

**CHAPTER 2:**  
**LITERATURE REVIEW**

## LITERATURE REVIEW

The literature review has been categorized into 2 parts:

- Studies related to teacher effectiveness.
- Research related to thinking style.

Teachers are the axis around which the education system revolves, and effective teachers and their thinking styles are the hallmarks of an accomplished education system.

### 2.1: STUDUES RELATED TO TEACHER EFFECTIVENESS.

**Gupta Neeta and SrivastavaNeharshi (2016)** studied teacher effectiveness in relation to emotional Intelligence and job satisfaction among Secondary school teachers. A representative sample of 200 secondary school teachers was collected from Tihar U.P. data was collected by using teacher effectiveness scale developed by Kumar and Mutha (1999), emotional intelligence was measured by using Emotional intelligence scale developed by Hyde et.al (2001) and job satisfaction was measured by using job satisfaction scale (Kumar &Mutha, 2007). After that t test was used for analysis of data. The results revealed that emotional intelligence and job satisfaction significantly affects the teacher effectiveness of secondary school teachers.

**Tool Kaur (2016)** studied teacher effectiveness, general intelligence and creativity of secondary school teachers. Sample involves the 850 secondary school teachers of the Punjab. The analysis showed that there found no significant difference in teacher effectiveness of male and female secondary school teachers, whereas in case of government schools both male and female teachers are effective. Further there found significant difference between the intelligence of male and female teachers. Female teachers found more intelligent as compared to male counterparts both in case of government and private schools. In all teacher effectiveness is positively and significantly related with general intelligence and creativity among secondary school teachers.

**Joshi Chandrawati (2015)** examined teacher effectiveness and occupational stress in Relation to Emotional Intelligence. A representative sample of 100 secondary school teachers of Nainital district was selected by simple random method. Emotional intelligence of teachers was measured by Emotional Intelligence scale by Anukool Hyde and SanjayotPether, Upinder and teacher effectiveness was measured by teacher effectiveness scale developed by Shallupri and Prof. S.C. Garkhar. From results it concludes that teachers having high emotional intelligence have low occupational stress and high teacher effectiveness whereas teachers having low emotional intelligence have high occupational stress and low teacher effectiveness. Therefore emotional intelligence can reduce the occupational stress and it may also enhance the teacher effectiveness.

**Rani Sarla and Devi Poornima (2015)** explored the teacher effectiveness of senior secondary school teachers in relation to gender, type of school and teaching experience. A representative sample of 150 teachers selected randomly from Sonapat district of Haryana. Teacher Effectiveness was measured by Teacher effectiveness scale by PuriGakhar. The study revealed that there found no significant difference between the teachers teaching in government and private schools on their effectiveness. Results also indicate that there found significant difference between teachers having teaching experience below and above 10 years and teacher effectiveness.

**KaurPreetinderand Sharma Sushma (2015)** studied teacher effectiveness of secondary school teachers in relation to occupational stress, gender and teaching experience. A representative sample of 250 secondary school teachers was taken from the government and private schools of Bamala district of Punjab. Data was collected by using teacher effectiveness scale developed by Kulsum (2011) and occupational stress index developed by Srivastava and Singh. Data was analyzed by using ANOVA. Findings showed that teacher effectiveness is not affected by occupational stress levels. There found no significant interactional effect of teaching experience and gender on teacher effectiveness. It also concludes that no significant interactional effect of occupational stress, teaching experience and gender on teacher effectiveness was found.

**Kumari Anjali and Padhi Kumar (2014)** explored the teacher effectiveness of secondary school teachers with reference to certain demographic variables. 200 (Rural=100, urban = 100) secondary schools students were selected by stratified random sampling method. Teacher effectiveness scale developed by Pramod Kumar and D.N Mutha was used for data collection. T test and ANOVA was used for the analysis of the data. And the analysis showed that there was no significant difference between teacher effectiveness of secondary school teachers and gender, but there found significant difference between the teacher effectiveness of secondary school teachers and their types of habitation. As per the interaction effect of gender and types of habitation there found significant effect on teacher effectiveness.

**Kautsand Kumar(2014)** studied teacher Effectiveness in Relation to Type of Institution, Emotional Intelligence and teaching experience. A sample of 739 teachers was included in the study through multi stage random sampling technique from Jalandhar and Ludhiana districts of Punjab. For data collection two instruments was used, A 80 item questionnaire developed by CR Darolia on emotional intelligence and teacher effectiveness scale developed by Kumar and Mutha. A 3 way ANOVA analysis was performed to evaluate the statistical significance of the findings. The findings revealed that there found no significant difference between the teacher effectiveness and type of school i.e. government and private secondary schools. Teachers with high emotional intelligence are highly effective than teacher with low emotional intelligence.

