CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS
CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

This chapter deals with the conclusions, implications of findings and suggestions for further research in the area of study.

5.1 CONCLUSIONS

The ultimate goal of any scientific research is to arrive at a final answer to the research question with which the investigation was conducted. Conclusions flow from the analysis and interpretation of data. In the words of Pandey (1983) conclusions is a kind of ‘summing up’ or a ‘final pronouncement’ on the fate of hypotheses tested by the research.

The following conclusions were drawn on the basis of preceding chapter.

5.1.1 THINKING STYLES IN RELATION TO ACADEMIC ACHIEVEMENT

College students differed significantly only on two thinking styles (Right and Local Hemispheric style) in relation to their academic achievement. Low achievers were significantly more right hemispheric oriented than high achievers. Also high achievers had significantly more inclination towards local style of thinking than average and low achievers.

On rest of the thinking styles viz, left hemispheric, integrated, legislative, executive, judicial, monarchic, hierarchic, oligarchic, anarchic, global, internal, external, liberal and conservative no significant differences were found.

5.1.2 THINKING STYLES IN RELATION TO GENDER

Male and female students differed significantly in one thinking style only i.e. executive style. Female students tended to be more executive than male students in their style of thinking.
On remaining styles no significant differences between male and female students were observed. These styles were - left hemispheric, right hemispheric, integrated, legislative, judicial, monarchical, hierarchic, oligarchic, anarchic, global, local, internal, external, liberal and conservative.

5.1.3 THINKING STYLES IN RELATION TO STREAMS

Students belonging to science, arts and commerce streams differed significantly in few styles of thinking. Science students were more left hemispheric dominated, more legislative, more local and more external than students belonging to arts and commerce streams. Arts students were more right hemispheric oriented as compared to science and commerce students.

On rest of thinking styles viz, integrated, executive, judicial, monarchical, hierarchic, oligarchic, anarchic, global, internal, liberal and conservative, no significant differences were found among students of science, arts and commerce streams.

5.1.4 (a) THINKING STYLES IN RELATION TO PERSONALITY TYPE (INTROVERT AND EXTROVERT)

Extrovert and introvert type of students did exhibit significant differences in their two thinking styles only viz, left hemispheric and right hemispheric style. Introvert students were more left hemispheric in their thinking style than extrovert type of students. While extrovert students were more right hemispheric in their thinking styles than introvert students.

On rest of the thinking styles namely - integrated, legislative, executive, judicial, monarchical, hierarchic, oligarchic, anarchic, global, local, internal, external, liberal and conservative no significant differences were observed between students having extrovert and introvert type of personality.
5.1.4 (b) THINKING STYLES IN RELATION TO PERSONALITY TYPE (NEUROTIC AND STABLE)

The neurotic and stable type of students differed significantly in one thinking style i.e. executive style. Neurotic type students were found to be higher executive than stable type of students.

On remaining thinking styles viz, left, hemispheric, right hemispheric, integrated, legislative, judicial, monarchical, hierarchic, oligarchic, anarchic, global, local, internal, external, liberal and conservative no significant differences were found between neurotic and stable type of students.

5.1.5 (a) THINKING STYLES IN RELATION TO INTRINSIC MOTIVATION

College students exhibited significant difference in two thinking styles (oligarchic and anarchic) in relation to intrinsic motivation. Low intrinsic motivation group of students obtained significantly higher mean scores on oligarchic and anarchic styles of thinking in comparison to the high intrinsic motivation group of students.

On the remaining thinking styles i.e. left hemispheric, right hemispheric, integrated, legislative, executive, judicial, monarchical, hierarchic, global, local, internal, external, liberal and conservative, no differences were found between high and low intrinsically motivated students.

5.1.5 (b) THINKING STYLES IN RELATION TO EXTRINSIC MOTIVATION

College students differed significantly only in one thinking style i.e. external in relation to extrinsic motivation. Low extrinsic motivation group of students tended to be using more external style of thinking than high extrinsic motivation group of students.

On rest. of the thinking styles namely - left hemispheric, right hemispheric, integrated, legislative, executive, judicial, monarchical,
hierarchic, oligarchic, anarchic, global, local, internal, liberal and conservative no differences were observed between high and low intrinsically motivated students.

5.2 EDUCATIONAL IMPLICATIONS OF FINDINGS

On the basis of findings of the study, the following implications may be drawn for higher education.

The findings show that the academic achievement of students is linked with their thinking styles. High achieving students were more local than average and low achieving students. While low achieving students were more prone to right hemispheric style of thinking. Thus it suggests that educational administrators may do some thing to improve the student’s achievement by properly diagnosing the factors, which hinders the achievement of students.

Female students were found more executive than male students in their thinking style. This fact may be used by educational planners for various developments.

Stream has vital links with thinking styles of students. Science Students were found more left style oriented, more legislative, more local and more external than arts and commerce students. This underlying fact may be used by educational counselors for guiding the students in proper fields for the proper development of their talent.

Thinking styles also have effect on the extrovert and introvert type of personalities of the students. This fact may thus be considered by the teachers inside and outside classroom situations for modifying the student’s personality.

Thinking styles also bear a relationship with neurotic and stable type of students. Neurotic students are found more executive than stable type of students. Psychologists may thus consider this fact for helping the students to improve upon their personalities for overall development.
Thinking style is found to have a vital link with both type of motivation viz, intrinsic motivation and extrinsic motivation. Students with low intrinsic motivation were found to be more oligarchic and anarchic than students with high intrinsic motivation. While students having low extrinsic motivation were found to be more external in their thinking style than the students possessing high extrinsic motivation.

It may thus be inferred that by considering the above facts, intervention strategies may be employed in order to enhance the development of desired thinking styles among college students.

Classroom transactions, curriculum framing, assignment designing may be based on thinking styles of college students so that diversity in thinking styles of college students may be properly exploited for their development.

5.3 SUGGESTIONS FOR FURTHER RESEARCH

After having intensive and extensive experience of conducting the present study, the investigator feels that other researchers may undertake the investigations on the following lines:

1. A study may be designed to investigate their gender differences in thinking styles of college and university students by employing some inventories of thinking styles, which have not been used in the present study.

2. An investigation may be undertaken to explore the relationship of thinking styles of college students by using Cattell’s sixteen personality questionnaire.

3. The relationship of thinking styles of college students may be studied with their personality needs.

4. An investigation may be taken up to compare the thinking styles of college students belonging to professional courses.
5. Thinking styles of college students may be studied across different levels of academic achievement.

6. A cross-cultural study may be designed of thinking styles of college students.

7. Thinking styles of college students may be inquired into as a function of intelligence and creativity.

8. A study may be planned to find out the differences in thinking styles of college students in relation to self-concept, self-confidence and anxiety levels.

9. A comparative study may be undertaken of thinking styles of college students coming from different disadvantaged sections of the society.

10. A study may be undertaken with a view to find out the differences in thinking styles of intellectually, creativity and academically talented college students.

11. A comparative analysis may be done of thinking styles of well-adjusted and mal-adjusted college students.

12. Thinking styles of college students may be studied in relation to their background factors.

13. The relationship between thinking styles of college students and thinking styles of college teachers may be studied.

14. A study may be designed to investigate the interaction between thinking styles of college students and teaching strategies used at college level.

15. A study may be taken up to explore the relationship between thinking styles of college students and quality of intellectual performance.
16. Thinking styles of college students may be studied in relation to level of dogmatism.

17. A Predictive study of thinking styles may be taken up based on gender, culture and inhabitance of college students.

18. Thinking styles of college students may be explored in relation to different types of creativity viz. musical, artistic, linguistic and mathematical.