CHAPTER – III

STATEMENT OF THE PROBLEM

3.1. INTRODUCTION

The statement of the problem gives direction to the research process and it must be limited enough in scope to make a definite conclusion possible (John W. Best, 1986). The selection of topic is followed by refining it into a researchable problem, which needs to include definitions of all terms that could otherwise be misinterpreted. This definition helps in establishing the frame of reference with which the researcher approaches the problem and logic underlying the investigation and gives direction to the data gathering process.

This chapter mainly discusses about the title of the study, operational definition of key terms involved in the title both theoretically and operationally, objectives of the study, the assumptions based on which the study has been done, the hypotheses of the study, the scope of the present study, the need and importance of the study and delimitations. In brief, this chapter provides the detailed syntax of the research work done by the investigator.

3.2. TITLE OF THE STUDY

“Learning Styles and Thinking Styles of Prospective Teachers and its Relation to Teaching Competency”.

3.3. OPERATIONAL DEFINITIONS OF THE KEY TERMS

LEARNING STYLE

According to Hill (1996) defined, “learning style as the unique way in which an individual searches for meaning”. Siegel & Coop (1974) viewed learning style, “as an integral concept that bridges the personality – cognitive dimension of the individual”. Lay
Cock (1978) described, “Learning styles” as an individual characteristics way of responding to certain variables in the instructional environment.

Rosenberg (1989) “Learning style refers to an individual’s characteristics pattern of behavior when confronted with a problem”. In simple language, a learning approach to learning a task is his learning style. It is his predisposition for behaviour in learning situations. Stewart and Felicetti (1992) define learning styles as those “educational conditions under which a student is most likely to learn”. Learning style refers to the way one internally represents experiences and recalls or processes information.

In this study, learning style refers to the characteristics way of organizing and processing information during learning process by the prospective teacher.

**THINKING STYLE**

Pressley (1998) Thinking style is defined as “knowledge and beliefs about thinking and the factors affecting thinking” which regulate ‘the articulation of strategy and knowledge’.

According to Merriam- Webster’s learners dictionary thinking style is defined as the action of your mind to produce ideas, decisions, memories, etc: the activity of thinking about something. It is action of using one’s mind to produce thoughts.

Sternberg (2002) defines the ‘Thinking Styles’ way of thinking as the individual's preferred thinking style when doing business, and describes how the individual uses or exploits the capacities that he owns (such as knowledge )which is not an ability but it is located between the character and capacities (character - ways of thinking - capacity).

In this study, thinking style refers to the preferred way of thinking and managing activities by the prospective teacher.
TEACHING COMPETENCY

Synder & Drumnon (1998) defined competency as ‘a complex set of relationship between one’s performances’. In the context of teaching competency means the right way of conveying units of knowledge, application and skills of students (Shukla, 2000). Here, the right way includes knowledge of contents as well as processes, and methods and means of conveying in an interesting way.

Houstan (1987) stated that competencies are the requirements of a competency based teacher education, which included the knowledge, skills and values the student (the teacher trainee) must demonstrate for successful completion of the programme. Selvam (1996) defined competence as referring to fitness to undertake efficiency to withstand and capacity to excel.

Weber (1972) defines competency as ‘the broad sense of knowledge, attitudes, skills and behaviours that facilitate intellectual, social, emotional and physical growth in children’.

Sachdeva (2002) Teaching competency is an ability to apply to practical situation, the essential principles and techniques of teaching.

Anisha (2008) define teaching competency is the ability of the teacher to make teaching and learning effective and productive by realising the full potential of the teacher and learner and in turn achieving the goals of education.

In this study, teaching competency refers the knowledge, skills and values required of a teacher to bring about desirable changes in pupils’ behaviour. Teaching competency is a combination of the teacher characteristics, teaching acts and their effects on the educational outcomes of classroom teaching.
3.4. OBJECTIVES OF THE STUDY

1. To develop a tool to assess learning styles, thinking styles and teaching competency of prospective teachers.

2. To assess learning style, thinking style and teaching competency of prospective teachers.

3. To study the statement wise nature of learning styles of prospective teacher.

4. To study the nature of learning style type and their teaching competency of prospective teacher.

5. To study the statement wise nature of thinking styles of prospective teacher.

6. To study the nature of thinking style category and their teaching competency of prospective teachers.

7. To study the nature of thinking style type and their teaching competency of prospective teachers.

8. To find out the significant relationship between learning style and thinking style of the prospective teachers.

9. To find out the significant relationship between learning style and teaching competency of the prospective teachers.

10. To find out the significant relationship between thinking style and teaching competency of the prospective teachers.

11. To find out the significant difference if any in learning styles of prospective teachers due to variation in their personal variables.

