

CHAPTER 5:
RESULT AND DISCUSSION

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5.1: INTRODUCTION.

The present study explored the effectiveness of secondary school teachers in relation to thinking style. This study can bring the improvements in the class room teaching. This study will definitely help the teachers to understand themselves and the areas which lead to effectiveness. Findings and conclusion have been drawn according to the data analysis and interpretation. This chapter deals with the conclusion, educational implications of the present research and provides suggestions for further research. The present chapter includes the following headings-

1. Findings of the study.
2. Discussion.
3. Conclusion.
4. Educational Implication of the study.
5. Limitations of the study.
6. Suggestions for further researches.

5.2: FINDING OF THE STUDY.

The findings of the present study are as follows-

Objective 1: To study the effectiveness of secondary school teacher based on gender of teachers.

The main objective was to study the effectiveness of Secondary School Teachers. Thus to obtain this objectives, teacher effectiveness was measured by percentage and thus three categories was evolved (Ineffective, Moderate effective, Effective Teachers).

Regarding female teachers.

10% female teachers fall under the category of effective teacher. 50% female teachers comes under the category of moderate effective teacher while 40% female teachers comes under the category of ineffective teacher.

Regarding male teachers.

There are 33.33% Male teachers falls under the each category of the teacher effectiveness. That means only 33.33% male teachers are effective in Lakhandur Tehsil.

Regarding (male + female) teachers.

27.5 % of total teachers fall under the category of effective teachers, 37.5% lies in the moderate effective teacher's category while 35% comes under the ineffective teachers.

It concludes that only 10% female teachers, 33.33% male teachers, and (male and female teachers were considered together) 27.5% teachers were effective.

Objective 2: To study the thinking style of secondary school teacher based on gender of teachers.

Regarding Female Teachers.

It is revealed that the most of female teachers of secondary school teachers in Lakhandur Tehsil preferred Legislative style(80%) and Internal style(80%) ie. 80% of female teachers follow

Legislative style and Internal style. 70% of female teachers follow Judicial and Hierarchical style. 60% of female teachers follow Executive, Oligarchic, Local, Global and Conservative style. 50% of female teachers follow Monarchic style. And 40% of female teachers follow External style.

Regarding Male Teachers.

It is revealed that most of the male teachers of secondary school preferred Legislative style (86.66%), Anarchic style (80%), Internal style (80%). While 76.66% male teachers follow the Oligarchic and Local style. 73.33% male teachers follow the Judicial, Hierarchical, Liberal style. In case of the Executive, Monarchic, Global, External, Conservative style; 66.66%, 60%, 63.33%, 56.66%, 60% respectively was preferred by male teacher's of secondary school.

Regarding (male + female) Teachers.

It is revealed that the most preferred thinking style was Legislative style 85% of secondary school teachers prefer Legislative style. 80% of the secondary school teachers follow internal style. Whereas 72.5% of secondary school teacher follow the Judicial, Hierarchical, Oligarchic, Anarchic Local style. In case of the Executive, Global, Liberal, Conservative, Monarchic, External style; 65%, 62.5%, 67.5%, 60%, 57.5%, 52.5% respectively was preferred by secondary school teachers. It conclude that the secondary school teacher mostly preferred Legislative, Internal style and Judicial, Hierarchical, Oligarchic, Anarchic, Local style was moderate preferred. But in comparison to above style Monarchic, External, Conservative style were least preferred. Thus it show that the mostly secondary school teacher shows preference to work or tasks that required minimum change, they usually like to work in traditional way.

Objective 3: To study the relationship of teacher effectiveness and thinking style of secondary school teachers.

From the table 4.3 , it revealed that there was positive relationship between the Legislative style ($r=0.612$), Executive style ($r=0.689$), Anarchic style($r= 0.605$) with teacher effectiveness of secondary school teachers while Judicial, Monarchic, Oligarchic, Local thinking style showed moderate positive correlation with teacher effectiveness. On the other hand, Hierarchical, Global, Internal, External, Liberal, Conservative thinking style has least positive correlation with teacher effectiveness of secondary school teachers.

So it conclude that the null hypothesis that is "there is no significant relationship between thinking style and teacher effectiveness of secondary school teachers " is rejected. It shows that thinking style is significantly related to teacher effectiveness of secondary school teachers.

