



## Thinking Styles of Prospective Teacher and its relation to Teaching Competency

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### ABSTRACT

Present study is on thinking styles of prospective teacher and its relation to teaching competency. The main objective of this study was to find out the relationship between thinking style and teaching competency of prospective teachers. Thinking style inventory and teaching competency scale developed by the investigator was adopted for the data collection. The data was collected from 100 prospective teachers by adopting simple random sampling technique. This study proved that there exists a significant positive correlation between thinking style and teaching competency of prospective teachers. This study will help the teacher to prepare proper planning for his teaching. The teaching learning process could be improved if the teacher is in possession of thinking style.

### KEYWORDS

*Thinking Styles, Teaching Competency, Prospective Teacher*

### Introduction

Individual differences have always aroused great interest in educational psychology. In current cognitive psychology, research mainly focuses on cognitive differences such as thinking styles. In recent years, increasing attention has been given to thinking styles. Researchers have found that thinking styles have implications for teaching and learning. Each teacher is unique in many ways. Teachers vary from one another in such characteristics as thinking style and teaching competency. Teacher knowledge and thinking is a key to effective teaching. Understanding teacher knowledge, teacher thinking and teacher beliefs can help us understand teacher behavior in classroom. In the context of EFA, Education for All, especially in India, a lot of emphasis needs to be placed upon the teacher and her importance and role in improving student retention and student achievement. Research in the area provides ample evidence that teacher thinking influences teachers' perceptions, which, in turn, form teacher beliefs that affect their classroom performance. The development and influence of beliefs in teacher education has been a topic of increasing interest for researchers in recent years. The National Curriculum Framework - NCF 2005 presents a fresh vision and a new discourse on key contemporary issues and preparing 'empowered teachers', with a focus on addressing the growing demands of quality education being one of them. Curriculum Framework for Teacher Education, 2006, too in its vision of a teacher views a teacher as "a facilitator who encourages learners to reflect, analyze and interpret in the process of knowledge construction" and views teaching as a process that "enables learners construct knowledge". The recent trend in curriculum reform towards constructivist related approaches to teaching learning would now therefore require teachers to reconceptualize their roles, develop new teaching learning strategies and do away with the old, 'seemingly effective' practices. Different individuals perceive and process experiences in different preferred ways.

### Need for the study

Review of related Literature is the Primary step of Research to identify and select a specific problem for investigation. The review of related studies refers to a summary of the previous research and writing of recognized experts provides evidence that a given research is familiar with what is already known and what is still untested, this helps the researcher delve deeply in his problem. Thinking style of Prospective teachers do play a very significant role in shaping behavior of students in improving their learning and in organizing effective teaching. Review of related Literature shows, there is an inseparable link between the aspects of thinking style and teaching competency of the teachers. In the modern trend the teachers will require thinking style to bringing out the latent talent of students. The teachers will present the lessons effectively to the students through their thinking style and

teaching competency. Uniform system of education in the present scenario helps teacher about learning and teaching methods of an individual and they were updated through learning thinking styles. A teacher could excel in his field through his thinking styles because his competency could be multiplied through one of these factors. Effective integration of thinking style of a teacher in teaching will act as a powerful tool in the teaching. In this regard the thinking style is inevitable and there will be an advantage for better teaching and learning process. But less number of efforts has been made by researchers to unite these components. Because of this logical reason, the researcher is pleased to make an attempt on this line of research.

### Title of the problem

"Thinking Styles of Prospective Teacher and its relation to Teaching Competency"

### Assumptions

The individual difference is a key concern towards the totality of mankind. The individual difference influence in the classroom and total educational system in the present scenario. There will be a close relationship between the thinking style and teaching competency of the prospective teachers. Hereby it is assumed that the teaching competency maybe influenced by teacher's thinking styles in teaching. It is also assumed that the teaching competency of a teacher may vary in accordance with the different thinking.

### Objectives of the study:

1. To develop a tool and to assess thinking styles and teaching competency of prospective teachers.
2. To find out whether there is any relationship between thinking style and teaching competency of the prospective teachers.
3. To find out the significant difference if any in the thinking styles of prospective teachers due to variation in their personal variables.
4. To find out the significant difference if any in the teaching competency of prospective teachers due to variation in their personal variables.