12. To find out the significant difference if any in the thinking styles of prospective teachers due to variation in their personal variables.

13. To find out the significant difference if any in the teaching competency of prospective teachers due to variation in their personal variables.
3.5. ASSUMPTIONS

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

3.6 HYPOTHESES OF THE STUDY

1. There exists significant difference in the mean scores of learning styles of prospective teacher.

2. There exists significant difference in the teaching competency mean scores of prospective teachers with respect to their learning style type.

3. There exists significant difference in the mean scores of thinking styles of prospective teacher.

4. There exists significant difference in the teaching competency mean scores of prospective teachers with respect to their thinking style categories.

5. There exists significant difference in the teaching competency mean scores of prospective teachers with respect to their thinking style type.

6. There exists significant relationship between learning style and thinking style of the prospective teachers.

7. There exists significant relationship between learning style and teaching competency of the prospective teachers.

8. There exists significant relationship between thinking style and teaching competency of the prospective teachers.
9. There exists no significant difference in learning styles of prospective teachers due to variation in their personal variables (Gender, Locality and Branch of Study).

10. There exists no significant difference in the thinking styles of prospective teachers due to variation in their personal variables (Gender, Locality and Branch of Study).

11. There exists no significant difference in the teaching competency of prospective teachers due to variation in their personal variables (Gender, Locality and Branch of Study).

3.7. SCOPE OF THE STUDY

Today, the various nations across the globe are networked more closely than ever before. This has had a deep and profound effect upon the functioning of higher education sector and has literally transformed the way we look at all aspects of quality in higher education, particularly teacher education. Through suitable interventions like institutional structures for quality, we need to enhance awareness about creating a quality education system. In this age of competition, quality has to be managed strategically. The demand for qualified and quality teachers has been continuously on the increase in the world over. It is a pertinent expectation that the teacher education programmes reveal/exhibit vibrancy adequate for responding to the emerging paradigms of school education and the teacher roles thereof. Teacher education is important as efficient teachers can shape an efficient future society. Teachers can greatly influence young minds and hence it’s important that competent teachers are recruited for the gullible and vulnerable young minds. This is only possible if there is efficient teacher training curriculum with an efficient regulatory body. NCTE is doing a good job but a lot has to be done to improve the status and quality of teachers in India.
In the present scenario, it is very essential for teachers to update themselves in order to meet the challenges of classrooms. Compared to other professions in India, teaching profession requires more qualified and more skilled teachers, right from the primary level even unto higher education level. The teaching–learning process addresses the individual learning needs of children in a limited way. So, there is a great need for training teachers in these areas to cater to the needs of the children.

The prime focus of the study is to find out the relationship between learning style, thinking style and teaching competency of prospective teachers. The study also aims to develop a scale to assess the learning style, thinking style and teaching competency of prospective teachers. The study also focuses to find out the effects of personal variables on the learning style, thinking style on teaching competency of prospective teachers. This study deals with six identified learning style and 13 identified thinking styles only. The study aims to find out significant difference between the identified learning style and thinking style in relation to their teaching competency. This study also aims to find out the relationship between the learning style and thinking style and teaching competency of prospective teachers. The present study also concentrated to find out the influence of variables - learning style and thinking style on teaching competency.

3.8. NEED AND IMPORTANCE OF THE STUDY

The teachers role is not only to give information which his/her students have to assimilate and then reproduce it in the assessment process, but he/she has to stimulate them to generate ideas, to evaluate and to work hard to make these ideas work into practice, convincing everybody of their value. A teacher should possess certain professional characteristics to perform the assigned work successfully. He/She should have a thorough knowledge about curriculum specified for teaching. The way the
teacher prefers to use his cognitive abilities (thinking style) influence his preference for certain learning situation (learning style), with impact upon his personal style to organize and to use teaching methods (teaching style). In his/her teaching activity, the teacher does not transmit only a certain informational content, but also something from his/her manner of solving cognitive conflicts or approaching problems, which his/her student will take subconsciously. Their teaching competency emphasizes their learning and thinking styles, which influence the students and they become obvious in their way of measuring the performances. A high level of compatibility between teachers thinking and learning styles and their pupils' styles will conduct to better academic performance. A teacher could excel in this field through their learning style and thinking styles because their competency could be multiplied through one of these factors. Effective integration of learning style and thinking style of a teacher in teaching will act as a powerful tool in the teaching.

