



A SYTEMATIC REVIEW AND IMPACT OF THINKING-LEARNING STYLES OF RURAL-URBAN STUDENTS ON CLASSROOM INTERACTION IN SCHOOLS

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ABSTRACT

The paper attempts to find out the difference in learning strategies, thinking styles and classroom participation in rural and urban students. The study was conducted in 1394 grade IX students through multistage sampling procedure throughout the country. Among them, 187 students were from urban schools, and 87 students were from rural schools. The researcher adopted mix method-sequential explanatory design. The study was based on taxonomy of learning strategies developed by Pintrich, Smith and McKeachie (1989). The tools for the data collection were Motivated Strategies for Learning Questionnaire (MSLQ), observation and interview. The study shows that there is significant difference in preferred learning strategies of urban and rural school students. There was a significant difference in the use of learning and thinking styles between urban and rural school students. Elaboration and organization strategies were more often used by rural students than urban school students whereas peer learning, elaboration, help seeking and effort management strategies were more often used by urban school students. However, students from both of the locations mostly used different learning and thinking styles in classroom participation.

KEYWORDS: Learning strategies, thinking style, classroom interaction, learning theories

1. INTRODUCTION

Training is an action of empowering learners to form themselves into undeniable individuals. In this course, instructive organizers and directors work towards all round improvement of the scholarly capacities and identity of the

individual learners. Preferably, empowering a person to realize their possibilities is a definitive reason for instructive frameworks. Coughlin and Castilla (2014) led a review to survey the impact of private secondary school instruction on the school direction. In the financial aspects writing,

the impact of going to a private secondary school is as yet a begging to be proven wrong point. In view of the a few discoveries [1], they proposed that going to a Catholic secondary school (which includes the vast majority of the private segment in the United States) generously raises the likelihood of secondary school graduation as well as school participation. Contrastingly, different reviews demonstrated the impact of Catholic tutoring on test scores is driven just by minority students. Deductions about the effect of private schools on instructive accomplishment are troublesome as a result of potential non-irregular determination. Groups of students in private schools pay when a free open option is accessible. These distinctions can bewilder the impact of going to a private secondary school with student (as well as family) characteristics. Past research on the impact of private secondary school enlistment on instructive achievement has utilized an assortment of instruments to address non-irregular determination [2].

2. LEARNING-THINKING STYLE

Learning-thinking is an amazingly complex process and the most troublesome idea in brain science to characterize or clarify. Notwithstanding, it has not hindered the

masterminds, and a wide range of definitions exist. Some of them are given here. In strict mental talk it is well to keep the learning-thinking for a movement which comprises basically of an associated stream of thoughts which are coordinated towards some end or reason.

All the previous definitions fall into two classifications: One class of definitions keeps up that thinking is a procedure of interior portrayal of outer occasions, having a place with the past, present or future, and may even concern a thing or an occasion which is not being really watched or experienced by the mastermind. The second classification of definitions depicts learning-thinking regarding critical thinking conduct. These last definitions are more concrete and additionally more distinct in light of the fact that they don't depend on imperceptible inward portrayals and characterize thinking as critical thinking movement that can be promptly contemplated and measured [3].

Nature of Learning-Thinking Style

What we have examined about the importance of the term learning-thinking so far has drawn out the accompanying parts of its temperament: Learning-Thinking is basically an intellectual action. It is constantly coordinated

towards accomplishing some reason. In bonafide thinking we can't give our musings a chance to meander capriciously as occurs on account of wandering off in fantasy land and fantasizing. Learning-Thinking is portrayed as a critical thinking conduct, from the earliest starting point till end. There is some issue around which the entire procedure of thinking resolves. Be that as it may, each critical thinking conduct is not thinking. It is connected just to the internal intellectual conduct [4]. In learning-thinking, there is mental investigation as opposed to engine investigation. One need to suspend one's unmistakable or engine exercises while taking part in thinking through some sort of mental investigation or the other. Learning-Thinking is a typical action. In learning-thinking, a mental arrangement of the issue is brought out through a few signs, images and mental pictures. Learning-Thinking can move momentarily over a traverse of time and space.

3. THEORIES OF LEARNING-THINKING STYLE

Different hypothetical perspectives have been advanced by various analysts every once in a while to clarify the nature, instrument and improvement of thinking. Give us now a chance to look at a portion of the more powerful hypothetical methodologies [5].

Behavioristic Learning Theory

As indicated by this theory, thinking conduct is found out or obtained similarly as different methods of conduct, interests, states of mind, information and aptitudes and so on. J.B. Watson, an associationist, opined that there is relationship between the development of one's tongue or vocal ropes with one's musings. As a S-R instrument, the reaction, a result of one's thinking is the result of the related jolts. The boost in this way creates the way toward thinking. Similar boosts produce a similar sort of thought and the living being in this manner ends up noticeably adapted. Not just the established molding engendered by Watson and Pavlov, additionally the theory of operant molding propounded by B.F. Skinner saw thinking as that private conduct which was dictated by jolt control and support in an indistinguishable route from plain conduct [6].

