences between cognitive and learning styles are the number of style elements considered. Cognitive style is a bipolar dimension, learning style entails many elements and are usually not ‘either’ or extremes.

Messick (1994) holds that cognitive styles are individual consistencies in perception, memory, thinking and judgement whereas learning styles are consistent orientations towards learning and studying. The focus of cognitive style is on organization and control of cognitive process whereas that of learning style is on the organization and control of strategies for learning and knowledge acquisition.
Smith (1996) states that both the concepts of learning style and cognitive style are different. Cognitive style may be defined as a distinctive and habitual manner of organizing and processing information, while a learning style may be defined as a distinctive and habitual manner of acquiring knowledge, skills or attitudes through study or experience.

It is obvious from the above views and definitions that learning style is a broader concept than cognitive style. Learning styles are not the abilities or personality but at the same time they are manifestation of ability and personality in learning and instructional situations. The relationship of learning styles with intelligence and personality has been found to vary depending upon the type of tools of the learning styles.

1-7 TYPES OF LEARNING STYLES

Different researchers have identified different types of learning styles:

Shumsky (1960) has given the following styles of learning: (a) Slow responding versus quick responding (b) Independent versus dependent (c) Long attention span versus short attention span (d) Accepting new situation and learning as a challenge versus panic with the introduction of the new material and situation.

Reissman (1966) has given three learning styles: (a) Visual (b) Aural (c) Physical.

Warren (1974) has identified two learning styles: (a) Student centered and (b) Instructor centered.

Bicheler (1974) holds that there are eight types of learning styles: (a) Impulsive (b) Reflective (c) Short attention span (d) Long attention span (e) Convergent (f) Divergent (g) Resistance to change (h) Flexibility.

Grasha-Reichman (1975) gave six learning styles (a) Independent (b) Dependent (c) Competitive (d) Avoidant (e) Collaborative and (f) Participant.
Laycock (1978) has given six learning styles: (a) Modality preferences (b) Attention control (c) Reflection-impulsivity (d) Levels of processing (e) Reinforcement and (f) Grouping preferences.

Cherry (1981) gave seven learning styles: (a) kinesthetic (b) Print (c) Aural (d) Interactive (e) Visual (f) Haptic and (g) Olfactory.

Patton (1918) has identified the following six styles of learning: (a) Initiative (b) Independence (c) Gestalt (d) Dependence (e) Ego (f) Openness.

Agarwal (1983) in his learning style inventory has included seven types of learning styles: (a) Flexible versus non-flexible (b) Individualistic versus non-individualistic (c) Visual versus Aural (d) Field independent versus field dependent (e) Short attention span versus long attention span (f) Motivation centered versus motivation non-centered (g) Environment oriented versus environment free.

Kolb (1984) has identified four learning modes and four learning styles:

- **Learning Modes:** (a) Abstract Conceptualization (b) Concrete Experience (c) Active experimentation and (d) Reflective observation.
- **Learning Styles:** (a) Converger (b) Diverger (c) Assimilator and (d) Accommodator

### 1-8 KOLB’S MODEL OF LEARNING STYLES

Kolb (1978, 1981, 1984) has developed a model of learning styles. He holds that learning style construct consists of two dimensions: (a) Perceiving (b) Processing.

The first described concrete and abstract thinking and the second an active or reflective information processing activity. These two dimensions integrate to form the model which describes the four learning styles which are:

- (a) Diverger (b) Converger (c) Assimilator (d) Accommodator.

Kolb gave an experiential theory which is cyclic in nature. The Experiential cycle is used to extrapolate four adaptive learning modes:

(a) Concrete experience (CE)
(b) Reflective observation (RO)
(c) Abstract conceptualization (AC) and
(d) Active Experimentation (AE).

A learning style is conceived as an individual’s preferred method of learning. The cycle of four learning modes is shown in figure 1.1.

Figure 1.1 Cycle of Four Learning Modes and Learning Styles

The Characteristics of the four learning styles are as follows:

1. **The Converger**:
   A person with the converger style of learning seems to do best in the situations, conventional intelligence tests, where there is a single correct answer or solution to a question or problem. His knowledge is organized and he can focus it on specific problems. He is relatively unemotional and prefer to deal with things rather than people. The converger learners have narrow interests and often choose to be specialized in the physical science. The domain of converger’s learning abilities includes abstract conceptualization (AC) and active experimentation (AE). The persons with this style are interested in the practical application of ideas.

