CHAPTER-V

CONCLUSIONS, IMPLICATIONS AND
SUGGESTIONS FOR FURTHER RESEARCH
INTRODUCTION

After analysis and interpretation of the data and discussions of results, logical conclusions were drawn, implications for education were stated and suggestions for further research were offered. This chapter gives the detailed account of these aspects.

5.1 CONCLUSIONS

A number of conclusions were drawn from the analysis and interpretation of the data. These have been presented below systematically.

5.1.1 Thinking and Teaching Styles of Teacher Educators in Relation to Self-Esteem

(A) Thinking Styles

(i) Teacher educators having high, average and low levels of self-esteem did not show significance difference in their preference for *Synthesist* thinking style.

(ii) Teacher educators possessing high, average and low levels of self-esteem differed significantly with regard to their preference for *Idealist* thinking style. Teacher educators with high level of self-esteem had stronger preference for idealist thinking style than their counterparts with low level of self-esteem. However, no difference was found between teacher educators having high level of self-esteem and average level of self-esteem; and between teacher educators possessing average level of self-esteem and low level of self-esteem with reference to Idealist thinking style.

(iii) There was no significant difference in *Pragmatic* thinking style preference of teacher educators having high, average and low levels of self-esteem.

(iv) High, average and low self-esteem groups of teacher educators did not differ significantly with respect to their preference for *Analyst* thinking style.
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(v) Teacher educators with high, average and low level of self-esteem appeared to have similar preference for Realist thinking style.

(B) Teaching Styles

(i) Three groups of teacher educators formed on the basis of self-esteem were seemed to be alike with regard to use of Expert teaching style.

(ii) Teacher educators possessing high, average and low levels of self-esteem appeared at par with reference to use of Formal Authority teaching style.

(iii) Teacher educators with high, average and low levels of self-esteem differed significantly with regard to use of Personal Model teaching style. Teacher educators with high level of self-esteem tended more towards use of Personal model of teaching style than their counterparts teacher educators with average self-esteem and low self-esteem. But teacher educators with average self-esteem and low self esteem were similar on Personal model of teaching style.

(iv) There were significant differences in the use of Facilitator teaching style of teacher educators having high, average and low levels of self-esteem. Teacher educators with high and average level of self-esteem were more inclined towards the use of Facilitator teaching style than teacher educators with low self-esteem. But there was no significant difference in the use of this style of teacher educators with high and average level of self-esteem.

(v) Teacher educators with high, average and low self-esteem were similar in the use of Delegator teaching style.

5.1.2 Thinking and Teaching Styles of Teacher Educators in Relation to Job-Satisfaction

(A) Thinking Styles

(i) Teacher educators with high, average (Moderate) and low job satisfaction were similar in their preference for Synthesist thinking style.

(ii) Teacher educators having high, average (Moderate) and low levels of job satisfaction differed significantly in their preference for Idealist thinking style. High job satisfaction group had stronger preference for Idealist
thinking style than average and low job satisfaction groups of teachers educators. But average job satisfaction and low job satisfaction groups were similar with regard to their preference for Idealist thinking style.

(iii) No significant differences were found between teacher educators with high, average (Moderate) and low job satisfaction on Pragmatic thinking style preference.

(iv) High, average and low job satisfied teacher educators were almost similar in the preference for Analyst thinking style.

(v) Teacher educators with high, average (Moderate) and low level of job satisfaction had similar magnitude of preference for Realist thinking style.

(B) Teaching Styles

(i) Teacher educators having high, average (Moderate) and low levels of job satisfaction had more or less the same inclination for the use of Expert teaching style.

(ii) Teacher educators having high, average and low levels of job satisfaction showed significant difference in the use of Formal Authority teaching style. High job satisfaction group of teacher educators had more tendencies to use Formal authority teaching style than average job satisfaction group of teacher educators. But high and low, average (Moderate) and low job satisfaction groups of teacher educators had similar tendency to use Formal authority teaching style.