The Gestalt and Holistic Theory

This theory stressed the significance of the association of the perceptual field during the time spent thinking prompting critical thinking conduct. As indicated by it, thinking conduct is constantly deliberate and objective arranged. While thinking, one gets the chance to take a gander at the entire field or setting in which the thinking is happening. With this more extensive recognition, one is set for the redesign and

rebuilding of the apparent field for an ideal arrangement of the issue close by. The demonstrations of such rebuilding or revamping of the perceptual field have a place with the procedure and result of thinking [7].

Piaget's Developmental Theory

Piaget attempted to give an acceptable clarification of the improvement of thinking in man through the progressive phases of intellectual advancement, the tangible engine, pre-operational, concrete operational and formal operational stages. These are again quickly touched upon now for congruity. To start with, at the tangible engine organize (up to 2 years) a youngster's conduct shows more tactile engine exercises than the mental control of items. She can't recognize enliven and lifeless items. Anything far away has no presence for her. She doesn't separate between the world and herself [8]. The sun moves since she moves, the rain must stop since she needs to go out to play, and so on. Bit by bit, she builds up a feeling of question perpetual quality (a toy, however covered, exists), the capacity to arrange things and separate amongst herself and the world. At the preoperational organize (2 to 7 years), the kid starts to utilize words and images for speaking to things and occasions and furthermore tries to frame pictures of all that

she experiences. At the solid operational stage (7 to 11 years) she starts to think intelligently by learning some particular legitimate operations like consolidating, gaining the fundamental intellectual ideas, for example, numbers, grouping and protection. Be that as it may, at this stage she can just think regarding solid things. The formal operational stage (12 years and after) is the last phase of one's intellectual advancement. The thinking at this stage is described by the advancement of the capacity to think in conceptual terms, test theories and manage issues that are not physically show in the earth. It is, actually, the most noteworthy phase of scholarly working. The phase at which one's manners of thinking are said to capacity to the greatest and no more propelled level [9].

Sullivan's Basic Modes Theory

The main psychoanalyst H.S. Sullivan has hypothesized three essential formative stages alluded to as the methods of point of view for clarifying man's subjective advancement. These are the phototoxic mode, parataxis mode and syntactic mode. In early stages, amid the prototoxic mode, there is no confirmation of any clear structure of the manner of thinking of the person. This is dubiously showed essentially as sentiments, for example, joy at sucking the areola and trepidation at being isolated from

the people who deal with the person. Amid the parataxic mode, the tyke starts to separate amongst her and the world. She can separate, recognize and separate between the items and the people around her [10]. Her thinking at this stage is very rudimentary and agent in the solid control of the things and articles. In addition, while parataxic thinking sounds good to the individual, it is not really consistent to others e.g., the tyke may state that development of the mists makes the wind blow, the sun moves since it is being pushed by the mists et cetera. The last stage, including the syntactic mode mirrors the improvement of the sensible points of view, joining the utilization of typical portrayal, pictures, and dynamic thinking and including the utilization of the created consistent operations usually consented to by a gathering of individuals.

The Information Processing Theory

As per this theory, thinking is associated with the data one gets from the earth through one's faculties and the way of the manner of thinking relies on upon how it is used by the person from the time she sees it until the time she forms it at different profundity levels in taking care of her issue or chalking out a procedure or plan. This theory recognizes a progression of ventures in the way we prepare the data. The

striking phases of this preparing might enlist: data, recovering material identified with this data from memory and utilizing both sorts of information intentionally [11].

During the time spent advancement of thinking, the new-conceived newborn child does not hint at any idea related exercises. Truth be told, her mental life is disorderly at this stage and is driven by an arrangement of psycho-physiological drives, for instance, when she is ravenous, she cries. Step by step, Freud keeps up, the newborn child builds up a sort of egotistical thinking named as narcissistic thinking. Her conduct is altogether overwhelmed by the Id and the joy rule and the contemplations of the newborn child are exceedingly hued by instinctual motivations showing an aggregate nonchalance of substances and rationale. As the kid becomes more established, another piece of her identity, the conscience becomes an integral factor. She then starts to focus on individuals and her condition keeping in mind the end goal to have the capacity to adapt to it successfully. She now starts to work as indicated by the truth guideline and her manners of thinking turn out to be more balanced and consistent. Images and words likewise wind up plainly required in her thinking yet despite everything she stays egocentric. With the section of another part of

her identity, the super-inner self, her thinking is presently designed as per the mores and beliefs of society. It turns out to be more targets. The advancement of inventive thinking, enhancement of fantasy, Imagination and conceptual thinking is the result of development of the super-personality and the ensuing extension of the kid's thinking mechanical assembly [12].

Freud's Psychoanalytic Theory of Thinking

The key ideas in Freud's psychoanalytic framework might be portrayed as the inalienable yearning for fulfillment of the sex encourage and the part of the oblivious in trim and molding of one's conduct. The thinking conduct is likewise represented through these two elements. In the event that the objective is delight through sex satisfaction, the point of view would be actually shaded as needs be and since nine-tenths of one's mind comprises of the oblivious and sub-cognizant, the significant bit thinking must rise up out of it. The desire satisfaction, envisioning and oblivious grim thinking, ought to subsequently be thought to be a noteworthy an integral part of one's point of view affecting one's interests, dispositions and general conduct [13].

