

**A STUDY OF TEACHER EFFECTIVENESS IN RELATION
TO THINKING STYLE OF SECONDARY SCHOOL
TEACHERS.**

विद्यया ऽ मृतमश्नुते



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DISSERTATION

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For the partial fulfillment of the requirement
For the degree of 2 year M.Ed (RIE)
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DECLARATION

I hereby affirm that the work presented in this thesis titled- "**A study of teacher effectiveness in relation to thinking style of secondary school teachers**", is exclusively my own. The data mentioned in this dissertation has been obtained after genuine work. I am presenting this work for the partial fulfillment of the degree of **2 Year M.Ed (2021-2023)** at RIE Bhopal.

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This is to certify that **Mr. Buddharatna B. Gayakwad (Roll No.- 2206600004)**, a student of **2 Year M.Ed. (2021- 2023)** at RIE Bhopal has worked under my supervision and guidance for his dissertation "**A study of teacher effectiveness in relation to thinking style of secondary school teachers**". I further certify that this work is original and worthy of presentation for the partial fulfillment of the degree - **2 Year M.Ed.** at RIE Bhopal, NCERT, Barkatullah University, Bhopal (M.P.). The present study is an outcome of his sincere efforts.

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ABSTRACT

The present study undertaken to examine the teacher effectiveness in relation to thinking style of secondary school teachers. A representative sample of 40 secondary school teachers of Lakhandur Tehsil, Dist Bhandara (MH) was randomly selected. For the collection of data, Binti Dua (2018) constructed tools of Teacher Effectiveness Scale and Thinking Style Scale were used. The collected data was analysed by applying Percentage, Mean, Standard Deviation, and Pearson Correlation. Finding of the study revealed that 37.5% teachers are moderate effective and 35% teachers are under the ineffective category, 27.5% teachers are under effective category. The study also showed that most of the teachers preferred Legislative, Internal, Judicial, Hierarchical, Oligarchic, Anarchic, Local style and others styles were least preferred. The finding revealed that there was positive relationship between the teacher effectiveness and Legislative, Executive and Anarchic thinking style and others style showed least positive relationship with teacher effectiveness of secondary school teachers.

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