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AN ANALYSIS OF THINKING STYLES AND ACADEMIC PERFORMANCE AMONG NON-TRIBAL AND TRIBAL STUDENTS

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Abstract:
This research explores variations in thought styles between tribal (n=272) and non-tribal (n=229) high school students & the correlation with academic success. Cantered on Sternberg's (1997) principle of mind and emotions, the findings of MANOVA showed that the thought pattern of tribal as well as non-tribal students varied. Regression studies have demonstrated that bureaucratic and territorial thought styles have contributed positively, whereas legislative, monarchical, anarchic as well as global cognitive processes have contributed adversely to academic performance of students.
Keywords: Thinking Styles, Tribal and non-Tribal, Academic Performance.

Introduction:
Sternberg (1997) suggests that at least a part of stylistic interests was inherited in his philosophy of mental self-government in discussing people's thought styles. Thinking patterns are socialised at least partly, indicating that, to some degree, they may be affected by the world in which people work (Zhang and Sternberg 1998). From the very beginning of life, we use certain types of contact with others and stuff in the world more satisfying than some individuals.

Gender, age, parenting, education and community are factors which are likely to impact the development of thought. Studies have documented cultural coherence with respect to gender roles (e.g. Berry et al. 1992). Sternberg (1997) suggests that these assumptions are actually rather than real beliefs and can or may not be established.

Sternberg (1997) states that schools encourage executive, local and conservative models in general. When you obey the directions, children are beautifully shown. Intellectual freedom in schools is never fostered.

If you want to build, invent, visualise, and design children in legislative style [see Sternberg and Zhang (2005)] for facts.

Thinking Patterns Preferences: The Bastar firms' case
Bastar tribes are usually weak and bear the drawbacks with others. It has been found that underprivileged groups have a lower degree of Inspiration (Sinha and Misra 1982), a lower degree of aspiration(Rath 1974a), a lower need for success (Nandy and Singhal 1981; Tiwari &Misra 1977), lower risk control (Chatterjee & Paul, Tripathi &Misra 1978) and a lower degree of cognisance than the economically advantaged in higher societies.

The tribe kid is the poorest and poorest child because it does not have an academic boost (Kalyani and Radhakrishna 2002). There is little or no motivation in the tribal home to inspire the child's academic ability. Tribal parents typically have little interest in their children's education.

Incomes, schooling and profession was lower in the tribal population (Lal 1979; Rath 1974a; Rath et al. 1979). In accord with these results, Biswas also notes (1997), in the scheduled caste and upper caste classes, the lower positive attitude of scheduled tribes toward education and training in skills.

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The Chhattisgarh State has a comparatively large population (31.76%) of tribals, locally referred to as adivasis. Some 80% of the Bastar district population is rural, which makes it a tribal district. The rest are not tribal people from various parts of India who came to Bastar to look for opportunities in different places. Bastar's ethnic diversity takes its own life as non-tribal people have settled down in nearly every area of survival and seek to protect their cultural identities.

Academic success Social Variation:The position of modes of thinking

The principle of mental self-government is a way to understand styles of educational and workplaces (Sternberg and Grigorenko 1993, 1995). Sternberg (1997) says that if we do not take types into consideration, we risk losing some of the best talents for our misguided conceptions of what intelligent or high-performing implies if, in reality, some of the cleverest and more likely highest successors might just miss the kind we just want. Sternberg (1997).

Under this context, the present paper aims to investigate the disparity between distinct thought and academic achievement between the two classes of tribal and non-tribal students and to empirically clarify disparities in academic performance in terms of different modes of thinking. The following theories were:
I tribal students of both girls and boys exhibit substantially different profiles of their nontribal style.
(ii) the level of academic achievement of tribal students will be somewhat different to that of their peers.
(iii) the correlation between academic achievement and thought styles will be important.

Method:

Sample:

The universe consisted of students from the Class X department of Schedule Caste (SC) and Scheduled Tribe (ST) Creation, Chhattisgarh, from all 12 secondary education institutions in Bastar district, which were affiliated to the Central Committee for Secondary Education (CBSE). These schools had numerous blocks of tribal development in the district of Bastar. The administration and management patterns in all these schools is similar.

