CHAPTER 1:
INTRODUCTION

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

1.1: BACKGROUND OF THE STUDY.

The greatest gift of God to mankind is the human brain. The brain serves as the ultimate seat of learning and is capable of marvels. The brain, when moulded appropriately, can help individuals lead a meaningful and purpose driven life. The system that transforms and transitions the brain functioning is what we identify as the Education System. Education is thus understood as a system, the goal of which is the harmonious and progressive development of its learners. Besides humanizing humanity, it enables individuals to develop logic, thinking abilities, problem solving skills, positive attitudes, and values. It is for this reason that a successful educational system is often believed to be the backbone of a rational, civil and a responsible society and teachers are one of the primary stakeholders of this education system. This system is the compilation and product of many and varied factors which can be categorized as:

- Factors pertaining to students, their homes, their environment.
- Factors pertaining to school.
- Factors pertaining to education system. (Vegas and Petrow,2008)

According to American Commission on Teacher Education (1974), "The quality of a nation depends upon the quality of its citizens and the quality of its citizens depends upon the quality of their teachers." In fact, on the school side, teachers are considered the most important factor for students to learn and acquire necessary skills. They are the main players that help increase student achievement, skill development and provide equal opportunities (Hanushek and Revin,2012; Hanushek,201 1; Kane and Staiger,2008).

The Education commission (1964-66) too observed that the success of any system of education depends on the quality of its teachers, who shape the classroom by sharpening younger generations. It is no exaggeration that any system of education can never rise above the level of the quality of its teachers.

It would thus, not be wrong to say that teachers have in them the ultimate powers to make the society.

1.1.1: TEACHER EFFECTIVENESS.

Buddha says that the lamp always carries the unique quality. A lamp is able to light another lamp without losing any of its own brilliance and remains sparkling forever. This lamp can be compared with a teacher.
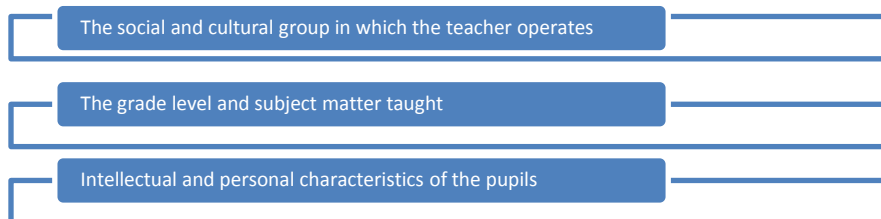
If one looks at the selfless role played by the teacher, then one can surely appreciate the above truth. The word 'teach' is derived from the Anglo Saxon word 'teacon' which means "to impart", "to instruct", "to make aware of" and "to train". A teacher can be defined as a person who has abundant knowledge in any particular field and pass this knowledge to the needy one.

The term "Teacher Effectiveness" will be used to refer to the results of a teacher or to the amount of progress the pupils make towards some specified goals of education. Teacher has a unique and precious status in the society as they act as transformers of knowledge to draw out the innate capacities of the human intellect.

Teacher effectiveness is defined as the ability to interact with the physical, academic and psychological concerns of the students, content or materials, competence of teachers and evaluation procedures. Teacher's effectiveness greatly affects the student's academic growth and thus yields better interest in learning. Students grasp more when teachers get involved in systematic teaching procedures. It's good when teacher spend more time on small groups of pupils, and use systematic approach to share feedback with students on their performance. Teacher's effectiveness can be defined as an act of responsibility. The Most fashioned procedure for measuring teaching skills is the students learning outcomes,and their academic achievements their training has been the major areas for focusing and re envisioning (CochranSmith, 2006). The Effectiveness of teachers works as a crucial parameter in improving student's achievement (Brewer, 2006 The Effective instructions are most significant in determining the learning level of students (Ferguson, 1991; Sanders, 1998). Students' academic achievement, success and outcome depends on the scale of effectiveness of their teachers (Campbell,Kyriakides, Muijsc, &Robinsona, 2004; Lasley, Siedentop&Yinger 2006; Rockoff 2009).Teacher usually limits control over many important factors which at the end impact students learning, skills, attitude, basic and conceptual knowledge of the content, learning skills, time management, and emotional readiness to learn and so on. There is a shared bonding between teacher and the student.At the same time, the effectiveness of the educational system is directly proportional to the active, resourceful and competent teachers. An effective teacher not 5 only imparts the entire educational curricula allotted to her in the best and most efficient manner but also ensures the maximum development of the students. In today's scenario where there is tough competition in all dimensions of life, effectiveness of the teachers becomes crucial to entitle the students to face global challenges. Teacher Effectiveness is mandatory to revive student learning and achievement (Darling-Hammond, 2000; Hanushek, Kain, O'Brien, & Rivkin, 2005; Rivkin et al., 2005). Researches revealed that the actions taken by the effective teachers in the classroom play a crucial role in fertile and methodical learning of the students (Andrew & Schwab, 1995; Markley, 2004; Wang & Fwu, 2007). The term teacher effectiveness is used widely, to mean the set of characteristics, skills, and behaviours of teachers at all educational levels that enable students to reach desired results" (Hunt, 2009). The process of education keeps on changing according to the concurrent demands and needs of the society Therefore, At present teacher has to play different roles, and has to be a capable professional, a skilled teacher; always an effective communicator, a designer and user of learning resources, a learning facilitator and an active member in community life. There is a big need of reviving the teacher quality by enhancing the effectiveness of teachers. Academic growth of students is only depending on the effective teachers (Ferguson, 1991; Goldhaber, 2007; Kennedy, 2010; Rivkin, Hanushek, & Kain, 2005; Rockoff, 2004). Effective