4. CLASSROOM PARTICIPATION: URBAN EDUCATION AS COMPARED TO RURAL EDUCATION

When contrasting rural schools with urban schools, shared traits do emerge. For instance, much the same as rural schools, urban schools are a focal piece of a flourishing group, school-group connections are of fundamental significance in urban zones. This is exemplified inside the development of the three new secondary schools being implicit Saskatoon. Centennial Collegiate is planned to open in the August 2006, and Bethlehem Catholic High School and Tommy Douglas Collegiate are slated to open in the fall of 2007. Centennial Collegiate will turn out to be a piece of Saskatoon's "Woods Park Complex". This intricate will be part school, part group focus, and part indoor soccer pitch. Bethlehem Catholic High School and Tommy Douglas Collegiate will be associated by a passage and will share a 50 meter focused and recreation swimming pool. These pools will be interested in the general population. Urban schools, for example, these represented above are instructive, physical, and profound central purposes of the encompassing groups [14].

As exemplified by these above schools, the main clear distinction amongst rural and urban

is numbers. Urban schools work in groups with higher populace densities. This, thusly, implies urban schools are regularly greater or have bigger enlistments than do rural schools. High student enlistment implies students will probably be disregarded or ignored essentially on account of numbers. Moreover, albeit rural students are more probable than urban students to originate from families with lower financial foundations, due to a bigger school populace, urban schools will probably work with more students of low financial class. Hence, urban schools have bigger number of students who require help straightforwardly in view of their financial status [15].

Classroom administration in urban schools is more testing than in rural schools. An American review uncovered that 50 percent of urban educators leave the calling inside the initial five years of their vocations, referring to conduct issues and administration as components impacting their choice. Urban youth exhibit

higher rates of troublesome conduct in class. Urban students frequently see themselves as casualties and display learned powerless practices [16].

5. RESEARCH QUESTION

This study tries to answer the following question related to the learning strategies of secondary school mathematics students:

1. Is there any difference between urban and rural school students in their preferred learning and thinking styles in classroom participation?
2. What kinds of differences between urban and rural students are there in their preferred learning and thinking styles in classroom activities?

6. FINDINGS

Table 1: Rural and Urban students on different levels of Critical Thinking

Critical Thinking Levels	Rural Students	Urban Students	Total
Poor	112 (73%)	211 (44.62%)	323 (52.68%)
Average	19 (14.33%)	91 (17.94%)	110 (17.63%)
High	19 (12.67%)	173 (37.44%)	192 (29.69%)

Total	150 (100%)	475 (100%)	625 (100%)
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An examination of the Table 1 shows that out of the 625 students, around half of the aggregate example is poor on basic thinking (52.68%), 17.63% is normal basic masterminds and around 29.69% are high basic scholars. It additionally demonstrates a major bit of rural students (74%) are poor on basic thinking capacity. Since, the aggregate number of students of rural and urban students are distinctive, keeping in mind the end goal to

look at them, each of the three levels of learners were changed over into rates. An examination of rural and urban school students on their basic thinking levels shows that a bigger rate of rural students is poor on basic thinking. It implies evidently, rural students are poor for urban students on their basic thinking. Keeping in mind the end goal to confirm it measurably, it was subjected to Chi square, which yielded the accompanying.

Table 2: Chi-Square Test results of comparison of Rural and Urban Students on three levels of critical thinking

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	41.087	2	.000
N of Valid Cases	624		

An examination of the Table 2 demonstrates that the acquired chi square is noteworthy at 0.01 level. Along these lines, the invalid theory is rejected. It means that there is a huge contrast between the rural and urban students who are on various levels of Critical Thinking for urban students. That is to say, the basic thinking capacities of urban students are superior to anything rural students.

There are sure reviews led under various settings which bolster the present finding that urban students have better execution in support government and state funded schools in rural and urban area. They incorporate the accompanying. Coughlin and Castilla (2014) found the impact of private tutoring has a huge and beneficial outcome on school enlistment and degree fulfillment. It has been discovered

that the Schools Facilitate students' basic thinking and the center school years are the season of expanding basic thinking aptitudes too, students' scholastic achievement. There was no noteworthy contrast in study propensity for students in broad daylight and private schools. Be that as it may, urban students performed essentially superior to their state funded school partners in science achievement.

7. CONCLUSION

The aftereffects of this review show urban and rural students vary on thinking and learning style propensities. Urban have higher Critical Thinking levels and Study Habits than the rural students. It infers that there is a need with respect to the government setting to work towards creating basic thinking capacities among its students so they can perform better. The instructive procedures should satisfactorily address the requirement for creating thinking capacities when all is said in done and basic thinking specifically among its learners. Maybe this is the most dismissed territory which needs more consideration. Urban students likewise, have better Study Habits when contrasted with rural students.

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