CHAPTER VI
SUMMARY AND SUGGESTION

6.1. INTRODUCTION

A teacher is the key figure in the building of a nation. The task of a teacher is transaction of knowledge, imparting the skill and inculcation of values among students. The role of a teacher is very important in the development of a child. Unless the country has persons of proper temperament and ability as teachers, it cannot have citizens of great vision and character. Since ages, the teacher’s role is regarded as an important one not only in molding the personality of the child but also in shaping the society. At the same time it is important to realize that an incompetent teacher is much more dangerous to the nation.

According to Patanker (1999) teachers shape the destiny of the nation in the classroom. They develop societies, indicate path of progress to the nation, and sustain the human aspects of existence. They nurture and cultivate humanistic, ethical and moral values among pupils. Due to technological progress and new visits of knowledge resulting from scientific innovations, the role of teacher is assuming new dimensions. According to Mathuri Shah (1994) “The teacher has an important, vital role to play in efforts to relate education to national development and social change. It is the responsibly of the teacher to guide and inspire students, to enrich his discipline, to inculcate values, which are in consonance with our cultural heritage and our social objectives.

The importance of the quality of teachers should be overemphasized because the strength and success of an educational system depends on them whether they teach in schools, colleges or universities. Actually the quality of a nation depends on the quality of its citizens, quality of citizens depends on the quality of their education and quality of education depends on the quality of their teachers. Quality depends on a large
number of factors. It is on the vision and leadership of the head of the institutions along with his committed team of teachers that the quality mainly depends. A teacher should have thorough understanding about the latest techniques and methods of transaction. He should constantly renew his knowledge, methodology and techniques. The personal and professional qualities of a teacher influence their professional efficiency. More competent and committed teachers are required in the classroom because the best curriculum and the most perfect syllabus remain ineffective in the absence of a good teacher. The teaching profession inherently warrants certain well-known self-obvious and implicit obligations, commitments and expectations from its members. Teacher education programmes prepare future teachers for lifelong learning and professionalism. To be professionals, teachers require a foundation of professional knowledge upon which the base instructional decisions depend. As professionals, teachers must base decisions on systematic knowledge to foster enquiry and the discovery of new knowledge. Providing teachers with professional skills consisting of education (knowledge of) and training (skill in) called as education of teachers.

A teacher education programmes prepare a teacher as more mature and confident to perform his task more efficiently. Proper education to the teacher enables him to have knowledge of how children grow, develop and learn, how they can be taught effectively and how their inner potentialities can be brought and developed. Dictionary of education C.V.Good (1973), defines teacher education as “All formal and in-formal activities and experience that help to qualify a person to assume the responsibility as a member of the educational profession or to discharge his responsibilities most effectively”.

It is true that the nation is built by its citizens, citizens are shaped by teachers and teachers are made by teacher educators. Teacher educators play an inevitable role not as a
mere transmitter of knowledge and culture but as a changing agent also. They prepare the next generations, and it is the level of their commitment, devotion and dedication that determines the future society.

The National Council of Teacher Education (NCTE) came into being as a statutory organization in 1993 with a mandate to regulate teacher education in the country. Initial training of teachers (pre-service teacher training) is organized at three levels, i.e., Pre-primary teacher education, elementary education and secondary teacher education. Pre primary teacher education is organized to prepare teachers for teaching pre-primary classes, i.e., Nursery and kindergarten. The minimum qualification for admission into the pre-primary teacher education programme is senior secondary examination, i.e., 12 years schooling. The duration of the course is one to two years. Pre-primary teacher training institutions are mostly unaided and private institutions. Elementary teacher education is organized to train teachers mainly for primary classes from 1 to 5; DIET’s have been set up in all the states to prepare elementary level teachers. An important feature of these is DIETS not only providing pre-service teacher education, they also provide in-service education to teachers. Apart from DIET’s some other teacher educational institutions e.g., CTES are offering pre-service teacher education at this level. Colleges of Education prepare teachers to teach at secondary level and senior secondary level of education. Some university departments also offer this course. At this level, we have Government financing institutions of Education and self-financing colleges of education affiliated to the respective universities. Teacher educators are like a burning lamp having burning oil for lighting the mind and hearts of pupil-teachers. To provide quality teacher education at the elementary and secondary level, teacher-educators have to maintain a high level of academic and professional competence so as to prepare the best teachers for our country’s
schools. Unless, teacher educators are in a position to provide worthwhile experiences to our pupil teachers for realizing the stipulated teacher education objectives related to a particular type of teacher education course, the talk of any worthwhile quality teacher education would be futile by all means.

