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Study of the Effect of Learning Thinking Style on the Adjustment Level of Students of Bachelor of Arts

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ABSTRACT: The lectureroom environment significantly affects the development of creativity. This study examined the impact of the lectureroom environment on students' creativity and the moderating role of thinking styles in this relationship. For this study, we recruited BA students from six colleges. Data were collected using the Arts Language Creativity Test, Lectureroom Environment Inventory, and Thinking Styles Inventory. Hierarchical regression analysis examined the moderating effect of thinking styles on the relationship between the lectureroom environment and creativity. The results showed that peer relationships in the lectureroom environment negatively influence students' fluency and originality in creativity. At the same time, teachers' evaluation and teaching methods positively affect the fluency of creativity. Thinking styles moderated the impact of the lectureroom environment on language creativity. This study identified four different moderating effects: the thinking styles matching the lectureroom environment can enhance language creativity, whereas the mismatched ones hinder it. However, matching would limit language creativity for individuals with creative thinking styles (e.g., legislative and anarchic thinking styles), while a mismatch can boost creative performance. The findings help educators understand students' creativity with different thinking styles in various lectureroom environments and provide individualized and effective strategies for optimizing educational environments and enhancing language creativity.

KEYWORDS: creativity, lecture, language, learning, thinking, environment

I. INTRODUCTION

The teachers, being the focal figure in education, must be competent and knowledgeable in order to impart the knowledge they could give to their students. Good teaching is a very personal manner. Effective teaching is concerned with the student as a person and with his general development. The teacher must recognize individual differences among his/her students and adjust instructions that best suit to the learners. It is always a fact that as educators, we play varied and vital roles in the classroom. Teachers are considered the light in the classroom. We are entrusted with so many responsibilities that range from the very simple to most complex and very challenging jobs. Everyday we encounter them as part of the work or mission that we are in. It is very necessary that we need to understand the need to be motivated in doing our work well, so as to have motivated learners in the classroom. When students are motivated, then learning will easily take place. However, motivating students to learn requires a very challenging role on the part of the teacher. It requires a variety of teaching styles or techniques just to capture students' interests.[1,2,3] Above all, the teacher must himself come into possession of adequate knowledge of the objectives and standards of the curriculum, skills in teaching, interests, appreciation and ideals. He needs to exert effort to lead children or students into a life that is large, full, stimulating and satisfying. Some students seem naturally enthusiastic about learning, but many need or expect their instructors or teachers to inspire, challenge or stimulate them. "Effective learning in the classroom depends on the teacher's ability to maintain the interest that brought students to the course in the first place (Erickson, 1978). Not all students are motivated by the same values, needs, desires and wants. Some students are motivated by the approval of others or by overcoming challenges.

Teachers must recognize the diversity and complexity in the classroom, be it the ethnicity, gender, culture, language abilities and interests. Getting students to work and learn in class is largely influenced in all these areas. Classroom diversity exists not only among students and their peers but may be also exacerbated by language and cultural differences between teachers and students.

Since 2003, many foreign professional teachers, particularly from the Philippines, came to New York City to teach with little knowledge of American school settings. Filipino teachers have distinct styles and expressions of teaching. They expect that: education is interactive and spontaneous; teachers and students work together in the teaching-learning

process; students learn through participation and interaction; homework is only part of the process; teaching is an active process; students are not passive [4,5,6]learners; factual information is readily available; problem solving, creativity and critical thinking are more important; teachers should facilitate and model problem solving; students learn by being actively engaged in the process; and teachers need to be questioned and challenged. However, many Filipino teachers encountered many difficulties in teaching in NYC public schools. Some of these problems may be attributed to: students' behavior such as attention deficiency, hyperactivity disorder, and disrespect among others; and language barriers such as accent and poor understanding of languages other than English (e.g. Spanish).

As has been said, what happens in the classroom depends on the teacher's ability to maintain students' interests. Thus, teachers play a vital role in effecting classroom changes.

As stressed in the Educator's Diary published in 1995, "teaching takes place only when learning does." Considering one's teaching style and how it affects students' motivation greatly concerns the researchers. Although we might think of other factors, however, emphasis has been geared towards the effect of teacher's teaching style and student motivation of bachelor of arts.

