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### Patterns of Cognitive Styles among School Teachers Belonging To Tribal Community

#### Abstract

The present study has been conducted to find out the patterns of cognitive styles among school teachers belonging to tribal community. The sample for the investigation was drawn from the school teachers belonging to tribal community working in different schools located in Rangareddy district, Telangana state by using simple random sampling technique. It comprises 310 school teachers. Standardized tool was used in the present study, Cognitive Style Inventory (CSI) developed by Praveen Kumar Jha. The study revealed that there is a significant difference between patterns of cognitive styles among school teachers belonging to tribal community with respect to their gender. The study also revealed that there is no

significant difference between patterns of cognitive style among school teachers belonging to tribal community with respect to their age.

### Introduction

Cognitive styles refer to the preferred way individual processes information. Unlike individual differences in abilities e.g, Gardner Guilford, Sternberg (1977) which describe peak performance styles describe a person's typical mode of thinking remembering and problem solving. Cognitive style simply denotes a tendency of an individual to behave in a certain manner Dunn.R and Dunn.K (1978). Messick.S (1976) usually describes Cognitive style as a way of constructing knowledge of an individual and personality dimension which influences attitudes, values and social interaction too.

The researcher felt essential to study the cognitive style of a teacher as teacher carries multilayer effect in the schools. The cognitive style influence their teaching-learning process and classroom behavior which determines on classroom culture and student pupil teacher learning. In the context of Globalization and Information age the speed of social change and knowledge construction has taken enormous change in the field of education.

### Significance of the Study

The study has unique significance because the results of the study can be used in designing of policies to improve the performance of the tribal teachers; and through improved performance of the teachers, the education levels of the tribal students will enhance, and thereby leading to the development of holistic society that is rich due to its diversity.

It has been presumed that individual's cognitive style plays crucial role in various aspects of life, that is, development, learning, career etc. In other words, cognitive style is important in person's life. There are different cognitive learning styles for each person. Each of us has our own styles of learning and thinking. Knowledge of these similarities and differences is crucial in education. The sensitivity of the teachers in dealing with individual

learners' differences in cognitive style in his/her classroom may be significant influence in facilitating learning. Following the identification of relative individual differences in cognitive style of students in a classroom, the teacher can provide a multiplicity of strategies and techniques to determine which seems to be most feasible in terms of class time and effectiveness for children. In other words, we can say that if a pupil has a cognitive style that is similar to that of his/her teacher, the chances are improved that the student will have a more positive learning experience. Moreover, the study would be helpful for the school administrators, policy makers and teachers for designing their teaching styles which would help in maximizing students' learning.

Therefore, the researcher has taken up this study to know the cognitive styles of school teachers belonging to tribal community of Ranga Reddy district, Telangana state on the basis of the following objectives for the present study.

#### Objectives

- (1) To find out the types of cognitive styles among school teachers belonging to tribal Community.
- (2) To find out the types of cognitive styles among school teachers belonging to tribal Community due to variation in their Gender.
- (3) To find out the types of cognitive styles among school teachers belonging to tribal Community due to variation in their Age.

#### Hypotheses

- (1) There may not be any significant difference in the type of cognitive styles among school teachers belonging to tribal community due to variation in their Gender.
- (2) There may not be any significant difference in the type of cognitive styles among school teachers belonging to tribal community due to variation in their Age.

#### Methodology

Descriptive survey research method has been used in present study.

The following table shows the no. of school and ST teachers working in Ranga Reddy District of Telangana State.

Table: 1. No. of schools and ST teachers of Ranga Reddy district

Sl. No.	School	No. of Schools	ST Teachers
1.	Primary schools	1789	319
2.	High schools	1925	457
	Total	3714	776

Sample: The sample for the investigation was drawn from the school teachers belonging to tribal community working in different schools located in Ranga Reddy district of Telangana state by using simple random sampling technique. It comprises 310 school teachers belonging to tribal community.

Variables:

(i) Gender, (ii) Age.

Tools Used: Cognitive Style Inventory (CSI) developed by Praveen Kumar Jha, is used in the present study.

Cognitive Style

Table.2 shows the patterns of cognitive styles among school teachers belonging to tribal community on the basis of their gender.