**Bhardwaj Raj (2014)** studied burnout among secondary school teachers and it's Impact on teacher effectiveness. Sample was selected from senior secondary schools of Solan District of Himachal Pradesh through random sampling method. 160 teachers were participated in the study. Analysis revealed that teaching experience and mode of appointment significantly affect the burnout level of secondary school teachers. However there found no significant effect of sex and qualification on the level of burnout. It concludes that there found no significant impact of burnout on teacher effectiveness of a teacher.

**Pachaiyappan and Raj (2014)** studied Teacher Effectiveness of Secondary and Higher Secondary School Teachers. 130 secondary and higher secondary schools teachers were selected through random sampling from Chennai and Tiruvannamalai districts of Tamilnadu. And for data collection survey method was used. Teacher effectiveness scale developed by the Ummekulsum was employed for the study. Data was analyzed by using t test and one way ANOVA. Investigation revealed that there was no significant difference in teacher effectiveness between the male and

female school teachers. But there found significant difference among the school teachers with respect to locale, arts and science stream, secondary and high secondary level, teaching experience and the type management

## **2.2: RESEARCH RELATED TO THINKING STYLE.**

**KatigariAlipour Shiva et.al (2017)** explored High school students test anxiety and role of thinking and learning styles. The sample comprised of 400 (200 male and 200 female) students of Arak City by cluster sampling method. The data was collected through Kolbe Learning style inventory (1991) and Sternberg Wagner thinking style inventory (1992). Data was analyzed by Pearson correlation coefficient and ANOVA. Results revealed that there found significant relationship between executive and judicial thinking style. And there exist significant relationship of legal thinking style with student test anxiety.

**FatemiMojgan and Heidarie Alireza (2016)** explored the Relationship between Thinking Styles and Academic Achievement of the Students. Descriptive and correlational method was used by the researcher. The sample of 320 high school students of Ahvaz was selected by using multistage sampling method. Thinking style scale was used for measuring of thinking style. For analysis of data descriptive statistics and Pearson correlation was used. And the findings showed that there was significant relationship between various thinking style and academic achievement of high school students.

**SaidehMasafi et.al (2014)** explored the Relationship between Thinking Style and Gender in High School Students. This study aimed to study the correlation between thinking style and gender. For this male and female student of Tehran district was selected by cluster sampling method. The sample comprised of 200 students (100 males and 100 females). The data was collected through Sternberg Wagner inventory. Results indicate that male students preferred legislative and introspective style more than those of female students and this was found significant while in case of female students they prefer more judicial, executive and extra tensive style. The significant difference was also found between the male and female students in case of executive style and judicial style but in case of extratensive style significant difference was not found.

**Bansal Vijay and Sangal A.P (2014)** studied Learning and thinking style in context of gender and locality. Random sampling technique was used for sample selection. The sample of the study consisted of 400 students (100 male and 100 female) of Rohtak district. D.Venkatraman's tool of style of learning and thinking was used for the data collection. For analysis and interpretation of data S.D and t test was used. And the results revealed that there found no significant difference between male and female students in their learning and thinking styles. There also found that urban and rural secondary school students do no differ significantly. So it concludes that students learning and thinking style was independent to gender and their residential background.

**DikiciAyhan (2014)** studied Relationships between Thinking Styles and Behaviors Fostering Creativity: An Exploratory Study for the Mediating Role of Certain Demographic Traits. The sample comprise of 202 Turkish elementary and secondary school teachers in the first study. In the second study 106 teachers were participated and 246 students were participated in the third

study. The Thinking styles inventory and creativity fostering Teacher index scale were used for the data collection. For analysis of the data factor analysis, correlation ANCOVA, regression was used. The investigation revealed that all three studies indicated that type 1 thinking style is main predictor for creativity fostering behaviors. It also indicates that the teacher's branch and the amount of work experience are significant for the relationship of thinking style and creativity fostering behaviors. Another analysis showed that there was no significant relationship between type II thinking styles and creativity fostering behaviors. However in all results indicates that although the relationship between thinking styles and creativity fostering behaviors are significant but they are partially mediated by teacher's branch. At last it concludes that gender is not a significant factor in these relationships.

**Bastug, O.Y.O. and Bunyamin Cellk (2014)** studies thinking styles of teachers, principals and inspectors. The sample comprises the 737 teachers, school principals and inspectors working at primary schools in Turkey. For variable study thinking style inventory developed by Stenberg and Wagner (1992) and a self-made questionnaire for demographic information were used. And the data were analyzed through descriptive statistics, t- test and variance analysis. Findings showed that most preferred thinking styles of teachers, managers and inspectors were hierarchic, executive and legislative and the least common were conservative, local and global. Results also revealed that thinking styles varied in case of status, educational background, gender and affiliation.