5.3: DISCUSSION.

The Teacher effectiveness is affected by many factors, not only by their way of teaching but several other factors also. In order to enhance the teacher effectiveness, the school principals should endeavor to make necessary instructional materials available to teachers whenever needed. The staff rooms should also be conducive for teachers which help in adequate preparation of their lessons and work with enthusiasm. This will motivate teachers to do better in their instruction to students and give rise to quality teaching and learning.

Özdemir and Becerena (2010) also explored that the prospective teachers had the highest scores at the legislative, conservative, executive, judicial, hierarchic, liberal and internal subscales of the thinking style inventory. They had the lowest score at the oligarchic and global subscales of the thinking style inventory. The present study also goes in line with findings of Zhu, C. Devos, G. & Li, Y. (2011) and Cheng et. al (2001) concludes that teachers showed a higher preference for legislative, hierarchic, executive, internal and liberal thinking styles than the other thinking styles. In addition to this Balgalmis and Baloglu (2010) also found that mostly teacher follow hierarchic, executive and external style and least preferred style were oligarchic and local styles.

In addition to these studies it was concluded that type I style was mostly preferred by secondary school teachers. Type I thinking style includes legislative, judicial, hierarchical, global and liberal thinking. Teachers who opted for type 1 thinking style prefer to work on complex, creative activities and they depict positive behavior. They show effective commitment towards learning, excellent participation in various activities, try to do well in all directions and usually engage themselves in higher cognitive level of processing information. People with dominant type II thinking style show less commitment in learning and mostly prefer lower level of cognition to handle academic work. They show tendency to engage themselves in simplistic and norm reforming activities. Executive, monarchic, local and conservative thinking styles comes under the type II thinking style. The last group type III thinking styles which include oligarchic, anarchic, internal and external thinking styles.

Findings show that teacher effectiveness is positively related to Legislative and Internal style. So it concludes that if teacher prefer Legislative and Internal style mostly then the teacher effectiveness is also increased. Conservative style is mostly preferred by the secondary school teachers. But Teachers who follow Legislative style are usually preferred to work on different tasks, projects and situation that required creativity in working or performing tasks. And teachers who follows executive and hierarchic style are also tend to show positive relationship with teacher effectiveness. Therefore those teachers who prefer these styles would like to follow rules & laws and accept the duties given to them. They also like to plan and organize work accordingly. Hierarchic teachers usually tend to organize their work on priority basis. Thus, these styles correspond to effective teachers. While in case of oligarchic, global, internal thinking style there is a Least correlation. It means teachers who prefer these thinking styles are less effective. Because teachers who follow oligarchic thinking style tend to do various tasks simultaneously and this reduces the quality of work and performance. Teachers who follow internal thinking style are often not social, do not try to work with others and take less interest in group activities. So they create negative impact on teacher effectiveness.

Therefore it concludes that type 1 and type 2 thinking styles are more inclined towards to teachers effectiveness rather than the type 3 thinking style. Previous research results have indicate that Type 1 thinking styles are significantly related to positive human attributes such as a deep approach to teaching and learning, higher self-esteem and higher levels of cognitive complexity and personality type. Similarly Noghondar (2012) found that executive style and legislative styles are positively related and enhance the academic achievement. The Findings were

supported by the results of Tsagaris (2006) who explored the relationship of thinking style preferences, cultural orientation and academic achievement. This showed that the hierarchical and monarchic thinking styles predict academic achievement among which hierarchical thinking style predict high academic achievement and monarchic thinking style predict low academic achievement. Navan and Shariatmadari (2015) also found that the high academic achievement of students had a positive correlation with conservative, hierarchical thinking styles while it had a negative correlation with legislative, liberal and internal thinking styles. It is also revealed that teachers having legislative and executive thinking style should pre planned their creative activities. They can use different activities like thought based questioning, cooperative learning, small group discussion, projects which fosters novelty among the students.

5.4: CONCLUTION.