Table 2: Cognitive Style vs. Gender

Sl. No.	Style		Gender	Total

			Male	Female	
1.	Systematic Style	Count	79	29	108
		Expected Count	72.1	35.9	108.0
		% within Style	73.1%	26.9%	100.0%
		% within Gender	38.2%	28.2%	34.8%
		% of Total	25.5%	9.4%	34.8%
2.	Intuitive style	Count	1	3	4
		Expected Count	2.7	1.3	4.0
		% within Style	25.0%	75.0%	100.0%
		% within Gender	0.5%	2.9%	1.3%
		% of Total	0.3%	1.0%	1.3%
3.	Integrated style	Count	112	49	161
		Expected Count	107.5	53.5	161.0
		% within Style	69.6%	30.4%	100.0%
		% within Gender	54.1%	47.6%	51.9%
		% of Total	36.1%	15.8%	51.9%

4.	Undifferentiated cognitive style	Count	0	4	4
		Expected Count	2.7	1.3	4.0
		% within Style	0.0%	100.0%	100.0%
		% within Gender	0.0%	3.9%	1.3%
		% of Total	0.0%	1.3%	1.3%
5.	Split style	Count	15	18	33
		Expected Count	22.0	11.0	33.0
		% within Style	45.5%	54.5%	100.0%
		% within Gender	7.2%	17.5%	10.6%
		% of Total	4.8%	5.8%	10.6%
Total		Count	207	103	310
		Expected Count	207.0	103.0	310.0
		% within Style	66.8%	33.2%	100.0%
		% within Gender	100.0%	100.0%	100.0%
		% of Total	66.8%	33.2%	100.0%

Out of 310 samples in the present study, it has been found that there are majority of the teachers are in integrated cognitive style 161( 51.9%), followed by systematic cognitive style 108 (34.8%) and 33 (10.6%) with split cognitive style. A small percentage of samples

i.e. 4 (1.3%) in each category possess intuitive cognitive style and undifferentiated cognitive style, respectively. Further, it has also been found that among 207 male respondents, majority of male teachers consists of integrated style 112 (54.1%) followed by systematic style (79 No.) with 38.2%. The sample fall under split cognitive style are 15 and it's percentage is 7.2% and only 1 (0.5%) respondent who acquires intuitive style with 0.5% and there is no respondent in undifferentiated cognitive style. Similarly, out of 103 female respondents, 49 (47.6%) of them are under integrated cognitive style, 29 (28.2%) possess systematic cognitive style and 18 (17.5%) are with split cognitive style. A small percentage of respondents 4 (3.9%) are in undifferentiated cognitive style and 3 (2.9%) with intuitive cognitive style. On the basis of above results, it is found that there are majority 161 (51.9%) out of 310 total respondents, 112 (54.1%) out of 207 male respondents and 49 (47.6%) out of 103 female respondents) of school teachers belonging to tribal community possess integrated cognitive style.

#### Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	20.489	4	0.000
Likelihood Ratio	20.667	4	0.000
Linear-by-Linear Association	7.482	1	0.006
N of Valid Cases	310		

Chi-square test has been used for testing the hypothesis to know the significant difference. The obtained Pearson chi-square test value (20.489) is greater than the table value (9.488) at 0.05 level of significance for 4 degrees of freedom. It shows that there is a

significant difference between cognitive styles among the school teachers belonging to tribal community due to variation in their gender.

Table 3: Age vs. Cognitive Style

Sl. No.	Style		25-34 yrs	35-44 yrs	45-54 yrs	Total
1.	Systematic Style	Count	48	52	8	108
		Expected Count	48.8	53.7	5.6	108.0
		% within Style	44.4%	48.1%	7.4%	100.0%
		% within Age	34.3%	33.8%	50.0%	34.8%
		% of Total	15.5%	16.8%	2.6%	34.8%
2.	Intuitive style	Count	0	4	0	4
		Expected Count	1.8	2.0	.2	4.0
		% within Style	.0%	100.0%	.0%	100.0%
		% within Age	.0%	2.6%	.0%	1.3%
		% of Total	.0%	1.3%	.0%	1.3%
3.	Integrated style	Count	70	83	8	161
		Expected Count	72.7	80.0	8.3	161.0

		% within Style	43.5%	51.6%	5.0%	100.0%
		% within Age	50.0%	53.9%	50.0%	51.9%
		% of Total	22.6%	26.8%	2.6%	51.9%
4.	Undifferentiated cognitive style	Count	4	0	0	4
		Expected Count	1.8	2.0	.2	4.0
		% within Style	100.0%	.0%	.0%	100.0%
		% within Age	2.9%	.0%	.0%	1.3%
		% of Total	1.3%	.0%	.0%	1.3%
5.	Split style	Count	18	15	0	33
		Expected Count	14.9	16.4	1.7	33.0
		% within Style	54.5%	45.5%	.0%	100.0%
		% within Age	12.9%	9.7%	.0%	10.6%
		% of Total	5.8%	4.8%	.0%	10.6%
Total		Count	140	154	16	310
		Expected Count	140.0	154.0	16.0	310.0
		% within Style	45.2%	49.7%	5.2%	100.0%