(iii) Three groups of teacher educators based on job satisfaction had differences in preference for Personal Model of teaching style. High job satisfaction groups were higher on the use of Personal model than low job satisfaction group of teacher educators. Whereas high and average job satisfaction and; average and low job satisfaction group of teacher educators were alike in the use of Personal model of teaching style.

(iv) Teacher educators possessing high, average and low job satisfaction differed significantly with reference to the use of Facilitator teaching style. High job satisfaction group had greater tendency to use facilitator-teaching
style than average job satisfaction and low job satisfaction group of teacher educators. But teacher educators with aggregate (Moderate) and low job satisfaction groups were almost alike with reference to use of facilitator teaching style.

(v) Teacher educators having varying levels of job satisfaction (high, moderate and low levels) did not differ significantly in the use of Delegator teaching style.

5.1.3 Thinking and Teaching Styles of Teacher Educators in Relation to Gender

(A) Thinking Styles

(i) Male and female teacher educators were similar in their preference for Synthesist thinking style.

(ii) Male and female teacher educators did not differ markedly on Idealist thinking style.

(iii) There was no significant difference in teacher educator’s preference for Pragmatic thinking style.

(iv) No significant difference existed in teacher educator’s preference for Analyst thinking style.

(v) Male and female teachers were alike in their preference for Realist thinking style.

(B) Teaching Styles

(i) Male and female teacher educators did not differ significantly with regard to Expert teaching style.

(ii) Male and female teacher educators did not exhibit any significant difference in Formal Authority teaching style.

(iii) On Personal Model teaching style, both male and female teacher educators were similar.

(iv) Female teacher educators were more inclined towards Facilitator teaching style than their counterparts male teacher educators.
(v) Female teacher educators had greater tendency to use Delegator teaching style than male teacher educators.

5.1.4 Thinking and Teaching Styles of Teacher Educators in Relation to Age

(A) Thinking Styles

(i) Teacher educators in high, average and low age groups did not show any marked difference in preference for Synthesist thinking style.

(ii) Teacher educators in high, average and low age groups did not differ significantly on Idealist thinking style.

(iii) Teacher educators in the three age groups (i.e. high, average and low) were alike with regard to Pragmatic thinking style.

(iv) No significant difference emerged between teacher educators of three age groups on Analyst thinking style.

(v) Teacher educators in high, average and low age group had similar preference for Realist thinking style.

(B) Teaching Styles

(i) Teacher educators did not differ significantly on Expert teaching style in relation their age.

(ii) Teacher educators in high, average and low age groups appeared to be at par with regard to the use of Formal Authority teaching style.

(iii) On Personal Model teaching style, teacher educators in high, average and low age groups were almost alike.

(iv) Teacher educators in different age range (i.e. high, average and low) did not show significant difference in the use of Facilitator teaching style.

(v) There was no significant difference between teacher educators of high, average and low age groups on Delegator teaching style.
5.1.5 Thinking and Teaching Styles of Teacher Educators in Relation to Stream

(A) Thinking Styles

(i) Teacher educators belonging to science and arts were similar in their preference for Synthesist thinking style.

(ii) Arts teacher educators were more prone to adopt Idealist thinking style than the science teacher educators.

(iii) Science and Arts teacher educators did not differ markedly with regard to their Pragmatic thinking style.

(iv) Teacher educators belonging to science stream had stronger preference for Analyst thinking style than their counterparts belonging to arts stream.

(v) Science teacher educators were more inclined towards Realist thinking style as compared to arts teacher educators.

(B) Teaching Styles

(i) Science and arts teacher educators seemed alike with reference to Expert teaching style.

(ii) Teacher educators of science and arts stream did not exhibit significant difference in Formal Authority teaching style.

(iii) There was no significant difference between science and arts teachers educators in their Personal Model teaching style.

(iv) Science and arts teacher educators were alike on Facilitator teaching style.