At this juncture of time, where unprecedented changes of knowledge and action manifest in all the diversions of worldly life, the role of teacher educators needs to take a positive direction. In other words, the need is to have quality teacher educators that mean, to have competent and committed teacher educators. Teacher educator’s professional competency is to develop innovative teaching skills among prospective teachers. Acquisition of innovative teaching skills/competencies depends on thinking patterns of prospective teachers. The prospective teachers coming from different disciplines will also exhibit different learning styles. Every action involves thinking process and the way we learn to organize the actions. Thus, every individual’s thinking pattern and learning style certainly have a greater impact on the acquisition of any skill/competency. With regard to teaching competency the prospective teachers thinking style and learning style plays a significant role in the promotion of teaching competency.

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. Researches by Anthony Grasha (1996) have found that the thinking styles have implications for teaching and learning. Each teacher is unique in many ways. Teachers vary from one another in their learning style, thinking style and teaching competency. Teacher’s knowledge and thinking style is a key factor for effective teaching. Understanding teacher knowledge, teacher thinking and teacher beliefs can help us to understand teacher behavior in classroom. From earlier researches by Echendu
(2006) provides ample evidence that teacher thinking style 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 it 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”. Dunn and Dunn (1993) defined Learning Style as a biological, developmental and personal trait that made the same instruction method effective for some students and not so effective for others. Different individuals perceive and process experiences in different preferred ways. Learning is complex phenomenon that is influenced by many factors. It is the interaction process between the individual and the surroundings. It is the reconstruction of past experiences that influences individual’s and whole group behaviour and dispositions.

6.2. 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 give deep insight about the problem of research.

Clarke, Tricia, Lesh, Jennifer (2009), conducted a study, “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 correlated with Felder’s learning styles. The Thinking Style in Teaching Inventory (TSTI) did not differentiate between masters 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, “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 and 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.

Since the learning styles and thinking styles 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 needs more research studies to be conducted. Literature also revealed there is an inseparable link between the aspects of learning styles, thinking styles and teaching competency of the teachers.
In the modern trend the teachers will require learning style and thinking style to bringing out the latent talent of students. The teachers will present the lessons effectively to the students through their learning style, 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 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. Because of this logical reason, the researcher is pleased to make an attempt on this line of research.

6.3. SCOPE OF THE STUDY

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 different variables such as 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. This study significantly reveals the dependency of these learning and thinking style on teaching competency of prospective teachers only. This study restricted to study which learning and thinking style influence more in teaching competency. The present study also concentrated to find out the relationship between learning style and thinking style on teaching competency only without the focus of remedial measures.

6.4. TITLE OF THE STUDY

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

6.5. OPERATIONAL DEFINITIONS OF KEY TERMS

LEARNING STYLE:

According to Hill (1996) defined, “learning style as the unique way in which an individual searches for meaning”. Siegel and 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.

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

THINKING STYLE:

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

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

PROSPECTIVE TEACHER

In the present study prospective teacher refers to the student undergoing B.Ed training program and will be a teacher in a near future.

TEACHING COMPETENCY

Synder and 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.

In this study, teaching competency refers the acquisition and demonstration of the composite skills required for effective delivery of content or lesson.

6.6. 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 of nature 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 of nature 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.

6.7. ASSUMPTIONS OF THE STUDY

The individual difference is a key concern towards the totality of mankind. The individual difference influences the classroom and total educational system in the present scenario. There will be a close relationship between the learning style 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 in teaching. It is also assumed that the teaching competency of a teacher may vary in accordance with the different thinking and learning styles.
6.8. 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).

6.9. METHODOLOGY OF THE STUDY

The method of research concerns itself with the present phenomena in terms of conditions, practices, beliefs, processes, relationship (or) trends. Every study is distinguished on the basis of its different purposes and approaches. Therefore, so many methods have been developed. As the present study aims to study the relationship between learning style, thinking style and teaching competency of prospective teacher, the Normative Survey Method is adopted in the present study. It is considered as one of the best method in education, it describes the current status of the research work. It involves interpretation, comparison, measurement, classification, evaluation and generalization all directed towards a proper understanding and solution of significant educational problems.

6.9.1. VARIABLES OF THE STUDY

In the present study, variable like learning style, thinking style and demographic variables like gender, locality and branch of study were considered as independent variables and teaching competency is considered as the dependent variables.

6.10. RESEARCH TOOLS USED

Research tool is one of the most important devices in the acquisition data. Each research tool is appropriate in a given situation to accomplish a particular purpose (Best and Kahn, 2000). The nature of the tools plays an important role in any research. The research tools employ distinctive ways of describing and quantifying the data and yield information which can be most effectively used.

Research tools for the present study are:
6.10.1. Reliability and validity of the Tools used in the Study

1. Reliability of the Learning Style Inventory (LSI) to assess thinking style of prospective teachers is high (0.76) indicating the reliability of the Learning Style Inventory (LSI) used in the study.

2. Reliability of the Thinking Style Inventory (TSI) to assess learning style of prospective teachers is high (0.98) indicating the reliability of the Thinking Style Inventory (TSI) used in the study.