	% within Age	100.0%	100.0%	100.0%	100.0%
	% of Total	45.2%	49.7%	5.2%	100.0%

Out of 310 samples in the present study, it has been found that majority of the teachers are integrated cognitive style (161, 51.9%), followed by systematic cognitive style (108, 34.8%) and 33 (10.6%) of them split cognitive style. A small percentage of samples (i.e. 4, 1.3%) in each category possess intuitive cognitive style and undifferentiated cognitive style, respectively. In addition to this, among 140 respondents who are in the age group of 25-34 years, 70 (50.0%) school teachers have integrated cognitive style, 48 (34.3%) are having systematic cognitive style, 18 (12.9%) are with split cognitive style. A small percentage 4 (2.9%) of respondents are with undifferentiated cognitive style and no respondent possess intuitive cognitive style. Similarly, among 154 respondents who are in the age group of 35-44 years, 83 (53.9%) are with integrated cognitive style, 52 (33.8%) having systematic cognitive style and 15 (9.7%) having split cognitive style. A small percentage 4 (2.6%) of respondents demonstrated intuitive cognitive style and no respondent possess undifferentiated cognitive style. In the age group of 45-54 years, an equal number 8 (50.0%) of school teachers are with systematic and integrated cognitive style and none of the respondent following under systematic, intuitive, integrated, undifferentiated and split cognitive styles. In conclusion, it is found that 161 (51.9%) respondents out of 310 total respondents, 70 (50.0%) out of 140 respondents who are in the age group 25-34 years, 83 (53.9%) respondents who are in the age group of 35-44 years and 8 (50.0%) out of 16 respondents who are in the age group of 45-54 years of school teachers belonging to tribal community possess integrated cognitive style.

## Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	12.720	8	0.122
Likelihood Ratio	17.307	8	0.027
Linear-by-Linear Association	2.326	1	0.127
N of Valid Cases	310		

Chi-square test has been used for testing the hypothesis to know the significant difference. The obtained Pearson chi-square test value (12.720) is lower than the table value (15.507) at 0.05 level of significance for 8 degrees of freedom. It shows that there is no significant difference between cognitive styles among the school teachers belonging to tribal community due to variation in their age.

## Major Findings of The Study

## Findings related to Cognitive Style of School Teachers

(a) Gender vs. Cognitive Style: it is found that majority 161 (51.9%) out of 310 total respondents, 112 (54.1%) out of 207 male respondents and 49 (47.6%) out of 103 female respondents) of school teachers belonging to tribal community possess integrated cognitive style. Further, there is a significant difference between cognitive styles among the school teachers belonging to tribal community due to variation in their gender.

(b) Age vs. Cognitive Style: It is found that majority (161 (51.9%) out of 310 total respondents, 70 (50.0%) out of 140 respondents who are in the age group 25-34 years, 83 (53.9%) respondents who are in the age group of 35-44 years and 8 (50.0%) out of 16 respondents who are in the age group of 45-54 years) of school teachers belonging to tribal community possess integrated cognitive style. Further, there is no significant difference between cognitive styles among the school teachers belonging to tribal community due to variation in their age.

#### Hypotheses Testing

Hypothesis 1: There is no significant difference among school teachers belonging to tribal community in respect of their cognitive styles due to variation in their gender.

Result: the obtained person chi-square test value (20.489) is greater than the table value (9.488) at 0.05 level of significance for 4 degrees of freedom. It shows that there is a significant difference between cognitive styles among the school teachers belonging to tribal community due to variation in their gender. Hence the stated null hypothesis is rejected.

Hypothesis 2: There is no significant difference among school teachers belonging to tribal community in respect of their cognitive styles due to variation in their age.

Result: the obtained person chi-square test value (12.720) is lower than the table value (15.507) at 0.05 level of significance for 8 degrees of freedom. It shows that there is no significant difference between cognitive styles among the school teachers belonging to tribal community due to variation in their age. Hence the above stated null hypothesis is accepted.

#### Suggestions for Further Research

1. A similar study may be carried out drawing the sample from college and university teachers.
2. Studies may be conducted to know the cognitive styles among teachers of other categories of Telangana state.

3. A research can be attempted to know the relationship between cognitive style and academic achievement of students.

4. A study may be considered to know the relationship between cognitive styles of teachers and academic achievement of the students.

### Conclusions

#### (1) Cognitive styles:

- It is concluded that the teachers belonging to tribal community possess integrated cognitive style further male teachers are with more integrated cognitive style than female teachers.
- It is concluded that the more no. of teachers belonging to 35-44 years age group possess more integrated cognitive style than teachers in the rest of the age group.

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