II. DISCUSSION

Helping students understand better in the classroom is one of the primary concerns of every teacher. Teachers need to motivate students how to learn. According to Phil Schlechy (1994), students who understand the lesson tend to be more engaged and show different characteristics such as they are attracted to do work, persist in the work despite challenges and obstacles, and take visible delight in accomplishing their work. In developing students' understanding to learn important concepts, teacher may use a variety of teaching strategies that would work best for her/his students[7,8,9]. According to Raymond Wlodkowski and Margery Ginsberg (1995), research has shown no teaching strategy that will consistently engage all learners. The key is helping students relate lesson content to their own backgrounds which would include students' prior knowledge in understanding new concepts. Due recognition should be given to the fact that interest, according to Saucier (1989:167) directly or indirectly contributes to all learning. Yet, it appears that many teachers apparently still need to accept this fundamental principle. Teachers should mind the chief component of interest in the classroom. It is a means of forming lasting effort in attaining the skills needed for life. Furthermore teachers need to vary teaching styles and techniques so as not to cause boredom to the students in the classroom. Seeking greater insight into how children learn from the way teachers discuss and handle the lesson in the classroom and teach students the life skills they need, could be one of the greatest achievements in the teaching process.

Furthermore, researchers have begun to identify some aspects of the teaching situation that help enhance students' motivation. Research made by Lucas (1990), Weinert and Kluwe (1987) show that several styles could be employed by the teachers to encourage students to become self motivated independent learners. As identified, teachers must give frequent positive feedback that supports students' beliefs that they can do well; ensure opportunities for students' success by assigning tasks that are either too easy nor too difficult; help students find personal meaning and value in the material; and help students feel that they are valued members of a learning community. According to Brock (1976), Cashin (1979) and Lucas (1990), it is necessary for teachers to work from students' strengths and interests by finding out why students are in your class and what are their expectations. Therefore it is important to take into consideration students' needs and interests so as to focus instruction that is applicable to different groups of students with different levels in bachelor of arts.

Our teacher preparation programs provide all first-year students with computers for a small fee when they enroll in the program. The laptops come with a stylus, and are preloaded with Microsoft Office 365 Suite and media-making software programs, such as Adobe Acrobat Pro DC and Adobe Premier Rush. Throughout the coursework, students in our teacher preparation programs (BA and MAT), acquire knowledge about the software programs, and develop skills to design lessons and deliver content, collaborate and communicate with each other seamlessly in person and online.

A Bachelor of Arts (abbreviated B.A., BA, A.B. or AB; from the Latin *baccalaureus artium*, *baccalaureus in artibus*, or *artium baccalaureus*) is a bachelor's degree awarded for an undergraduate program in the liberal arts,^[1] or, in some cases, other disciplines. A Bachelor of Arts degree course is generally completed in three or four years, depending on the country and institution.[10,11,12]

- Degree attainment typically takes five or more years in Argentina, Brazil, and Chile.
- Degree attainment typically takes four years in Afghanistan, Armenia, Azerbaijan, Bangladesh, Brunei, Bulgaria, Canada (except Quebec), China, Egypt, Finland, Georgia, Ghana, Greece, Hong Kong, India, Indonesia, Iran, Iraq,

Ireland, Japan, Kazakhstan, Kenya, Kuwait, Latvia, Lebanon, Lithuania, Malaysia, Mexico, Mongolia, Myanmar, Nepal, the Netherlands, Nigeria, Pakistan, the Philippines, Qatar, Russia, Saudi Arabia, Scotland, Serbia, Singapore, South Africa, South Korea, Spain, Sri Lanka, Taiwan, Thailand, Turkey, Ukraine, the United States, and Zambia.^[2]

- Degree attainment typically takes three years in Albania, Algeria, Australia, Austria, Bosnia and Herzegovina, the Caribbean, Denmark, France, Germany, Iceland, Israel,^[3] Italy, Montenegro, New Zealand, Norway, Poland, the Canadian province of Quebec, South Africa (certain degrees), Switzerland, the United Kingdom (except Scotland), and most of the European Union. In Bangladesh, China, Indonesia, Nigeria, Pakistan, and Russia, three-year BA (associates) courses are also available.^[4] A three-year bachelor's degree usually does not qualify the holder for admission to graduate programs in other countries where four-year bachelor's degrees are the standard prerequisite.^[5]

Definition

The Bachelor of Arts (BA) degree is an undergraduate postsecondary degree that puts a focus on liberal arts and studies.^[6] In comparison, a Bachelor of Science (BS) has a greater focus on science, math, and engineering. The Bachelor of Arts degree is a type of baccalaureate degree.^{[7][8]} A Bachelor of Arts degree is usually completed in four years: that is, it requires four years of full-time coursework during term time. However, just as with other degrees, some may require a longer time period. This is due to factors such as the student's ability, motivation, and access to financial assistance to earn the degree. Just like other baccalaureate degrees, a Bachelor of Arts is historically offered only at public and private universities and colleges.^{[6][9][10]} A Bachelor of Arts, just like other bachelor's degrees, is an admission requirement for graduate and professional school. Beginning in the 1990s, junior colleges started to confer their own baccalaureate degrees. In addition to the standard BA degrees, there are career-specific Bachelor of Arts degrees, including Bachelor of Arts in Functional English, Bachelor of Arts in Administration, Bachelor of Arts in Interdisciplinary Studies, and Regents Bachelor of Arts.^[8]

History

The Bachelor of Arts degree has been prominent in academics for centuries. It influenced universities to begin focusing on broad topics such as algebra, psychology, biology, art, history, and philosophy.