(v) On Delegator teaching style, science and arts teacher educators had no difference.

5.1.6 Thinking and Teaching Styles of Teacher Educators in Relation to Teaching Experience

(A) Thinking Styles

(i) There was no significant difference in Synthesist thinking style of teacher educators belonging to high, average and low teaching experience groups.
(ii) Teacher educators having high, average and low levels of teaching experience showed similar preference for Idealist thinking style.

(iii) No significant difference appeared in Pragmatic thinking style preference of teacher educators of high, average and low levels of teaching experience groups.

(iv) High, average and low level of teaching experience groups of teacher educators were alike in their preference for Analyst thinking style.

(v) Teacher educators of three levels of teaching experience groups (high, average and low) did not vary with regard to their preference for Realist thinking style.

(B) Teaching Styles

(i) Teacher educators of high, average and low age groups were similar with respect to the use of Expert teaching style.

(ii) No significant difference existed in preference for Formal Authority teaching style of teacher educator of high, average and low levels of teaching experience groups.

(iii) No significant difference emerged in preference for Personal Model teaching style of teacher educators of high, average and low levels of teaching experience groups.

(iv) Teacher educators of high, average and low levels of teaching experience groups were almost similar on Facilitator teaching style.

(v) Teacher educators of high, average and low levels of teaching experience groups had no significant difference in Delegator teaching style.

5.1.7 Thinking and Teaching Styles of Teacher Educator in Relation to Academic Qualifications

(A) Thinking Styles

(i) There was no difference in Synthesist thinking style preference of teacher educators having prescribed and less than prescribed qualifications.

(ii) Teacher educators having prescribed and less than prescribed qualifications did not differ significantly in their preference for Idealist thinking style.
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(iii) Teacher educators with prescribed and less than prescribed qualifications were similar in their preference for Pragmatic thinking style.

(iv) Teacher educators with prescribed qualifications had more preference for Analyst thinking style in comparison to less than prescribed qualifications.

(v) No significant difference existed between teacher educators with prescribed and less than prescribed qualifications on Realist thinking style.

(B) Teaching Styles

(i) Teacher educators with prescribed and less than prescribed qualifications were alike in their preference for Expert teaching style.

(ii) No difference existed between teacher educators with prescribed and less-than prescribed qualifications in preference for Formal Authority teaching style.

(iii) Teacher educators with prescribed and less than prescribed qualifications had the similar tendency to use Personal Model teaching style.

(iv) Teacher educators with prescribed and less than prescribed qualifications had the similar inclination to adopt Personal Model teaching style.

(v) For Delegator teaching style, teacher educators with prescribed and less than prescribed qualifications had similar tendency to use.

5.1.8 Thinking and Teaching Styles of Teacher Educators in Relation to Nature of Appointment

(A) Thinking Styles

(i) Regular and adhoc teacher educators did not differ in their preference for Synthesist thinking style.

(ii) Regular and adhoc teacher educators had similar magnitude of inclination towards Idealist thinking style.

(iii) Regular teacher educators had stronger preference for Pragmatic thinking style than adhoc teacher educators.

(iv) No significant difference existed between regular and adhoc teacher educators on Analyst thinking style.
(v) There was no difference in **Realist** thinking style of regular and adhoc teacher educators.

**B) Teaching Styles**

(i) Regular and adhoc teacher educators were almost alike in their preference for **Expert** teaching style.

(ii) Regular and adhoc teacher educators were similar in the use of **Formal** authority teaching style.

(iii) Regular and adhoc teacher educators were at par in their preference for **Personal Model** teaching style.

(iv) No difference existed in **Facilitator** teaching style of regular and adhoc teacher educators.

(v) Regular and adhoc teacher educators did not differ significantly with regard to **Delegator** teaching style.

**5.1.9 The Nexus Between Thinking and Teaching Styles of Teacher Educators**

Expert, formal authority and facilitator teaching styles were found to be unrelated with thinking styles.

