ORIGINAL RESEARCH PAPER

Economics

IMPACT OF THINKING SKILLS OF TEACHERS IN CLASS ROOM

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ABSTRACT

Thinking skills are the mental processes that are induced by environment, learning and experiences. Thinking skills enable teachers to integrate each information and experience into the schema that are constructing of "how things are". The aim of education is to improve the quality of thinking because better thinking not only enable to become more successful at teaching and learning but will also enable to realize own potential, student's potential to analyze the things and to contribute to the development of society. Thinking skills help to learn more from experience and to make better use of intelligence. Teacher's thinking skill influence students in class room. Present study is focused on finding of impact of various thinking skills of teachers on students in class room.

Introduction:

Thinking Skills are used for solving problems, making decisions, constructing plans, evaluation, ideas construction and organizing information to get result. It involves planning, monitoring and evaluation. There are many frameworks of thinking, generally based on information gathering, basic understanding and productive thinking. Tools of information gathering are sensing by seeing, hearing, touching and retrieving memory skills. The ways to develop basic understanding are organizing gathered information, forming concepts and linking ideas together. For the development of productive thinking information used to make understanding, creating, deciding and analyzing and evaluating.

Thinking skills are implicit in many of the educational interventions found to enhance student's achievement. Use of thinking skills make lessons more interesting and more challenging. Student's work harder and achieve more. Teachers become more effective and gain a great deal of satisfaction. Practice of thinking skills enlightened educators to create lessons that make knowledge, interesting and memorable. Higher order thinking of teacher gives their students stretch and challenge and can reduce the boredom experienced in conventional lessons.

Schools take different approaches to implement thinking skills, either introducing them within the curriculum as a discrete unit, or instituting them through the use of a specific methodology. The best approach however, is one that stimulates learners to use and apply thinking skills across the curriculum and upon their learning. It depends on mental level of students, age and surroundings.

Objective of Study:

- Finding of impact of thinking skills of teacher on primary class students
- Finding of impact of thinking skills of teacher on middle class students

Hypothesis:

1. There is no significant impact of thinking skills of teacher on primary class students
2. There is no significant impact of thinking skills of teacher on middle class students

Methodology:

Descriptive survey method was used for present study. 200 primary class students and 200 middle class students were randomly selected as sample. Both groups were consists of 100 male and 100 female. They were taught using different thinking skills. Remembering and recalling, creative, logical and analytical thinking skills were chosen selected for experiment. Their learning was tested separately for each thinking skill using self prepared test paper. Collected data was tabulated and comparatively analyzed using percentile as statistical tools.

Finding and Analysis:

Table-1: Impact of Different Thinking Skills on Primary School Students Learning

Thinking Skill ↓Score→	No. of Student (%)			
	Above 80	61-80	41-60	Below 40
Remembering and Recalling	32	37	23	8
Creative	36	43	14	7
Logical	29	35	22	14
Analytical	24	33	27	16

Table-2: Impact of Different Thinking Skills on Middle School Students Learning

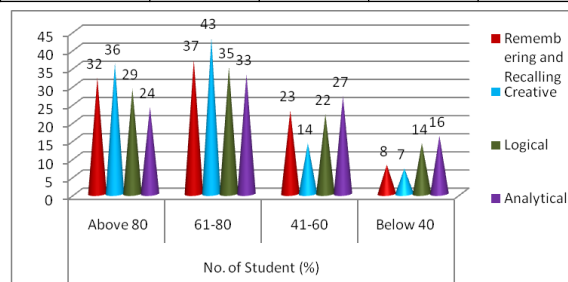| Thinking Skill ↓Score→	No. of Student (%)			
	Above 80	61-80	41-60	Below 40
Remembering and Recalling	28	34	29	9
Creative	27	31	28	14
Logical	31	36	22	11
Analytical	24	28	33	15

Chart-1: Impact of Different Thinking Skills on Primary School Students Learning
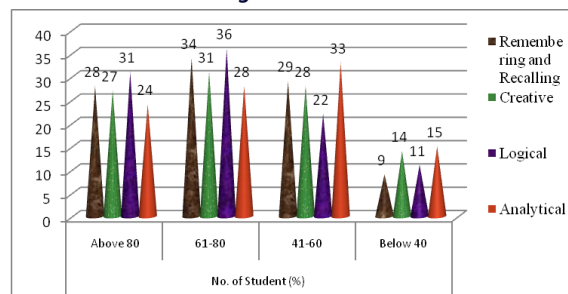

Chart-2: Impact of Different Thinking Skills on Middle School Students Learning

Primary student result shows that above 80 score got by 36% students teaching through creative thinking skill. Remembering and recalling thinking skill provided 32%, logical thinking 29% and analytical thinking 24% students above 80 points. 61-80

points were scored by 43% students taught through creative thinking skill, 37% students taught through remembering and recalling thinking skill, 35% students taught through logical and 33% students taught through analytical thinking skill. Thus hypothesis 1, there is no significant impact of thinking skill of teacher on primary class students is rejected.

Middle school students result shows that above 80 points was scored by 31% students taught using logical thinking skill. 28% student's using remembering and recalling, 27% students using creative and 24% students taught using analytical thinking skill scored above 80 points. 61-80 points scored by 36% students using teaching through logical, 34% students using teaching through remembering and recalling, 31% students using teaching through creative and 28% students using teaching through analytical thinking skill. Hence, hypothesis 2, there is no significant impact of thinking skill of teacher on middle class students is rejected.

Conclusion:
Study indicates that teacher's thinking skill influence students learning. Thinking skills programs and practices make a positive difference in the achievement levels of students. Creative thinking skill is very useful for primary students while logical thinking skill for middle school students. Effectiveness of thinking skill also depends on mental age of students.

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