teaching is one of the criteria by which someone judges the teacher effectiveness. According to Ryans (1969), effective teaching should be relative to three major sets of conditions (fig 1.1):
Fig.1.1: showing the condition of effective teaching.

| The social and cultural group in which the teacher operates |
| The grade level and subject matter taught |
| Intellectual and personal characteristics of the pupils |

Teacher effectiveness includes both teacher performance and its effect on pupil's success while Teacher effectiveness in a job concerns only those outcomes that reflect the agency of the teacher and the objectives of education. Teachers virtue and effectiveness depends on their content knowledge, pedagogical process and their personality (Berry, O'Bryan, & Cummings, 2004; Liakopoulou, 2011; Sadler, Sonnert, Coyle, Smith, & Miller, 2013). Teacher Effectiveness is generally explained in terms of a focus on student outcomes and the teacher behaviors and classroom processes that promote better student outcomes. Now a day's teachers have to do variety of tasks to meet the challenges of society viz.-
 • Knowledgeable about curriculum content and the strategies for teaching and styles of teaching.
• Clear about instructional goals.
• Communicate to their students to explore the existing problems like what is expected of them, and why and try to improve in their teaching.
• Conduct interactive classroom teaching learning process and make conducive classroom environment cater to special needs of disabled children
• Organize and guide a variety of co-curricular activities and theme based assembly
• Develops problem-solving attitude in students and enhance their qualities of democratic citizenship thus promoting environmental consciousness.
• Organize and actively participate in community-based service and development programmes.
• Enrich the instructional material according the needs of pupils
• Explain the content well with real life examples
• Understanding about individual differences
• Always try to teach students according to their meta-cognitive skills
• Evaluate students frequently and gives them feedback
• Accept responsibility for student outcomes and their success

1.1.2: THINKING STYLE.

Thinking is one of the major aspects of cognitive behaviour. Thinking provides the base to person on which cognitive, affective and cognative domains of behaviour depends which properly justify the comment like-"think before you act". Thinking has a definite purpose and end. It always initiates with some difficulty and ends in its solution. The solution of the problem includes the

exploration of the problem mental manipulation of the objects, activities and experiences. Thinking styles are not like the intelligence; intelligence refers to the individual capabilities, potential and abilities to perform the task however, thinking styles refers to the individual preferences (Seif, 2008).Style is neither cognition not personality but the combination of them. Thinking style is the ways an individual prefers to conceive information. It also refers to the individual's priority to think about information or task both during and after learning process. Thinking style refers to the way an individual prefers to process and manage the intellect and knowledge (Zhang & Sternberg 2000). Sternberg defined 5 dimensions of thinking style under the theory of mental self-government which are grouped in the 13 thinking styles. Mentalself-government (Grigorenko & Sternberg, 1995; Sternberg & Zhang, 2001) refers to styles of constructs in respect to human notions of government. Sternberg stated that just as there are many ways of governing society, people also have many process/ways to manage or govern their own activities. According to the theory of mental self-government, people use more than one style they not only confined to one particular style rather they switch from one style to another style according to their task requirement (Sternberg, 1988, 1997). This theory explored the Thinking styles of people in terms of functions, forms, levels, scopes, and leaning. The theory also explains implication of styles mainly in education to study the behavior and to solve its problems, but it can also solve the problems related to personal and professional life.