This aspect of the BA degree has been consistent in its history. The Bachelor of Arts degree was formed out of the study of liberal arts.^{[6][7]} Liberal art is a term that was applied to the study of many branches of learning such as grammar, logic, rhetoric, arithmetic, geometry, astronomy, and music.^[7] The study of liberal arts started during the Middle Ages. During the Renaissance, the term liberal art was meant to describe general studies more broadly.^{[6][7]} This definition of liberal studies remains to this day.

In Japan and the United States, Bachelor of Arts degrees were historically given only by public or private institutions and colleges.^{[6][10]}

Degrees in Europe

Germany

In Germany, university-level education usually happens in either a Universität (plural: Universitäten) or a Fachhochschule (plural: Fachhochschulen); both can be referred to as a Hochschule, which is the generic term in Germany for all institutions awarding academic degrees. Fachhochschule is often translated as "University of Applied Sciences". Universitäten place greater emphasis on fundamental science and background in theory, while Fachhochschulen are generally designed with a focus on teaching professional skills. Degrees earned at Universitäten and Fachhochschulen are legally equivalent.

In Germany, the BA course normally lasts between three and three and a half years—six or seven semesters—and the degree is awarded after the student earns between 180 and 210 ECTS.

Netherlands

In the Netherlands, the BA and Master of Arts (MA) degrees were introduced in 2002. Until then, a single program led to the doctorandus degree (abbreviated drs.), which comprised the same course load as the bachelor's and master's programs combined. The title doctorandus was used in almost all fields of study; other titles were used for legal studies (meester, Dutch for master, abbreviated Mr.) and engineering (ingenieur, abbreviated ir. for academic masters level or ing. for higher vocational bachelors level). Those who had already started the doctorandus program could, on completing it, opt for the doctorandus degree (entitling them to use "drs." in front of their name) or could use the master's degree (postnominal letters) in accordance with the new standard. When attaining a master level/graduate degree, it is still customary to use either drs. pre-nominally or MA/MSc post-nominally at the discretion of the holder.^[13]

United Kingdom and Ireland

In the United Kingdom (excluding Scotland) and Ireland, the first degree course normally lasts three years, but nomenclature varies: 19th-century and later universities usually distinguish between arts and sciences subjects by awarding either a BA or BSc degree. However, some older or ancient universities, such as Oxford, Cambridge,^[1] and Trinity College Dublin traditionally award BAs to undergraduates having completed the final examinations, e.g., Part II Tripos (Cambridge), Final Honour Schools (Oxford), Moderatorship (Dublin), in most subjects including the sciences. Some new plate glass universities established in the 1960s, such as York and Lancaster, originally followed the practice of Oxford and Cambridge by awarding BAs in all subjects, but have since changed to awarding BSc degrees in science subjects. At Oxford, Cambridge, and Dublin the degree of MA can be claimed, usually twenty-one terms after matriculation, without any further study. For many centuries, the bachelor's degree was an intermediate step and was awarded for much of the work carried out in later times at secondary schools. The names of the final secondary school exams in France and Spain (and increasingly in the UK—the International Baccalaureate) come from this: le Baccalauréat and el Bachillerato, respectively.

The ancient universities of Scotland award a Master of Arts degree to humanities or arts graduates, but a BSc to science graduates. This course takes four years for an honours degree and three for an ordinary. In Scotland, one can opt to take an ordinary degree, which ranks below a third class honours degree (for example, BA with distinction, merit or pass).

A Bachelor of Arts is entitled to the post-nominal letters BA for an ordinary or pass degree and BA (Hons) for an honours degree. Students who completed an honours BA sometimes style themselves by '(Hon)' or '(Hons)' after the degree abbreviation in parentheses. An honours degree is always awarded in one of four classes, depending upon the marks gained in the final assessments and examinations. The top students are awarded a first-class degree, followed by an upper second-class degree (usually referred to as a 2:1), a lower second-class degree (usually referred to as a 2:2), and those with the lowest marks gain a third-class degree. An ordinary or unclassified degree (which does not give the graduate the right to add '(Hons)') may be awarded if a student has completed the full honours degree course but has not reached the overall standard sufficient to merit a third-class honours degree.

