



THINKING STYLE OF SECONDARY SCHOOL STUDENTS IN RELATION TO EXTERNALIZING BEHAVIOR

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Abstract

Thinking is a natural gift to all living beings; the only difference is of order. Homo-sapiens stand at the apex of thinking order and other follow the diminishing order. To certain extent, thinking skill has powered human beings to reign over other creatures. Our thinking is reflected in the way we live, believe and act. Our actions are the result of our thinking pattern. It's our personality which emerges out from our thinking style. There are several ways to think which are referred to as 'thinking styles' and they are further categorized into different categories or styles of thinking. Critical thinking is one of the ways of thinking in which the thinker gathers the information, evaluate and use it effectively. The present study tries to discover participation of thinking style in exhibition of externalizing behavior. The data was collected from district Pauri, Garhwal (Uttarakhand, India), through normative survey method. The findings show that thinking style contributes significantly in hyperactivity of children with externalizing behavior.

Keywords: Thinking Style, Externalizing Behavior, Hyperactivity, Secondary school students



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THINKING STYLE

Every creature on this earth is endowed with the basic skills of survival. Our thinking capacities help us to act accordingly. Thinking is a natural gift to all living beings; the only difference is of order. Homo-sapiens stand at the apex of thinking order and other follow the diminishing order. To certain extent, thinking skill has powered human beings to reign over other creatures. Oxford dictionary defines thinking as 'using one's mind to consider or reason about something'. There are several ways to think which are referred to as 'thinking styles' and they are further categorized into different categories or styles of thinking. There are five measures of thinking which involves logical, functional, divergent, convergent, creative, intellectual, optimistic, pessimistic, imaginary and analytical components of cognitive domains.

Individual differ from individual in physical, emotional, social and other aspects. This is natural beauty endowed to the human beings by the Creator. We differ in our thinking styles too. Our thinking is reflected in the way we live, believe and act. It's our personality which emerges out from our thinking style. Critical thinking is one of the ways of thinking in which the thinker gathers the information, evaluate and use it effectively (Bayer, 1985). Critical thinking has been defined by Scriven & Paul (1987) as the 'intellectually disciplined process of actively and skillfully conceptualizing, and /or evaluating information gathered from or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. Critical thinking is related to certain thinking styles which employ different cognitive faculties of mind. It is ability or set of skills that our mind uses to solve different problems of life. According to Lewis Vaughn (2008) "critical thinking is objective analysis of factors to form a judgment. It is self-directed, self-monitored, self, disciplined, self-corrective thinking." Critical thinking can be summed up as an assessment of reasons (Seigel, 1989). It is a unique kind of thinking style which incorporates analytic and synthetic abilities, objectivity, and anticipation of consequences, intelligence, logical thinking and many other factors.

People who are expected to be good in their ability to think critically must be open and habitually inquisitive minded, truth seeker, well informed, trustful for reason, focused in inquiry, clear about issues, diligent in seeking relevant information etc. Therefore, our actions are foremost guided by our thinking style and reflect on our own quality aspects of personality. Behavior, which is reflected in our actions have direct relationship with the way we think and critically evaluate. The critical thinking also incorporates different virtues like truthfulness, flexibility, not impulsive; do not lose temper in discussions etc. clearly indicating a relationship with behavior.

EXTERNALIZING BEHAVIOR

The problem behaviors which are directed toward others are termed as externalizing behavior. This may be observed in the form of refusal to complete classroom assignments, disturbing other class-mates, misbehave with teachers and students during classroom hours, breaking the furniture of classroom, disobeying rules, physical aggression, threatening, bullying and fighting with others etc. These behaviors are always directed towards the external environment therefore often referred as externalizing behaviors. Externalizing behavior is reflected through feelings and actions outward towards other people or things through verbal or non verbal modes. The various dimensions of externalizing behavior are:

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Violent and Destructive Behavior (VDB), Temper and Tantrums (TT), Misbehavior with Others (MO), Hyperactivity (H), Rebellious Behavior (RB) and Anti-Social Behavior (ASB). Childhood externalizing behavior is a major risk factor for later juvenile delinquency and crime. Students at secondary stage are at greater risk of externalizing behavior, since they think and act according to their own environment and thus more exposed to problem behavior. Leaving, nation like India with 27.3% (SRS, 2015) of total population below 15 years of age, at the risk of externalizing behavior would be a threat to prospective resourceful generation. Therefore, the study has been conducted to identify how thinking style contributes for problem behavior in students studying at secondary school level.

The objective of the research was to study the effect of thinking style on the externalizing behavior of secondary school students. Null hypotheses were framed according to the objective.