The dimensions and sub-dimension of thinking style are described in the table 1.1

Table 1.1: showing the Dimensions of Thinking Style (Grigorenko & Sternberg,   1995).

DIMENSIONS OF THINKING STYLES	SUB DIMENSIONS OF THINKING STYLE
Functions	Legislative style Executive style Judicial style
Forms	Monarchic style Hierarchical style Oligarchic style Anarchic style
Levels	Local style Global style
Scope	Internal style External style
Leanings	Liberal style Conservative style

The dimention and sub dimention of thinking style was described below-

(A)Function-Functions, is the first dimension of mental self-government theory which refer to the individual preference of creating and assessing ideas, and performing rules. It includes the three functions of government legislative, executive and judicial style (Sternberg, 2009). There are three functions of government in the theory: legislative, executive, and judicial.

1.Legislative style- The legislative people like to work on different tasks, projects and situations that require creativity in working or performing tasks. They have fondness for planning and formulation of new ideas & strategies. Legislative processes are extensive and involve higher mental processes. These styles are used to solve the problems by blending the coherent strategy and allocation of thoughts. These types of people mainly spotlight on strategies to perform the tasks, rather than to be told. Legislative people also favour innovative and productive planning based actions, such as writing papers, designing projects, policy making, architecture and creating novel business or educational systems.

2.Executive style- People with executive thinking styles have a preferences of tasks, projects or situations that focus on structures and procedures. Executive thinking style concerned with the implementing the task, but they are not involved in the planning of cognitive activity. They are the implementers. They like to follow existing rules and fond to the tasks that are pre-structured. They perform tasks mainly that include knowledge acquisition components viz. encoding, combining and comparing the information. They execute the legislative plans. They are like to engage in the profession such as lawyer, policeman, builder soldier etc.

3.Judicial satyle- judicial thinking style refers to activities of judging. They show fondness for tasks and situations that involves evaluation, analysis, comparison contrast and judgment of existing thought, strategies, projects etc. These persons prefer to do evaluative work and usually comment on other people's thoughts. They like to gives remarks on strength and weaknesses of the others tasks. They usually prefer activities that embrace the judicial function such as writing critiques, giving opinions, evaluative programmes etc.

(B)Form-There are four forms of mental self-government theory: Monarchic, hierarchic, oligarchic, and anarchic.

1.Monarchic style- Monarchic people focus on one thing at a time and try to complete that task first. They have predilection of tasks that perform one particular task in one way and does not much like to do things in other ways. People who exhibit this thinking style tend to be motivated by single goal or need at a time. They are inflexible and relatively unaware about the other things. They give focus to their own decisions because they are single minded. They have little sense of priorities and alternativeness.

2.Hierarchic style- The hierarchic people involves the tasks, projects and conditions that allow creation of a hierarchy of goals to be fulfilled. These people tend to prepare lists of task and even few times make list of lists. Hierarchic thinking style imbibes the accomplishment of goals sequentially, with the goals assigned having different importance. An Individual who opts hierarchic style finds that some goals are crucial than others and not all goals are treated equally. They are self-aware, tolerant and flexible.

3.Oligarchic style-People with oligarchic thinking style have an outlook for tasks that allow accomplishment of multiple, equally distributed goals. They want to do tasks simultaneously within a given time frame, but face trouble setting priorities. An oligarchic person tends to be empowered by multiple, sometimes competing goals having equal importance. They are usually 13 driven by goal conflicts &stress and believe that the satisfaction of the constraints is as important as the problem solution itself. Sometimes they find it complex to be self-aware, tolerant and agile. These People always have multiple approaches to problems.

4.Anarchic style-Anarchic people show divergence from pre-existing approaches and processes to find solution. They follow new ways to solve the problems. They perform tasks with agility and like to try things which satisfy them. Such people are unsystematic and exhibit their nature to extreme level by either being too prompt or uncertain. People with anarchic thinking style have good spirit for creativity as they like to adopt new ideas. They might be disorganized in their working style but sometimes bring laurels.

(C)Levels- As government functions at multiple levels like that thinking also works at two different levels- global thinking style and local thinking style.

1.Global style- People follow global thinking style engage with broad and abstract ideas to full fill the tasks or projects. They like to work on big and unique ideas even though sometimes they are unaware of task details or unable to justify their own work in absence of evidences. Globalists prefer to deal with relatively big and complex issues. They can have a tendency to get stumbled with list of ideas.