2. **The Diverger**:
   A person with the diverger style of learning performs better in the situations that demand for the generation of ideas, e.g. in brainstorming. Divergers are
found to be emotional, imaginative and interested in people. Their interests are broad and tend to be specialized in the arts. A diverger persons’ domain of learning abilities includes concrete experience (CE) and reflective observation (RO). The greatest strength of a diverger lies in his imaginative ability. He has the ability to perceive concrete situations from many perspectives and to organize them into a complete whole.

3. The Assimilator:
A person with the assimilator learning style excels in inductive reasoning in assimilating disparate observations into an integrated explanation. Like the converger, he is less interested in people and more concerned about abstract concepts, but he believes in the practical use of theories, which are logically sound and precise. An assimilator’s learning abilities domain includes abstracts conceptualization (AC) and reflective observation (RO). The greatest strength of an assimilator learner lies in his abilities to create theoretical models.

4. The Accommodator:
A person with the accommodator style of learning is able to adapt himself to specific immediate circumstance. He usually discard the theory or plans if they do not fix the facts. An accommodator tends to solve the problems in an intuitive, trial and error manner and rely heavily on others for information rather then his own analytic ability. He is best at concrete experience (CE) and active experimentation (AE). The greatest strength of an accommodator lies in doing things, in carrying out plans and experiments and involving him-self in new experiences. He tends to be more risk taker than the people with the other three learning styles.

1-9 IMPORTANCE OF THE LEARNING STYLES

Learning styles play an important role in the educational process. Following points reflect the importance of learning styles:
1. Learning styles provide a sound basis for formulating the groups of the students. Once the learning style of an individual is identified, it can be put in
one of the four groups of learning styles and the education may be imparted to him accordingly.

2. Learning styles help the teacher in the selection of the most appropriate teaching strategies, style and tactics.

3. Learning styles are helpful in the enhancement of academic achievement of the learners.

4. They provide a basis for the individualization of instruction.

5. They are helpful in rendering assistance to the guidance and counseling persons.

6. Learning styles are helpful in building a conducive learning environment in the class and school.

7. Learning styles provide guidelines to the curriculum framers.

8. Learning styles are useful for the pre-service teachers.

Thus, it is obvious that the learning styles are very useful in the teaching learning process.

1-10(a) CONCEPT OF STRESS

Various Psychologist have defined the term differently for instance Meichenbaum (1985) believe that stress should be seen as ‘A Cognitively Mediated Relational Concept’ where not only do the characteristics of the person and of the job vary from time to time, but there is also a particular dynamic relationship where the person and the environment act upon each other. This includes the individuals process of coping with events in his/her life.

According to Kyriacou and Sutcliffe (1978) stress may be defined as “response of negative effect (such as anger or depression) by a person usually accompanied by potentially pathogenic and biochemical changes (such as increased heart rate on release of adrenocortiocotropic hormones into blood stream) resulting from aspects of persons job and mediated by perception that
the demands made upon the person constitute a threat to his self esteem on well being and by coping mechanism activated to reduce the perceived threat”.

**Trendall, (1987)** holds that stress is a multifactorial concept referring to the contribution of factors within the individual, the organization and wider society which lead to lowering of feelings of personal self-worth, of achievement, of effectiveness and of copying within one’s professional role. This may eventually lead to damaging psychological and physical symptoms.

**Selye (1874)** defined ‘stress’ as “non-specific response of body to any demand”.

**Cooper and Marshall (1876)** within the ambit of occupational stress, equate the concept of stress with the negative environment factors or stressors (e.g. work over load, role conflict/ambiguity, poor working conditions) associated with a particular job. Here stress is described in terms of pressure on the individual, the effects of such pressure and the individual’s response to this pressure.

According to **Lazarus (1978)** stress is a ‘relational concept’ that is a balance between demands and the power to deal with them. He further says that psychological stress refers to demand, that tax or exceeds available resources (internal/external) as cognitively appraised by the person involved.