Clarke, Tricia, Lesh, Jennifer (2009), conducted a study on “Thinking style: Teaching and learning styles in Graduate Education Students”, investigated the relationship between two intellectual styles approach Sternberg’s thinking style of teachers and Felder and Silvermann’s learning styles. Several thinking styles from Sternberg’s theory of self government were highly to moderately correlate with Felder’s learning styles. The Thinking Style in Teaching Inventory (TSTI) did not differentiate between master’s and doctoral students, but the Index of Learning Style (ILS) did. So Participants differed in their thinking style in teaching and in their learning style based on their educational major.

Avery (1985) conducted study on, “an assessment of the relationship between teacher teaching style, student learning style and the academic achievement of twelfth grade students. The findings of this study showed that there exist a strong relationship
between teacher teaching style, students learning style and academic achievement of the student.

In India, Verma (1996) conducted a study on “Learning style of in-service teacher - a study of disciplinary difference” on the sample of some secondary school teacher of Shimla. In this study, Inventory of learning processes developed by Schaech Ribich & Ramanaiaich (1977) was used. Under findings, it was interpreted significantly with regard to deep processing style – a significant difference did exists in elaborate processing style of teachers of different subjects teachers of different subjects have similar level of facts retention style, teacher of different subjects are not like on methodical study style.

From the above studies, there is an inseparable link between the aspects of learning styles, thinking style and teaching competency of the teachers. In the modern trend the teachers learning style and thinking style certainly bring out effective teaching and thus sharpens the latent talent of students. The teachers will present the lessons effectively to the students through their effective learning style and thinking style and demonstrate mastery in teaching. Uniform system of education in the present scenario helps teacher about learning and teaching methods of an individual and they were updated through learning style and thinking styles. A teacher could excel in his field through his learning style and thinking styles because his competency could be multiplied through one of these factors. Effective integration of learning style and thinking style of a teacher in teaching will act as a powerful tool in the teaching. In this regard the learning style and thinking style are 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 the three components. Since the learning style and 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 this area need to be more researched and the present study is an attempt in this direction.

3.9. DELIMITATION OF THE STUDY

1. The study was confined to B.Ed teacher trainees and this is considered as a representative of all prospective teachers.

2. The sample was taken from only six College of Education.

3. The study will be delimited to study the learning style and thinking style of prospective teachers and its relation to their teaching competency.

4. This study is restricted to 600 prospective teachers studying in six college of education.

5. This study bounded with Felicetti classification of learning styles.

6. This study bounded with Sternberg classification of thinking styles.
CHAPTER-IV

METHODOLOGY

4.1. INTRODUCTION

Research Methodology is of utmost importance in the research process. It describes a systematic study of solving the research problem, such as the manner in which a research problem is formulated, definitions of the terms, choice of subjects for investigation, the validation of data-gathering tools, collection of data, analysis and interpretation of the data, and the process of inferences and generalizations (Koul, 1997). Research methodology involves ways of organizing the fund of available knowledge as well as exploring, creating new knowledge, adoption of appropriate techniques and adoption of suitable statistical procedures (Best and Kahn, 2004).

Methodology of investigation is the core component of any research work. Success of all the research studies depends on the methodology adopted and the tools and techniques employed.

The details of the method adopted, variables selected, tools used, sample selected, and procedure adopted and the statistical techniques used for the analysis of data are described under appropriate heads and are presented below:

4.2. RESEARCH DESIGN

Major responsibility of the researcher is to set up a research design capable of providing the solution of the problem while unity of research makes it possible to say that one aspect is more crucial than another design is overall scheme of research and research design is a strategy of investigation. In any research project, design provides the investigator a blue print of research dictates the boundaries of the project and helps in controlling the experimental extraneous and error variance of the problem under investigation.