2.Local style- Individuals who follow local thinking style have a proclivity towards the tasks which need involvement of specific, exact details. People having this style entertain the tasks that keep them busy with details and focus on particular specifics of a situation. They are often inclined towards pragmatics of situation. Such people are down to earth and tend to work on major level.

(D) Scope- Government used to work on internal and external affairs, similarly mental self-government theory also deal with internal and external thinking styles.

1.Internal Style- The internal person likes to work autonomously. They do not like to work in groups and known as typically invert people. They are task based, socially less active and less 14 aware compared to externalists. These people prefer situation where they can apply their intelligence to solve problems in separation to others.

2.External style-People following external thinking style find opportunities where they can work with others as a team and interact with others at different phases of work. They do not like to work individually rather believe in togetherness. An externalist likes to work as a team and ask for collaboration among team members. They tend to be people based, socially more active and more active than internists.

(E)Leaning-There is two types of leanings in mental self-government theory- Liberal and Conservative thinking styles.

1.Liberal style- Liberals likes to follow the situations that involve less understanding of tasks, going over existing rules & procedures and changes to the maximum limit. They need change only

for the sake of show off, even though it is not ideal for that particular situation. They like new challenges and also work in new situations. Liberally oriented people are the ones who love to do things in traditional ways, only consistently looking for alternatives to do things in unknown ways.

2.Conservative style-People follow conservative style like to approach existing rules & procedures. They like to work in a traditional way. These people want minimum changes in their tasks and avoid confusion. They feel very anxious when someone asks them to work creatively. Such people often feel hesitation to try alternatives to do things. Life generally not depends on just 'how we' think, but 'how well' we think and learn. These aspects influence the individual's life and thinking plays major role in it. All children born with individual differences and so as their thinking differ. And problems are arises when teaching, learning and thinking process are mismatched. Teaching and thinking styles of the teachers and learning and thinking styles of students differ because there is not understanding of different thinking styles, which mainly influence both teaching and learning.

1.2: EMERGENCE OF THE PROBLEM.

In the present education system of high experience and specialization, there is an unmatched demand for effective teachers to lead the abundant of school children on the path of enrichment and progress.

Secondary education is the transitory period to imbibe the intellectual knowledge in students. In this adolescent period, the students are passes through various changes these are not only physical but psychological also. In order to cope up with these changes, high level of understanding is required to seal the benefits of students. All the education experts find it mandatory to train the teachers who have the responsibility to handle this stage of learning. So the present scenario has made the work of teacher more challenging and difficult. The modern teacher's responsibility is to observe that everything that happens in the classroom is for development of the child in all dimensions. According to crow and crow, a good teacher and the quality of her teaching have always been of great importance for the society. But in the present era of globalization the system of education have to be reformed with the needs of society. It should change abruptly as the teachers provide way to enlighten the society.

As a teacher one has to provide exemplary teaching because the students observe teacher with interest. They observe several things their teachers do, and anything their teachers do knowingly and unknowingly, students imbibe them. Since teachers play an important role in the all-round development and values inculcation of students, so the teacher effectiveness is very crucial parameter of education system.

The globalization and privatization of the education system in India has pushed school education towards more competitive atmosphere so as to bring more stakeholders with better knowledge, adaptive skills and competencies which are essential for survival. In tune with this, the school education has undergone rapid and major changes in terms of privatization, curricular reforms and pedagogical improvements. These reforms have pushed schools to provide quality education,

capable teachers, effective teaching methods, appropriate reading materials, good infrastructure facilities etc. Further, the other determinants like latest knowledge, skills, innovation and research in economic growth and development, results in increased pressure on the teachers. These factors in-turn adversely affects the quality of our school education system and leads to continuous stress. Teacher's performance is also affected by their thinking styles. If a teacher wants to teach and truly interact with a student, he or she needs the flexibility to teach to different styles of thinking.

Teacher effectiveness is important aspect of teaching because an effective teacher is capable of giving talented minds of tomorrow. These children have to play vital roles in present society and administration tomorrow so; a teacher who is stressed and not have certain thinking style will not only spoil the present of the student but also the future. More over in present education system there is many numbers of schools in our country but condition of teacher deteriorate day by day in terms of working conditions, pay scale, location, equipment's and structure and the age old stereotyped teacher training program. From the above description some questions arises in the researchers mind-

• What is the thinking style of secondary school teachers?

• Is there any relationship between thinking style and teacher effectiveness of secondary school teachers?

Therefore to find out the answers for these questions researcher has selected this problem.

1.3: JUSTIFICATION OF THE PROBLEM.