In view of **Furman (1992)** stress is anything that imposes an extra demand on a persons ability to cope, often with something that is new and different.

According to **Chrousos and Gold (1992)** It is the state of disharmony or threatened homeostasis.
According to Lazarus (1984) stress is in harmonious fit between person and environment, one in which person's resources are taxed or exceeded forcing the person to struggle usually in complex ways and to cope with.

According to Wadud and Sen (1998) stress is the dynamic mismatch between the individual and his physical, social and psychological environment.

Stress can be defined as perceptual phenomena arising from a comparison between the demands on the person and his ability to cope with it (Sharma, 1995).

**TYPES OF STRESS**

Three main types of stress have been identified by the psychologists (1) Physiological Stress (Selye, 1956), (2) Social Stress (Smelser, 1920) and (3) Psychological Stress (Lazarus, 1966).

In psychological stress category, job stress, occupational stress, teaching stress, institutional stress, organizational stress and academic stress are most common terms which appear in the related literature.


There may be many more types of stress depending upon the contexts.

**EFFECTS OF STRESS**

Raina (1983) listed some the important behavioural, psychological and health effects which have been suggested to be linked to the experience of stress and have been placed in following table:
Table 1.1
Various Behavioural, Psychological and Health Effects of Stress

<table>
<thead>
<tr>
<th>Subject Effects</th>
<th>Anxiety, Aggression, Fatigue, low Self-Esteem.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavioural Effects</td>
<td>Accident proneness, drug taking, emotional outbursts, excitability impulsive behaviour and restlessness</td>
</tr>
<tr>
<td>Cognitive Effects</td>
<td>Inability to make decisions and concentrate. Frequent forget fullness and mental block</td>
</tr>
<tr>
<td>Physiological Effects</td>
<td>Increased blood and Glucose levels, increase heart rate and B.P. sweating, a lump in the threat</td>
</tr>
<tr>
<td>Health Effects</td>
<td>Asthma, Chest and back Pains coronary heart disease, diarrhea, frequent orientation headaches, night mares, insomnia, psychosomatic deseeded ulcers and weakness</td>
</tr>
<tr>
<td>Organization Effects</td>
<td>Absenteeism, high accident rates, poor productivity</td>
</tr>
</tbody>
</table>

1.10(b) CONCEPT OF ACADEMIC STRESS
Academic stress is mental distress with respect to some anticipated frustration associated with academic failure or even an unawareness to the possibility of such failure. Students have to face many academic demands, for example, school examinations, answering questions in the class, showing progress in school subjects. Understanding what the teacher is teaching, competing with other class mates, fulfilling teacher’s and parents academic expectations. These demands may tax or exceed available resources of the students. As a consequence, they can be under stress, since the demand is related to achievement of an academic goal. So, academic related to the achievement of an academic goal. Bisht (1989) has defined academic stress as
“a demand relate to academics that tax or exceed the available resources (internal or external) as cognitively appraised by the student involved”.

According to her academic stress reflects perception of individuals academic frustration, academic conflict, academic pressure and academic anxiety. She has given the definition of four components of academic stress as follows:

**Academic Frustration** : a state caused by harm of some academic goals;

**Academic Conflict** : the result of two or more equal but in compatible response tendencies to academic goals.

**Academic Pressure** : when the student is under heavy demands of time and energy to meet academic goals; and

**Academic Anxiety** : Apprehension of harm to some academic goals.

Academic Stress is an important factor accounting for variation in academic achievement, it also contributes to major mental health hazards, problems both physical and mental, stress related diseases. Stress makes a significant contribution to the prediction of subsequent school performance and act as a negative predictor of academic performance in school children (Endler et al. 1994).

**Figure 1.2. Shows the Components of Academic Stress**
1-11 (a) CONCEPT OF MOTIVATION

The word has been derived from the Latin word ‘moveers’ which means to move. Motivation is an internal force which accelerates a response or behaviour some learners learn the same subject matter or task more efficiently than others, some find it more rewarding and interesting than other; and some enjoy it more than others. At any given time learners vary in the extent to which they are willing to direct their energies to the attainment of goals, due to difference in motivation.

Madson (1975) in his book ‘Theories of Motivation’ has given twenty four definitions and theories of motivation which provide different explanations of learning and human behaviour some of the important definition are given here for having an adequate understanding of the concept of motivation.