Degrees in North America

Canada

Education in Canada is controlled by the provinces and can be very different depending on the province. While all Canadian universities offer four-year degrees, it is not uncommon, depending on the province and the university for a three-year general degree to also be offered as an option. In many universities and colleges, Bachelor of Arts degrees are differentiated either as BA or as honours BA degrees. Honours programs require more education than non-honours programs, typically a specialization beyond the requirements of a BA, and can often be used as a gateway to a Ph.D. program, bypassing a master's degree.^[11,12,13]

United States

Along with the Bachelor of Science (B.S.), the Bachelor of Arts (B.A.) is the most commonly granted degree in the US. A B.A.^[6] degree is earned after the completion of four years of undergraduate college level study. The Bachelor of Science is abbreviated with periods i.e., B.S., and the Bachelor of Arts is abbreviated as B.A.^{[11][12]} Most US colleges and universities offer undergraduate programs

Degrees in other countries

Australia, Nepal, New Zealand, and South Africa

In colleges and universities in Australia, Nepal, New Zealand, and South Africa, the BA degree can be taken over three years of full-time study.^[13] Students must pursue at least one major area of study and units from that subject are usually studied in each year, though sometimes students may choose to complete upper-level classes in the same year and as a result, can leave space for elective subjects from a different field. At some universities, students may choose to pursue a second major; alternatively, the remainder of the degree is taken up with a minor area of study (in the first two years) and other individual or stream-based subjects. Honours is an additional year of study after the BA degree, that combines aspects of undergraduate study with those of postgraduate research. Entry to the honours program is usually highly selective

III. RESULTS

Programs Across the Curriculum

Webster' teacher preparation programs have been using features, functions and data analytics from educational software programs such as VEO (Video-Enhanced Observation) and Mursion, a virtual teaching simulation to

document teacher's classroom presence and to collaborate in a community of critical friends for their teaching professions. These technologies are used in a micro-teaching lesson study model facilitated by a University instructor working with small groups of teacher candidates. This forms a trusting "community of practice" due to an interactive and ongoing exchange of information and feedback among group members.[10,11,12]

VEO is a software that allows video footage to be uploaded and examined systematically using "tag sets" that are built around various teaching behaviors to be examined. A tag session yields data about the demonstration (or lack thereof) of various tags in the tag set, and allows an individual to pinpoint specific teaching behaviors to improve.

Mursion is a simulation software that allows teacher candidates to participate in various teaching simulations in a virtual classroom with a virtual group of student avatars being "driven" by a trained simulation specialist. Small group simulations allow for a more focused experience in the simulator for an individual student. Consequently, a trusting relationship is built among teacher candidates as a cohort with the help of Webster University field experience program supervisors who are appointed to work closely with these teachers in training. This trust is established due to an interactive and ongoing exchange of information among members of this teaching community, providing a shared experience for their teaching practices.

Study the Bachelor of Arts (Psychology) and gain insight into why people think, feel and behave the way they do. At the same time, you will also open the door to a world of opportunity through your study in the arts.

Learn the perfect mix of skills sought by employers by studying one degree, with exposure to two distinct areas of interest. Combining your passions in psychology and the arts can broaden your career options and make you more employable once you graduate.

The added benefit of an arts degree at Deakin is the transferable skills you build through experiential learning. Learn to work in teams during industry placements, develop critical analysis through work-integrated learning, and build valuable life skills through international experiences*. Combine this with in-depth study in psychology as a scientific discipline and learn about human behaviour and personality.

1. Learning independently vs. managed learning

"First thing first, no one is going to yell at you if you don't do your assignments or when you decide to skip lectures. It is all on you. You are in charge and responsible for your uni life as an adult. You won't be forced to do anything, but it will always be beneficial to your learning if you do it."

"At university, students have more chances to choose how and when they want to learn. The same course will have different class times, so students can choose the appropriate time based on their schedule. Take me for example: I do not like attending morning classes, especially during winter, so I always choose class times that are in the afternoon."

"The lecturers are always there to provide help and support. However, if there is no one available, never hesitate to go online and look for answers. Google is your friend but a lecturer is your best friend when it comes to fully understanding your course."

"Always ask teachers for help or advice if needed. No matter if it is about study or life. They are the most reliable and trustworthy people around you."[8,9,10]

IV. CONCLUSION

"Webster is very connected and provides lots of great ways for student involvement and leadership. All already feel like they belong with the way it was welcomed into life at Webster[13]

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