Education governs our society. Education plays crucial rule to revamping the society. The eminence of the teacher in the educational process is indisputable. In the Educational institution, a teacher's role is crucial, their excellence, capability, temperament and effectiveness are certainly the most significant factors influencing the quality of education. The teacher is like an architect who builds the nation by shaping the behaviour of their students. According to the first prime minister of India Jawaharlal Nehru "the future of the nation is being shaped in her classroom." To build an individual and unique identity, teacher has to work rigorously and they have to strive, to acquire self-esteem and self-worth.

Secondary education is an essential part of the whole educational process. It also provides the bases to entire knowledge and it prepares for the up gradation in higher level of education. On the one hand, Higher education is also lean on the secondary education, thereby expecting to produce quality professionals in all fields. This level of education, therefore, needs to be revamped to maintain the quality of education and life as well. The reformation in education is the only way to prepare young people to adjust to their practical lives eloquently and efficiently. Secondary education is a stage where students become adolescent. This is the most crucial stage of life. The basic perceptions and modes of behaviour start taking shape and problems of adjustment with the new roles in life assume critical significance.

Most of the attempts have been made to understand the phenomenon of teacher effectiveness and the factors or conditions that contributed to or facilitate the teacher effectiveness. Research

studies relevant to the teacher effectiveness and other variables are supports the presented research problem. Reza Norouzi et.al (2013) studied the relationship between Emotional Intelligence and Thinking Styles in Male and Female Students in Tehran. The results showed that there was significant relationship between emotional intelligence and thinking styles of boy and girl students and emotional intelligence highly influenced the thinking styles of students. On the other hand Muhammad Akram Aziz (2012) studied the Effects of demographic factors & teachers' competencies on the achievement of secondary school students in the Punjab and revealed that teacher competence is greatly influenced by demographic factors. Ramakrishnan and Naseema (2012) studied thinking styles of Secondary School pupils in Kerala. Results showed that a major percentage of the students possess the characteristics of all dimensions of thinking styles. Mondal et al. (2011) found a significant difference between male and female teachers, with male teachers having more psychological stress and physical stress than the female teachers .While Shukla (2008) revealed insignificant relationship between perceived burnout and teaching effectiveness on the basis of subjects taught (Language, Social Science, Science).

Thinking style is very important in education because without thinking teaching is not possible so teachers thinking style is very important now a days, to give quality education to secondary school students. So the teacher effectiveness is very important for effective teaching and ultimately for students' progress and for their future hence the investigator felt worthwhile to undertake the present study.

1.4: STATEMENT OF THE PROBLEM.

Researcher was taken the problem of secondary school teachers and the problem entitled as: **A study of teacher effectiveness in relation to thinking style of secondary school teachers**.

1.5: DEFINITIONS OF THE TERMS.

Teacher Effectiveness

Operational definition:

In the present study teacher effectiveness means being effective as a teacher, not only being proficient with teaching processes that lead to student achievements, but also have certain characteristics like motivator, disciplined behaviour, advisor and guide, relationship with pupils, fellow teachers, principal and parents, teaching skills, professional knowledge, general appearance and habits in relation to class room, class room management and personality characteristics who can facilitate positive change in people's lives.

Thinking style

Thinking style is characteristic way of processing information It's the way to acquire knowledge, organize thoughts, form views and opinions, apply values, solve problems, make decisions, plan, and express ourselves to others. In the present study thinking style is defined in 5 dimensions, which are functions, forms, levels, scopes and leanings, and 13 thinking styles grouped under these dimensions.

Secondary school teachers
The teachers who are teaching at secondary level from class 8th to 10th are called secondary school teachers.

1.6: OBJECTIVES.

1. To study the teacher effectiveness of secondary school teacher based on gender of teachers.
2. To study the thinking style of secondary school teacher based on gender of teachers.
3. To study the relationship of teacher effectiveness and thinking style of secondary school teachers

1.7: HYPOTHESIS.

1. There is no significant relationship between teacher effectiveness and thinking style of secondary school teachers.

1.8: LIMITATIONS.

1. The present study has explored the relationship of teacher effectiveness, thinking style.
2. In the present investigation samples were drawn from teachers working in secondary schools affiliated to Maharashtra State Board of Secondary and Higher Secondary Education.
3. The present study was conducted on teachers working in secondary schools of Lakhandur Tehsil , Dst. Bhandara (MH).
4. There are different dimensions of teacher effectiveness but the dimensions are ignored and results are calculated on total scores.