METHODOLOGY

The method used in the above study was survey method. A representative sample of 509 students (boys and girls) was selected from 31 schools of 5 randomly selected blocks of district Pauri Garhwal, Uttarakhand. Problem Behavior Survey Schedule, developed by Dr. S. Venkatesan, Prof of Clinical Psychology, AIISH Mysore, was used to study the externalizing behavior and Murthy Critical thinking Scale developed by Dr. Venkatesha Murthy was used to assess critical thinking style in children with externalizing behavior.

RESULTS

Thinking - wise Profile

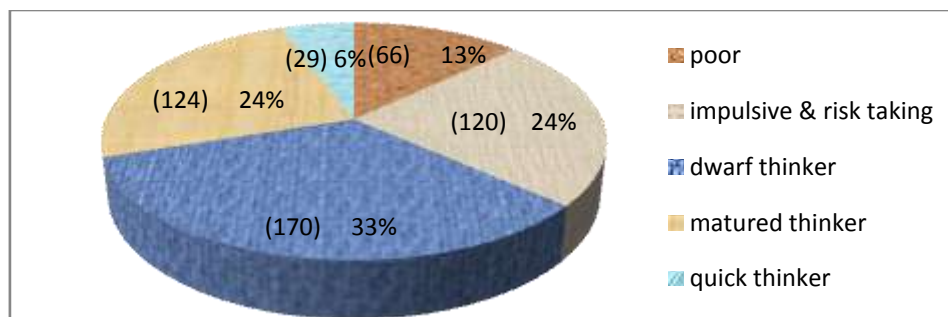


Fig. No. 1

The figure 1 shows five categories of Critical Thinking of students. Out of the total 509 students studied, students with Poor Critical Thinking were 66 and constituted 13% of the sample, the students with Impulsive and Risk Taking Critical Thinking were 120 and constituted 24%, the students with Dwarf Thinking were 170 and constituted 33% while the students while Matured Thinkers were 124 which constituted 24% of the sample taken for

study. The Quick Thinkers were 29 constituting 6% of the whole sample. A majority of students fall in dwarf thinkers category. A dwarf thinker is mediocre in the process of thinking and mediocre in concluding with logic.

Effect of Thinking Style on Externalizing Behavior

Table1: Effect of Thinking Style on VDB

Dimension	Critical Thinking	N	Mean Rank	Chi-Square	Asymp. Sig.
VDB	Poor	66	290.92	5.87	.209
	Impulsive & Risk Taking	120	248.54		
	Dwarf Thinker	170	258.72		
	Matured Thinker	124	239.46		
	Quick Thinker	29	244.62		
	Total	509			

The table 1 shows different categories of Critical Thinking and its affect on VDB. The mean rank scores of five categories of critical thinking are as follows for Poor category, N was 66 and Mean rank was 290.92, for Impulsive and risk taking the N was 120 and Mean rank was 248.54, N was 170, 124 and 29 and Mean rank was 258.72, 239.46 and 244.62 for Dwarf Thinker, Matured Thinker and Quick thinker respectively. The chi- square value was calculated as 5.87 and $p > 0.05$ which shows that thinking style does not affect VDB.

Table 2: Effect of Thinking Style on TT

Dimension	Critical Thinking	N	Mean Rank	Chi-Square	Asymp. Sig.
TT	Poor	66	299.02	8.31	.081
	Impulsive & Risk Taking	120	238.44		
	Dwarf Thinker	170	255.33		
	Matured Thinker	124	251.04		
	Quick Thinker	29	238.36		
	Total	509			

The table 2 shows different categories of Critical Thinking and its effect on the TT. The mean rank scores of five categories of critical thinking are as follows, N was 66, 120, 170, 124 and 29 for Poor, Impulsive and risk taking, Dwarf Thinker, Matured Thinker and Quick thinker respectively. The Mean rank was 299.02, 238.44, 255.33, 251.04 and 238.36 in the same order. The chi- square value was calculated as 8.31, $p > 0.05$ which shows that thinking style does not affect TT.

Table 3: Effect of Thinking Style on MO

Dimension	Critical Thinking	N	Mean Rank	Chi-Square	Asymp. Sig.
MO	Poor	66	290.76	5.24	.263
	Impulsive & Risk Taking	120	250.47		
	Dwarf Thinker	170	255.73		
	Matured Thinker	124	241.05		
	Quick Thinker	29	247.76		
	Total	509			

The table 3 shows different categories of Critical Thinking and its effect on MO. The mean rank scores of five categories of critical thinking are as follows: for Poor category, N was 66, Mean rank was 290.76, for Impulsive and risk taking, N was 120, Mean rank was 250.47, for Dwarf Thinker, N was 170, Mean rank was 255.73, for Matured Thinker, N was 124, Mean rank was 241.05 and for Quick thinker, N was 29, Mean rank was 247.76. The chi-square value was found to be $H(4) = 5.24$, $p > 0.05$ which shows that thinking style does not affect MO.

