



ORIGINAL RESEARCH PAPER

Education

RELATIONSHIP BETWEEN LATERAL THINKING AND PROBLEM-SOLVING ABILITY OF THE HIGHER SECONDARY SCHOOL TEACHERS

KEY WORDS: Lateral Thinking, Problem Solving Ability,

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ABSTRACT

The most successful classrooms are those that encourage students to think for themselves and engage in Lateral Thinking. Lateral Thinking allows to think about their own thoughts and the reasons behind it. As one thinks laterally, they find a way to solve problems effectively and efficiently. The main objective of the study was to find out the relationship of lateral thinking and problem-solving ability of higher secondary school teachers. A sample of 300 higher secondary school teachers from Tiruchirapalli, Pudukottai and Thanjavur District were selected using the simple random sampling technique. Self-prepared tool consisting of 40 items was used to measure Lateral Thinking and 30 items was used to measure Problem-Solving Ability. The result indicated that there exists a significant relationship between the Lateral Thinking and Problem-Solving Ability of Higher Secondary School Teachers.

INTRODUCTION

“An Optimist would say the glass is half full, while a Pessimist would say it is half empty. But for me the glass is always full-half with water and half with air.”

- Narendra Modi

Having good, strong Problem-Solving Skills can make a huge difference in a person’s life. Success is determined by the way one solves the problem effectively and efficiently. So, being a confident problem solver is really important for their success. True problem solver applies a method which is not known in advance to a problem that is subject to a specific set of conditions in which he has not experienced before, in order to obtain a problem solving solution. Hence, thinking plays a vital role in Problem Solving.

Human beings, have different ways of thinking. The way they think will influence their decisions to solve the problems. Nowadays, some people try to improve their potential to think uniquely. This type of thinking is called lateral thinking. Lateral Thinking is extremely important for healthy mental development and should be encouraged at every opportunity. Lateral Thinking offers an outlet to cope with issues that concern them. Lateral thinking enables to develop Problem-Solving Skills. Most importantly, Lateral Thinking encourages to discover who they are, to unleash hidden dreams and talents and embraces one’s individuality.

NEED AND SIGNIFICANCE OF THE STUDY

Teaching is getting more and more complex and challenging these days. Each child is Unique in their character. The teacher has to handle each student in a different way. The teacher should be spontaneous in her teaching and in her approach in solving different kinds of problems that shoots among the students. Great teachers help create great students. This made the investigator to find out whether Lateral Thinking enhances them to be spontaneous in their approach there by increase their Problem-Solving Ability. Hence, this study was focused to examine the relationship between Lateral Thinking on Problem Solving Ability of the Higher Secondary School Teachers.

OBJECTIVES OF THE STUDY

1. To find out the level of Lateral Thinking of the Higher Secondary School Teachers.
2. To find out the level of Problem-Solving ability of the Higher Secondary School Teachers.
3. To find out the significant relationship of the Lateral Thinking and Problem-Solving ability of the Higher Secondary School Teachers.

HYPOTHESES OF THE STUDY

1. The level of Lateral Thinking of the Higher Secondary School Teachers is low.

2. The level of Problem-Solving of the Higher Secondary School Teachers is low.
3. There is no significant relationship between Lateral Thinking and Problem-Solving ability of the Higher Secondary School Teachers.

METHODS USED

In the Present study the investigator has adopted the survey method.

POPULATION

The Population of the study includes all the higher secondary school teachers working in government, aided and matriculation schools of Tiruchirappalli, Pudukkottai and Thanajvur district.

SAMPLE

The sample consisted of 300 Higher Secondary School Teachers selected by random sampling technique.

TOOLS USED

The investigator developed

1. Lateral Thinking Inventory.
2. Problem-Solving Ability Questionnaire.

STATISTICAL TECHNIQUES USED

Descriptive statistics namely mean, standard deviation and Relational Analysis was computed for the study.