Present study was conducted on teacher effectiveness of secondary school teachers in relation to their thinking style. As Teacher effectiveness is the crucial aspect in terms of qualitative improvements of the education system, so here researcher explored the variables which affects the effectiveness of the teachers. The study concludes that most of the teachers are moderately effective and some are in the category of ineffective teachers. Teacher effectiveness is also influenced by the thinking styles .Thinking style also plays a vital role to improve the effectiveness of teachers. Legislative, and internal, Judicial, Oligarchic, Anarchic, Local style is significantly related to the teacher effectiveness and thus contributes towards conducive environment. The result of the present study showed a significant relationship between the executive, hierarchic, conservative and legislative styles with teacher effectiveness. As thinking style is closely associated with achievement, so for nurturing and strengthening the student's achievement suitable thinking style should be followed.

5.5: EDUCATIONAL IMPLICATIONS.

The present study is very important to educational thinkers, teacher's psychologists, students and others who are concerned with the sphere of education. The teacher is a key actor for the quality in education. Teacher effectiveness is closely related to teacher's work performance and their ability to innovate and to integrate new ideas into their own practice, personality, knowledge, as well as having an important influence on the student's achievement, and attitude towards school. Teaching is a complex and over demanding profession and teacher effectiveness is the product of these two factors. It is clearly evident that the teacher effectiveness is positively related to the thinking of the teachers. If the teacher shows higher effectiveness in their profession than the teaching will be more fruitful and vice versa. A healthy and growing environment is needed to keep the thinking of the teachers healthy and fruitful which ultimately induce the effective teachers. The effective teachers having healthy thinking style are able to bring off the expectations of their pupils, their colleagues, their management and their self, thus they would find themselves more satisfied.

The nature of the school also influence the teacher effectiveness of the teacher as the organizational climate, future perspectives, incentives and nature of duties responsibilities are

very in rural and urban schools. A teacher is responsible to prepare the students for the society. A teacher today has to play a definite role to moderate the students as well as nation. Research reveals that the effectiveness of teachers depends on various factors like thinking style, occupational stress, professional values, demographic variables, incentives and enthusiasm respectively in their everyday teaching-learning situations.

Results of the present study help the policymaker to intensify the coherence of the profession by taking fruitful and creative steps for the teacher effectiveness. They should take initiative to improve and introduce the some professional standards, training programme and time to time evaluation, etc for teachers working in secondary schools. If this will incorporated in the education then it comes as a great boon for embellishing the teacher effectiveness among secondary school teachers.

Implications for Teachers.

1. The teachers may try to acquaint themselves with novel strategies of teaching as it is an important factor in the teaching – learning process which eventually induces teacher effectiveness.
2. Teachers can improve academic achievements of students in particular subject or as a whole by raising awareness of thinking styles among students.
3. Teachers can use particular teaching method associated with particular thinking styles.

Implications for Administrators.

1. Teacher educators should apply integration of technology in their curriculum while they give training to pre-service teachers, they should train them in such a way so that effectiveness of teachers can also be enhanced.
2. Administrators may induce some programmes to enhance their thinking style suitable for particular task. By this teachers can be educated about thinking style and they are encouraged to form their methods of teaching and assessment according to their students and subjects.
3. Administrators may organize various programmes like: refresher courses, orientation courses, seminars etc. to improve the teacher effectiveness and thinking styles.

Implications to guidance workers and counselor.

These results are also helpful for the guidance workers and counselors. It helps students as well as teachers to know the various thinking styles which strengthen the effectiveness of teachers and also guide them to teach accordingly. Achievement level of students can also be improved by using particular thinking style of teachers as well as students. Implications are also essential for Counselors who pave the way to teachers and students for their betterment and reformation in the future.

5.6: 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 score.

5.7: SUGGESTION FOR FURTHER RESEARCH

Some suggestions for further research can be given keeping in view its limitations and findings.

1. Similar studies can be carried out at primary and other fields of higher level teachers.
2. A comparative study of professional commitment and teaching aptitude of M.Ed. students and working educators can be made.
3. A study of relationship of professional commitment and teacher effectiveness of teachers can be made.
4. A study of relationship of teacher effectiveness and self-construal can be made.
5. Large scale study can also be conducted on comparison basis of different states.
6. This study can also be done on teacher educators.
7. Thinking styles of students can also be studied at the secondary level.
8. A comparative study of teacher effectiveness of Teacher educators and lecturers of other higher institutions can be made.
9. A relationship study of occupational stress and thinking styles of Teachers can be undertaken