**Wang Ying & Sun-Keung pang Nicholas (2014)** examined thinking styles of Primary School Teachers. Data collection was done by selecting 268 in service teachers from 6 primary schools of Beijing, China. A self-made questionnaire of thinking style was developed and administered on the target sample. Results revealed that teachers follow mostly cooperative, analytical and hierarchical thinking style. It also showed that there exists significant difference in teachers thinking style in terms of gender, teaching experience, rank, discipline background, and executive position.

**Kumar Ajay (2013)** studied the professional commitment in relation to thinking style, job values and teacher's effectiveness of teachers working in teacher training institutions of Haryana. A representative sample of 350 teachers of four districts of Haryana state was randomly selected. Data collection was done by using appropriate tools namely professional commitment scale by Kanchan Kohli, job value questionnaire by Seema Sanghi, Teacher effectiveness scale of Dr. Pramod Kumar and D.N Mutha and Thinking style scale by investigator himself. The findings revealed that 33% teachers are highly committed to their profession, 38% teachers are moderately committed while only 29% teachers are less committed. It has been also found that there exist positive correlation between teacher effectiveness, professional commitment and thinking style of the teachers working in the teachers training institutions.

**Khany R and Amoli A. F (2013)** explored the Impact of Leadership Style, Thinking Style and Job Satisfaction on Iranian EFL Teacher Retention. For the investigation of the study 356 (156 male and 221 female) Iranian EFL teachers were participated in this study. The teacher perception of success and teacher retention questionnaire developed by Osborne and Reiman's (2005),

Leadership questionnaire developed by Fiedler and Garcia (1987), Sternberg's Thinking Style Questionnaire (1991) and Smith's Job Satisfaction Questionnaire (1969) were used to measure the variables and data collection Structural Equation Modeling SEM analysis was used to study relationship among variables. Significant relationship was found among various sub scales of the study.

**Reza N. M and Mohammad J. (2013)** studied the relationship between Emotional Intelligence and Thinking Styles in Male and Female Students in Tehran, Iran. A representative sample of 200 school students was selected for the study. The method adopted for this study was correlational and descriptive. In order to investigate the participants thinking styles, Sternberg and Wagner's thinking style inventory was used. Results revealed that there was significant relationship between emotional intelligence and thinking styles of students. But there found significant difference between boys and girls in thinking style and there was also found significant difference between the two groups in emotional intelligence. It concludes that thinking style was highly influenced by emotional intelligence.

**Zhu Chang (2013)** examined Students' and teachers' thinking styles and preferred teacher interpersonal behavior. A representative sample of 325 students and 146 teachers were selected from the senior high schools of china. The instruments used for the data collection was Thinking Styles Inventory-Revised II (TSI-R2, Sternberg, Wagner & Zhang, 2007) and the second instrument is the Questionnaire for Teacher Interaction (QTI) (Wubbels, Créton & Hooymayers, 1985). The analysis showed that there found divergence among students and teachers thinking styles and their preference of teacher interpersonal behavior. It also concludes that there were convergence between students and teachers as both had preferences for the cooperative teacher interpersonal behavior.

After reviewing the related literature, first section, Gupta Shrivastawa (2015) and Joshi (2016) and other researcher, They can conclude that the emotional intelligence is mostly affects the teacher effectiveness. Apart from that the Rani Sarla (2015), Kauts Amit and Kumar (2014), Kaur and Sharma (2015) examine the teacher effectiveness is not related to the teaching experience, gender and type of school. But Anjali kumar and padhi (2014) found that teacher effectiveness is significantly related to demographic characteristics.

Second section described the research conducted on the thinking style. Researchers explore the relationship of thinking style with academic achievement of students (Fatemi and Heidarie, 2016). They conclude that the thinking style and the academic achievement of students are closely related.

Above mentioned literature shows the gap in the area of the all variable and the relationship among them.

Only few attempt has been made to examine the role of the thinking style on teacher effectiveness. there is wide scope for researcher to explore this field. The studies cited so far have made partial attempts to investigate the effectiveness of teacher in relation to thinking style. As teacher effectiveness and thinking style is very important aspects for students progress and their future. Hence this is an area which needs further research context.

## **2.3: RESEARCH OBJECTIVE.**

The gap identified through the literature review, have steered my study towards studying the effectiveness of teachers in relation to thinking style of secondary school teachers. Hence, my research objectives are as follow:

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