### Hypotheses of the study:

1. There is positive relationship between thinking style and teaching competency of prospective teachers.
2. There exists no significant difference between the identified thinking styles of prospective teachers with one another.
3. There exists no significant difference between thinking styles of prospective teachers due to variation in their personal variables.
4. There exists no significant difference between teaching competency of prospective teachers due to variation in their personal variables.

### Methodology:

The present study was a descriptive survey which was intended to measure the thinking style and teaching competency of prospective teacher. The data was collected from 100 prospective teachers by adopting simple random sampling method.

**Tools of the study:**

Thinking Style Inventory (TSI) and Teaching Competency Scale (TCS) constructed by the investigator were adopted for data collection.

**Result and discussion**

The investigator collected the relevant data and subjected it to statistical analysis.

Table 1 shows the number and percentage of thinking style of prospective teachers

LOW		MODERATE		HIGH	
Number	Percentage	Number	Percentage	Number	Percentage
17	17	72	72	11	11

The above table shows that thinking style of 100 prospective teachers are categorized as low, moderate and high. 17 percentages of prospective teachers have low level of thinking styles, 72 percentages of prospective teachers posses moderate level of thinking style and 11 percentages of prospective teacher have high level of thinking styles.

Table 2 shows the number and percentages of teaching competency of prospective teachers.

LOW		MODERATE		HIGH	
Number	Percentage	Number	Percentage	Number	Percentage
21	21	56	56	23	23

The above table shows that teaching competency of 100 prospective teachers are categorized as low, moderate and high. 21 percentages of prospective teachers have low level of teaching competency, 56 percentages of prospective teacher posses moderate level of teaching competency and 23 percentages of prospective teacher have high level of teaching competency.

Table 3 shows the correlation analysis of thinking style and teaching competency of prospective teachers for the total sample and sub sample based on gender, Locality of the institution, Branch of study and Nature of institution.

**Correlation analysis**

variable	Sub variable	N	Coefficient of Correlation
Thinking Style Vs Teaching Competency	Whole sample	100	0.91
	Male	46	0.87
	Female	54	0.89
	Rural	58	0.82
	Urban	42	0.85
	Government	50	0.90
	Private	50	0.86
	Language	35	0.77
	Arts	26	0.75
	Science	39	0.83

The above table presents the rank correlation 'p' value 0.91 which evinced a high positive correlation between the thinking style and teaching competency of prospective teachers. Thus the stated hypothesis "there is positive relationship between thinking style and teaching competency of prospective teachers" is accepted. It is inferred that the teaching competency of prospective teachers depend on their thinking style. Gender difference (Male and Female), locality of the institution (Rural and Urban) and nature of institution (Government and Private) also exhibits high positive correlation in their thinking style and teaching competency as the rank correlation value (0.87 and 0.89), (0.82 and 0.89) and (0.90 and 0.86) respectively. Similarly there is a significant positive relationship between thinking style and teaching competency of prospective teacher with regard to their branch of study (Language 0.77, Arts 0.75 and science 0.83 respectively). Over all it is inferred

that there is a significant positive correlation between thinking style and teaching competency of prospective teachers. The result implies that the thinking style prospective teachers should be properly developed for better teaching competency among prospective teachers.

**Educational Implications of the Study:**

The findings of the study have the following educational implication. This study proved that there exists a significant positive relationship between thinking style and teaching competency of prospective teacher. The efficiency of teaching competency could be developed only when there is good thinking style. The educator could also structure learning context in manner that helps the student to assimilate the proposed materials and to build his knowledge. This study will help the teacher to prepare proper planning for his teaching. This study will help the teacher to reduce constraints during the planning and delivery of the subject matter. The proper thinking style will help the teacher during teaching to update his knowledge. Better evaluation of the students could be conducted by the teacher with the assistance of thinking styles. The teaching learning process could be improved if the teacher is in possession of thinking style. Knowledge of thinking style could help teachers understand and appreciate individual differences among students.

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