ANALYSIS AND INTERPRETATION OF DATA ANALYSIS OF LATERAL THINKING SCORES

Table 1: Mean and Standard Deviation of the Whole Sample's Lateral Thinking Scores

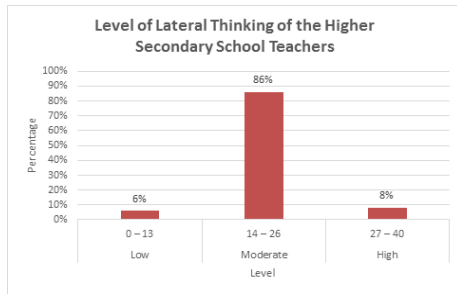
No. of Higher Secondary School Teachers	Maximum Obtainable Lateral Thinking Score	Mean	Standard Deviation
300	40	20.67	4.713

It is inferred from the above table 1 the mean value of Lateral Thinking is 20.67. This indicates that Lateral Thinking of the Higher Secondary School Teachers is Moderate.

Table 2: Level of Lateral Thinking of the Higher Secondary School Teachers

Level	Score Range	No. of Higher Secondary School Teachers	Percentage (%)
Low	0 – 13	18	6
Moderate	14 – 26	258	86
High	27 – 40	24	8

It is inferred from the above table 2 that 6% of the Higher Secondary School Teachers have low level, 86% have moderate level and 8% have high level of Lateral Thinking.



ANALYSIS OF PROBLEM-SOLVING ABILITY SCORES

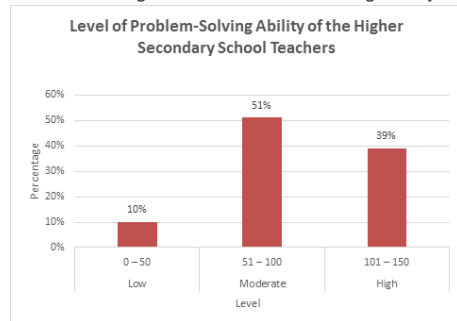
Table 3: Mean and Standard Deviation of the Whole Sample's Problem-Solving Ability Scores

No. of Higher Secondary School Teachers	Maximum Obtainable Lateral Thinking Score	Mean	Standard Deviation
300	150	87.95	28.689

Table 4: Level of Problem-Solving Ability of the Higher Secondary School Teachers

Level	Score Range	No. of Higher Secondary School Teachers	Percentage (%)
Low	0 – 50	30	10
Moderate	51 – 100	153	51
High	101 – 150	117	39

It is inferred from the above table 4 that 10% of the Higher Secondary School Teachers have low level, 51% have moderate level and 39% have high level of Problem-Solving Ability.



RELATIONAL ANALYSIS OF DATA

There is no significant relationship between Lateral Thinking and Problem-Solving ability of the Higher Secondary School Teachers.

Table 5: Correlation between the Lateral Thinking and Problem-Solving ability of the Higher Secondary School Teachers

Variable	N	Mean	S. D	'r'	Remarks
Lateral Thinking	300	20.67	4.713	0.631	Significant
Problem-Solving Ability	300	87.95	28.689		

From the table 5, it is observed that the obtained 'r' value (0.631) indicates a positive high correlation. The computed 'r' value is significant at 0.05 levels. Hence the framed Null Hypothesis is **rejected** and its concluded that there exists a significant correlation between the Lateral Thinking and Problem-Solving ability Scores of Higher Secondary School Teachers.

FINDINGS

- Lateral Thinking of the Higher Secondary School Teachers is Moderate.
- Problem-Solving Ability of the Higher Secondary School Teachers is Moderate.
- There is a significant, positive correlation between the Lateral Thinking and Problem-Solving Ability of the Higher Secondary School Teachers.

SUGGESTIONS

- Professional development should be implemented in teachers' schedules

- To achieve a culture of authentic individualized learning, teachers and administrators must think and plan beyond the baselines of standards.
- As Lateral Thinking and Problem Solving ability can be trained, teachers need to be given periodical training and assessment in those skills.
- Teachers should equip themselves with new knowledge and skills by attending in-service training in order to play an important and effective role as an educator.

CONCLUSION

The present study clearly reveals that there is significant correlation between the Lateral Thinking and Problem-Solving Ability. If the teachers have high level of Lateral thinking they can manage the class room effectively and they can defend any challenges and she can transfer these skills to the students.

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