As these were not included in this report, all SC students were omitted from the overall population. Under the nontribals group (NT) were placed OC students, and under the head-tribals were placed ST students (ST).

School wise mailing lists were compiled by the researcher, with 25 tribal and 25 non-tribal students from all schools participating in Class X and were randomly chosen by 25 non-tribal students from each school. The original survey thus comprised 300 tribal and 300 non-tribal students. There were 179 tribal boys and 121 tribal girls in the list, comprising of the tribal and the non-tribal groups. Of the 600 pupils, only 508 engaged in the data collection periods.

However, only 501 students have decided to take part and have thus been taken as the research group. The mean survey age varied from 14.5 to 19.1 years, 16.3 years (median= 16; S.D.=1.2 years).

Results

To validate the first theory, MANOVA has submitted individual scores on various types of thought separately, taking 13 thinking styles in 5 dimensions (MSG). Table 1 provides the average score of various classes of various types of thinking.

It is apparent that non-tribal students' thought patterns have the greatest preference for the legislation, the hierarchy, territorial, internal and liberal elements. Similarly, the thought patterns of tribal students have the greatest bias in terms of executive, oligarchical, local, internal and liberal. The gender wise profile of thought forms is also seen in Table 1. In boys it has the highest preference for bosses, hierarchy, central, internal, and liberal. For children, it has the highest preferences, executive, hierarchical, central, internal and liberal.

Table 1 Thinking Style Scores of Different Groups based on tribal Status and Gender

Groups	Thinking Styles												
	Leg	Exe	Jud	Mon	Heir	Oli	Ana	Glob	Loc	Int	Ext	Lib	Con
Non-Tribal Boys	3.82	3.66	3.58	2.78	3.85	3.65	2.88	3.22	4.15	3.85	3.66	3.83	3.53
Non-Tribal Girls	3.95	4.02	3.69	2.93	3.95	3.69	2.85	3.4	4.16	3.8	3.92	3.96	3.56
Non -Tribal	3.88	3.82	3.63	2.84	3.9	3.67	2.87	3.3	4.15	3.83	3.77	3.89	3.54

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Tribal Boys	3.42	3.83	3.47	2.85	3.56	3.61	2.98	3.22	3.82	3.55	3.6	3.58	3.57
Tribal Girls	3.57	3.96	3.6	3.16	3.56	3.65	3.22	3.3	3.95	3.87	3.52	3.62	3.52
Tribal	3.48	3.88	3.52	2.97	3.56	3.63	3.07	3.25	3.87	3.67	3.57	3.59	3.55
Boys	3.59	3.76	3.52	2.82	3.69	3.63	2.94	3.22	3.96	3.68	3.63	3.69	3.55
Girls	3.76	3.99	3.64	3.05	3.76	3.67	3.04	3.35	4.05	3.84	3.72	3.79	3.54

Leg Legislative, Exe Executive, Jud Judicial, Mon Monarchi, Hier Hierarchic, Oli Oligarchic, Ana Anarchic, Glob Global, Loc Local, Int Internal, Ext External, Lib Liberal, Con Conservative

The most predictable scholarly accomplishment was six types of law (i.e., monary, bureaucratic, anarchical, multinational and local). In addition to positive coefficients there were two styles (i.e. hierarchically and localement) and four styles (i.e. constitutional, monarchical, anarchic and global).Law type has been seen to have a substantial negative impact on university results for non-tribal pupils, and monarchic thought in all pupils, except tribal children, has been shown to be negative. In the case of tribal students, anarchical thought has been seen to have a major negative impact.

Conclusion:

The students of the tribe used styles that negatively influenced their academic performance. There are monarchical and anarchic styles. In the other hand, non-tribal students have a higher hierarchical and territorial style that has been shown to do well. In addition to different reasons of low success by tribal pupils, thought patterns can also be inferred to be critical variables that contribute to bad or good academic outcomes.

While every year there are campaigns for better tribal students, various efforts are being made to review the content of the courses and to prepare teachers. However, there is no unique curriculum targeted at children's parents such that they are able to enhance their education and academic success in terms of children's and their parents' thought styles (Flint and Cole 2003). This research suggests that thought types should be addressed when designing quality education strategies.

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