Table 4: Effect of Thinking Style on H

Dimension	Critical Thinking	N	Mean Rank	Chi-Square	Asymp. Sig.
H	Poor	66	303.84	15.90	.003**
	Impulsive & Risk Taking	120	251.42		
	Dwarf Thinker	170	246.56		
	Matured Thinker	124	231.20		
	Quick Thinker	29	309.90		
	Total	509			

**Significant at 0.01

The table 4 shows different categories of Critical Thinking and its effect on H. The mean rank scores of five categories of critical thinking was 66, 120, 170, 124 and 29 for Poor, Impulsive and risk taking, Dwarf Thinker, Matured Thinker and Quick thinker respectively. The Mean rank was 303.84, 251.42, 246.56, 231.20 and 309.90 in the same order. The chi-square value was found to be $H(4) = 15.90$, $p < 0.01$ which shows that thinking style significantly affects H.

Table 5: Effect of Thinking Style on RB

Dimension	Critical Thinking	N	Mean Rank	Chi-Square	Asymp. Sig.
RB	Poor	66	289.90	4.73	.316
	Impulsive & Risk Taking	120	251.15		
	Dwarf Thinker	170	251.79		
	Matured Thinker	124	244.87		
	Quick Thinker	29	253.66		
	Total	509			

The table 5 shows different categories of Critical Thinking and its effect on RB. The mean rank scores of five categories of critical thinking 66, 120, 170, 124 and 29 for Poor, Impulsive and risk taking, Dwarf Thinker, Matured Thinker and Quick thinker respectively. The Mean rank was 289.90, 251.15, 251.79, 244.87 and 253.66 in the same order. The chi-square value was calculated as $H(4) = 4.73$, $p > 0.05$ which shows that thinking style does not affect RB.

Table 6: Effect of Thinking Style on ASB

Dimension	Critical Thinking	N	Mean Rank	Chi-Square	Asymp. Sig.
ASB	Poor	66	283.91	5.32	.256
	Impulsive & Risk Taking	120	252.97		
	Dwarf Thinker	170	260.64		
	Matured Thinker	124	236.72		
	Quick Thinker	29	242.69		
	Total	509			

The table 6 shows different categories of Critical Thinking and its effect on the ASB. The mean rank scores of five categories of critical thinking are as follows, for Poor category, N was 66, Mean rank was 283.91, Impulsive and risk taking, N was 120, Mean rank was 252.97, Dwarf Thinker, N was 170, Mean rank was 260.64, Matured Thinker, N was 124, Mean rank was 236.72 and for Quick thinker, N was 29, Mean rank was 242.69. The chi-square value was calculated as $H(4) = 5.32$, $p > 0.05$ which shows that thinking style does not affect ASB.

DISCUSSION

More than one third of the sample was dwarf thinkers followed by matured and impulsive and risk taking thinkers. The Dwarf thinkers are mediocre in thinking and concluding with logic, impulsive and risk taking thinkers are poor in process yet can conclude logically better and matured thinker wishes to take new information cautiously and concludes logically without being impulsive at concluding on any issue. The poor thinkers, dwarf thinkers and

impulsive and risk taking thinkers tend to be problematic children because they are mediocre to conclude the situations logically just like the traveler standing at crossroads. The thinking style directs the action and behavior of an individual. They may be easily deviated because they do not conclude about the results properly. They lack foresight which helps to conclude logically for the situation. This implies that such type of thinker is vulnerable to the corrupt fellowship.

From the analysis of data, it is found that following dimensions of externalizing behavior viz. Violent and Destructive Behavior (VDB), Temper and Tantrums (TT), Misbehavior with Others (MO), Rebellious Behavior (RB) and Anti-Social Behavior (ASB) remains unaffected by Thinking Styles. To conclude, in few lines it can be said that how critically one thinks does not affect above given dimensions of externalizing behavior.

Statistical treatment of the hypothesis shows that thinking style has significant influence on the hyperactivity of children. The high mean rank scores of quick thinker and poor critical thinker shows that they are highly hyperactive as compared to other categories of critical thinkers. Dwarf and matured thinker are least hyperactive with low mean rank scores. The poor critical thinkers cannot sit in a place for a long time cannot pay attention to what is told and sometime cannot continue with a task at hand for required time. Quick thinkers do not elaborate in analyzing the issue but they are good in concluding the issue correctly therefore reflecting a highly hyperactive nature. Often those who are quick in thinking and concluding, tends to develop a hyperactive and impulsive behavior. On the other hand impulsive and risk taking critical thinkers, dwarf thinkers and matured thinkers are comparatively low in showing hyperactive behavior. These critical thinkers are mediocre in processes of thinking and concluding with logic. They wish to take new information cautiously and conclude any issue without being impulsive. These thinking styles are reflected in their behaviors also. They are less hyperactive than other critical thinkers. Thus it can be concluded that hyperactive behavior largely depends on the way an individual thinks.

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