1. **C.F. Skinner (1947)** “Motivation in school learning involves arousing, persisting, sustaining and directing desirable behaviour”.

2. **G.M. Blair and Others (1947)** “Motivation is a process in which the learner's internal energies or needs are directed towards various goal objects in his environment”.

3. **J.P. Guilford (1950)** “A Motive is any particular internal factor of condition that tends to initiate and sustain activity”.

4. **A.H. Maslow (1954)** “The self-actualization tendency is growth motivation. Self-actualization is the development of personality which frees the person from the deficiency problems of growth. Motivation is constant, never ending, fluctuating and complex and that it is an almost universal characteristic of particularly every organismic state of affairs”.

5. **W.A. Kelly (1955)** “Motivation is the central factor in the effective management of the process of learning. Some type of motivation must be present in all learning”.

6. **L.D. Crow and A. Crow (1962)** “Motivation is considered with the arousal of the interest in learning and to that extent is basic to learning”.

7. **K. Lovell (1964)** “Motivation in school leaning involves arousing, persisting, sustaining and directing desirable behaviour”.

8. **H.W. Bernard (1965)** “Motivation is an energy change within the person characterized by effective arousal and anticipatory goal relations”.

9. **T.W. Atkinson (1966)** “The term motivation refers to the arousal of tendency to act to produce one or more effects”.

10. **F.G. McDonald (1972)** “Motivation is an energy change within the person characterized by affective arousal and anticipatory goal relations”.

11. **C.W. Wood (1973)** “Motivation is the process of arousing sustaining and regulating activity”.

12. **D.O. Hebb (1975)** “The term motivation refers (i) to existence of an organized phase sequence (ii) to its direction and content (iii) to its persistence in given direction or stability of content”.

It abundantly clear from the above definition that motivation is the internal condition or factors in the persons which performs to major functions:

(i) It initiates energizes, persist and sustain the desirable behaviour for a long time.

(ii) It direct and regulate persons behaviour. It is worth mentioning that motivation is a very complex phenomenon, which is influenced by multiple variables operating within the organism and in the environment. Various theories of motivation have been propounded to explain the nature of this phenomenon. However it goes without saying that it is a key factor in learning and academic performance

1.11(B) **CONCEPT OF ACADEMIC MOTIVATION**

Academic motivation is a concept that has been introduced to explain some the differences in the school attainment of children with similar measured abilities ([Entwistle, 1968](#)) in Practice, it appears that a more specific measure of the postulated general trait known as “need achievement”. Academic motivation is described as a more specific personality trait than achievement motivation. Academic motivation questionnaires tend to ask more specific questions about
Back-Ground of The Study

academic work relating to the level of students. **Entwistle** (1968) defined academic motivation as one’s determination to succeed in academic studies. **Finger and Scheller** (1965) have discovered three factors of academic motivation viz. (I) aspiration for scholarly future (ii) attitude toward school, and (iii) study habits.

The designers of tests of academic motivation most often claim that these test are more reliable predictors of performance in more specific situation i.e. academic work. Several investigators (**Green and Farquhas**, 1965; **De and Singh**, 1970; **Desai**, 1979) have found that academic motivation in highly and significantly related with academic performance. Adopting **Heckhausen** (1967) definition of achievement motivation in academic context. It may be said that academic motivation is a special kind of achievement motivation. In which an individual learner strives to increase or keep us high as possible, one’s capability in all academic activities in which a standard of excellence is thought to apply and where execution of such academic activities can be, therefore, either success or failure. Basic assumption underlying this concept is that it will play more important role than general achievement motivation in academic achievement motivation.