But personal model and delegator teaching styles came out to be related in a positive way with realist thinking style.

**5.2 EDUCATIONAL IMPLICATIONS**

The finding of the present study bears significant educational implications. On the basis of self esteem it was observed that teacher educators have been high level of self-esteem had stronger preference for idealist thinking style than those teacher educators who possessed low level of self-esteem. It implies that level of the self-esteem of teacher educators should be improved by administering suitable intervention programmes.

Another findings points out that highly job satisfied teachers were more prone to use idealist thinking style than low job satisfied teachers educators. It gives a message that the administrators of the colleges of education should attempt to create such conditions in the colleges which are conducive for the job
satisfaction of teachers educators particularly of those who have low level of job satisfaction.

Another finding revealed that teacher educators from science stream had more inclination towards analyst and realist thinking styles than teacher educators from arts stream. It implies that subject of study is related to particular thinking styles. However, teacher educator form science stream and arts streams should be made aware regarding their preferred thinking styles and should be motivated to developed other thinking styles also. Capability of identifying thinking styles be enhanced in all the teacher educator show that they may focus on developing less preferred thinking styles.

Teachers educators who had prescribed academic qualifications were found to be superior to their counterparts who were underqualified with respect to analyst thinking style. Further, teacher educators appointed on regular basis showed more preference for pragmatic thinking style than appointed on adhoc basis. These two findings also broaden our understanding of the relationship of academic qualification and nature of appointment and thinking styles.

Results related to teaching styles disclose that teacher educators having high level of self-esteem preferred personal model of teaching style and facilitator teaching style more than their counterparts having low level of self-esteem. It means efforts should be made to enhanced the level of self-esteem of those teachers educators who have low level of self-esteem.

Another finding indicates that job-satisfaction of teachers educator is linked with formal authority, personal model and facilitator teaching styles. It suggest that job-satisfaction related conditions should be improved in colleges of education so that these particular styles of teaching may be developed among teacher educators.

Based on gender difference in facilitator teaching style, it may recommend that male teacher educators should be encouraged to adopt facilitator teaching style like female teacher educator. Not only this, teacher educators of both the gender should be imparted knowledge regarding various types of teaching styles.
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and to make use of variety of styles in the classroom so that various types of goals of teaching may be attained successfully.

5.3 SUGGESTIONS FOR FURTHER RESEARCH

After having experience of conducting the present study, the following suggestions are offered by the investigator for further research:

1. The present study was undertaken on teacher educators. Similar investigation may be carried out on college teachers in order to have broad generalizations.

2. Thinking and teaching styles of teacher educators of secondary level institutions may be compared with teacher educators of elementary level institutions.

3. Thinking and teaching styles of teacher educators may be explored in relation to their cognitive characteristics viz. Intelligence and creativity.

4. An investigation may be undertaken to ascertain the relationship of thinking and teaching styles with teacher effectiveness or teacher competency in Colleges of Education.

5. Thinking and teaching styles of teacher educators may be investigated in context of personality traits.

6. Thinking and teaching styles of teacher educators may be compared with thinking and teaching styles of teachers of other professional colleges such as Law colleges, Engineering colleges or Medical colleges.

7. Thinking and teaching styles of college teachers may be studied in relation to change proneness.

8. Thinking and teaching styles of college teacher may be obtained across various discipline areas.

9. Thinking and teaching styles, effects may be ascertained on academic performance, problem solving and critical thinking skills of the students.

10. Adjusted and maladjusted teachers of the colleges may be compared on thinking, learning and teaching styles.

11. Thinking and Teaching Styles of Popular Teachers may be inquired into.
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12. Thinking and teaching styles of traditional college educators may be compared with thinking and teaching styles of special education educators.

13. An exploratory study may be carried out to examine the nexus between thinking and teaching styles of teacher educators with Thinking and teaching styles of student teachers.

14. Thinking and teaching styles of college teachers may be studied in context of culture.