1-12 NEED AND SIGNIFICANCE OF THE STUDY

Recently, learning styles of the students have drawn the attention of many educators and researchers. Many researchers have expressed that learning style of the student is perhaps the single most important factor in his/her academic performance (**Dunn and Price**, 1977; **Robinson and Gray**, 1974). Some advocates of learning style movement (**Barbey and Swassing**, 1979) have present variability in student performance results not so much from discrepancies in intelligence but such deviations are due to different styles of learning. Learning styles have important bearing for classroom teacher, curriculum designer, educational technologist, guidance and counseling workers and even educational administrators.
Generally, researchers on learning styles have been conducted on advantaged sections of the students. No research has been conducted so far on educational disadvantaged groups of students. Since learning styles are developed in the given socio-cultural environmental, it is more likely that educationally disadvantaged students show marked differences in learning styles form educationally advantaged students. If it is so, if will have important implications for education. The designing of educationally disadvantaged students and proper educational planning will facilitate their cognitive and academic development. Therefore, the present study will prove a great help in the education of educationally disadvantaged students.

Further, gender, stream, academic stress and academic motivation are considered important factors in the learning process. These variables may also affect the learning modes and learning styles of the educationally disadvantaged students. If the findings of the study confirm this will further render a help to the teachers in complementing the learning styles of the students of including sophistication in the instruction of the students who are educationally backward/disadvantaged.

1-13 STATEMENT OF THE PROBLEM

In view of the above discussion, the problem of the study is stated as under:

“A STUDY OF LEARNING STYLES OF EDUCATIONALLY DISADVANTAGED STUDENTS IN RELATION TO CERTAIN PERSONAL, CONTEXTUAL AND PSYCHOLOGICAL VARIABLES”

1-14 OBJECTIVES

The following objectives will be persuaded in the study:
1. To find out the differences in learning modes and learning styles of three groups of educationally disadvantaged students (SC, ST and OBC).

2. To explore the differences in learning modes and learning styles of three groups of educationally disadvantaged (SC, ST and OBC) male students.

3. To investigate the differences in learning modes and learning styles of three groups of educationally disadvantaged (SC, ST and OBC) female students.

4. To study the gender differences in learning modes and learning styles of SC, ST and OBC students.

5. To find out the differences in learning modes and learning styles of three groups of educationally disadvantaged students (SC, ST and OBC) belonging to science stream.

6. To investigate the differences in learning modes and learning styles of three groups of educationally disadvantaged students (SC, ST and OBC) belonging to arts stream.

7. To explore the differences in learning modes and learning styles of SC, ST and OBC students.

8. To study the differences in learning modes and learning styles of three groups of educationally disadvantaged students (SC, ST and OBC) having high level of academic stress.

9. To ascertain the differences in learning modes learning styles of three groups of educationally disadvantaged students (SC, OBC and ST) having low level of academic stress

10. To find out the academic stress related differences in learning modes and learning styles of three groups educationally disadvantaged students (i.e. SC, ST and OBC).

11. To explore the differences in learning modes and learning styles of three groups of educationally disadvantaged students (SC, ST and OBC) having high level of academic motivation.
12. To inquire into the differences in learning modes and learning styles of three groups of educationally disadvantaged students (SC, ST and OBC) having low level of academic motivation.

13. To find out the academic motivation related differences in learning modes and learning styles of three groups of educationally advantaged students (i.e. SC, ST and OBC) and educationally advantaged group of students.

14. To ascertain the differences in learning modes and learning styles of educationally disadvantaged and educationally advantaged groups.

1-15 HYPOTHESES

Since research studies have not been carried out on the proposed topic and related variables in the Indian context, the formulation of directional research hypotheses was not feasible. Therefore, 14 null hypotheses given below were framed for testing in the present study:

1. There will be no significant differences in learning modes and learning styles of three groups of educationally disadvantaged students SC, ST and OBC.

2. There will be no significant differences in learning modes and learning styles of three groups of educationally disadvantaged students SC, ST and OBC male students.

3. There will be no significant differences in learning modes and learning styles of three groups of educationally disadvantaged SC, ST and OBC female students.

4. There will be no significant gender differences in learning modes and learning styles of SC, ST and OBC students.

5. There will be no significant differences in learning modes and learning styles of three groups of educationally disadvantaged students i.e. SC, ST and OBC belonging to science streams.

6. There will be no significant differences in learning modes and learning styles of three groups of educationally disadvantaged students i.e. SC, ST and OBC belonging to arts stream.
7. There will be no significant stream differences in learning modes and learning styles of SC, ST and OBC students.

8. There will be no significant differences in learning modes and learning styles of three groups of educationally disadvantaged i.e. SC, ST and OBC students.

9. There will be no significant differences in learning modes and learning styles of three groups of educationally disadvantaged students i.e. SC, ST and OBC having low level of academic stress.

10. There will be no academic stress related significant differences in learning modes and learning styles of three groups of educationally disadvantaged students i.e. SC, ST and OBC.

11. There will be no significant differences in learning modes and learning styles of three groups of educationally disadvantaged students i.e. SC, ST and OBC having high level of academic motivation.

12. There will be no significant differences in learning modes and learning styles of three groups of educationally disadvantaged students i.e. SC, ST and OBC having low level of academic motivation.

13. There will be no academic motivation related significant differences in learning modes and learning styles of three groups of educationally disadvantaged students i.e. SC, ST and OBC.

14. There will be no significant differences in learning modes and learning styles of educationally disadvantaged group and educationally advantaged group of students.

1-16  SCOPE AND DELIMITATIONS OF THE STUDY

The present study was conducted on learning modes and learning styles of educationally advantaged and educationally disadvantaged groups of students studying in 12th class in Govt. Sr. Secondary Schools of districts Bilaspur, Hamirpur, Kullu Mandi Kangra and Lahaul & Spiti. The data was collected by three standardized tests as mentioned in the tools in order to realize the
objectives of the study and testing of hypotheses of present study was delimited in terms of objectives, hypotheses research method, sample, tools statistical techniques.

The present study was delimited in its scope and extent with respect to the following:
1. The study was delimited to twenty Senior Secondary Schools from Himachal Pradesh,
2. The Study was delimited to 12th grade students of Senior Secondary Schools.
3. The Study was delimited with regard to size of the sample. The study involved the sample of 562 students (Educationally Advantaged = 210 and Educationally Disadvantaged = 352).
4. The study was delimited to testing of three non-directional major research hypotheses.
5. The study was delimited to descriptive type of research.
6. The study was delimited in terms of dependent, personal, contextual, psychological and independent variables. Dependent variable included (learning modes and learning styles), personal variable included gender (male/female), contextual variable included academic stress, psychological variable included academic motivation and independent variable included educational advantagedness/disadvantagedness.
7. The study was delimited to sampling technique of random of cluster technique.
8. The study was delimited to the use of three tools namely:
   (i) Kolb’s learning style inventory Hindi version by Prof. B.P. Verma.
   (ii) Keele’s academic motivation inventory Hindi version by Prof. B.P. Verma.
   (iii) Academic stress sub-scale of student stress scale Hindi version by Abha Rani Bisht.
9. The study was delimited to statistical technique One-Way-ANOVA and Tukey Test (T).
10. The study was delimited in terms of time and resources.

1-17 DEFINITION OF KEY TERMS USED

Learning Modes: Learning modes refer to four learning modes: Concrete Experience, Reflective Observation, Abstract Conceptualization, and Active Experimentation as measured by Kolb’s Learning Style Inventory.

Concrete Experience: It is a mode of learning in which the learner needs some time to digest information. He does not volunteer to ask or answer questions, and works well in individual tutorials.

Reflective Observation: This learning mode deals with emergence of new ideas in the mind of the learner as and when he sees a relevant phenomenon.

Abstract Conceptualization: It is a mode of learning in which the learner connects the new information with prior learning. He learns through linking the new knowledge with previous knowledge & experience. He may feel difficulty with organizing the things & focus findings.

Active Experimentation: It is a learning mode in which the learner needs immediate feedback. He learns well by asking questions, works well in group tutorials and group studies. The mode demands testing of hypotheses relative to what has been experienced, observed and conceptualized as pertinent to a learning situation.

Learning Styles: Learning styles refer to the four learning styles Converger, Diverger, Assimilator and Accommodator; as measured by Kolb’s Learning Style Inventory.

Converger: Converger is a learning style which is the resultant of the combination of two learning modes AC & AE.
Diverger: Diverger is a learning style and it is the combination of CE and RO modes of learning.

Assimilator: Assimilator is a learning style which is the combination of AC & RO modes of learning.

Accommodator: Accommodator is a style of learning and it is the resultant of the two modes of learning i.e., CE and AE.

Gender: Refers to male and female.

Senior Secondary: refers to 12th grade.

REFERENCES