3. Reliability of the Observation Proforma to assess Teaching Competency prospective teachers is high (0.96) indicating the reliability of the Observation Proforma used in the study.

Intrinsic validity is stated that as how well they obtained scores measure the test’s true score component. Square root of the reliability value of the scale mean is its intrinsic validity. The obtained intrinsic validity of Learning Style Inventory (LSI), Thinking Style Inventory and Observation Proforma for Teaching Competency (0.87, 0.99 and 0.97) are high. Hence the tools used in the study possess intrinsic validity.

6.11. SAMPLE OF THE STUDY

Sample of the study is a small portion of the population selected for observation and analysis. By observing the characteristics of the sample, one can make certain inferences about the characteristics of the population from it are drawn (John W, Best and James V. Kahn, 2007). Around 605 colleges of education in Tamil Nadu. In the present study, the six B.Ed Colleges from five Districts namely Dindugul, Karur, Erode, Salem
and Thanjavur were selected randomly for the present investigation. 600 prospective teachers from the above six colleges served as a sample for the present study.

6.12 STATISTICAL TECHNIQUES USED IN THE STUDY

In the present study, the hypotheses were tested by employing the appropriate statistical techniques. The entire statistical procedure was done by the researcher himself with the help of the research guide.

Part-I deals with the background characteristics of the sample. Descriptive statistics like Mean, Median, Mode and Standard Deviation were calculated to explain the background characteristics of the sample.

In the Part –II, percentage analysis was done, to find out the number, percentage and level of agreement of the prospective teachers on learning style and thinking style.

In the Part –III, correlation analysis was done, to find out the relationship between Learning Styles, Thinking Styles and Teaching Competency of prospective teachers. In the Part-IV, to find out the significant difference between the dependent and independent variables such as the gender, locality and branch of study prospective teachers ‘t’ test and ‘F’ test were calculated.

6.13. FINDINGS OF THE STUDY

The findings that are emerged as the result of the present study are presented here:

1. The background characteristics of the sample demonstrated that the learning style, thinking style and teaching competency of prospective teachers are equal based on statistical analysis norms.

2. There exist different levels of agreements in their learning styles which evinced that prospective teachers exhibited different learning styles.
3. Verbal reproducing learning style (11.33%) type of prospective teachers possess high teaching competency (189.60) when compared with other five types. As verbal reproducing learning style type contribute to a higher level of mean score on teaching competency it is a need of an hour to develop the skill of verbal reproducing skill which will help them to explain the concept verbally in a more concrete manner.

4. The result evinced that the prospective teachers differ in terms of their thinking style.

5. Prospective teachers of function category (23.16%) of thinking style possess high teaching competency (187.94). The nature of those is likes to create, invent, design (Likes doing science projects, writing poetry, stories, or music, and creating original artworks), do things his or her own way, have little assigned structure, Likes to judge and evaluate people and things (Likes to critique work of others, write critical essays, give feedback and advice). These kinds of characteristics are to be developed among prospective teachers for better teaching competency.

6. The result demonstrated that prospective teachers differ in their teaching competency with respect to their thinking style type. Prospective teachers of judicial type (5.66%) of thinking style posses high teaching competency (193.05) when compared with other types. It means the nature of those are likes to judge and evaluate people and things, enjoy work that involves analyzing, grading or comparing things, like to check and rate opposing points of view, like projects where he/she can study and rate different views, prefer task of problem where he/she can grade the designs or methods of others. These kinds of characteristics are to be developed among prospective teachers for better teaching competency.
7. Learning style type and as a whole were positively and significantly related to each other. It means that better learning style of prospective teacher contribute better teaching competency.

8. Thinking style category and teaching competency of prospective teachers and as a whole were positively and significantly related to each other. Further from the above analysis thinking style category function contribute better teaching competency among prospective teachers.

9. Learning style and thinking style of prospective teachers as a whole is positively and significantly related to each other. Further from the above analysis it can be concluded that better learning style lead to better thinking style and vice versa. There is a significant positive relationship between variables learning style, thinking style and teaching competency of prospective teachers. It means that better learning style and better thinking style contribute to better teaching competency among prospective teachers.

10. Enactive reproducing, enactive constructive, figural constructive type of learning style type and as a whole sample has no significant difference in their learning style type. Whereas the verbal reproducing, verbal constructive and figural reproducing learning styles type of prospective teachers has significant difference in their learning style.

11. Locality has no significant difference in the type of learning style among prospective teachers.

12. Branch of study has no significant difference in the learning styles among prospective teachers.

13. Function, forms, level, scope and leaning thinking style category of prospective teachers was statistically do not vary on their thinking styles with regard to
gender. Whereas the thinking style category of whole sample has significant
difference in the thinking style among prospective teachers.

14. Legislative, monarchical, local and progressive thinking styles types of prospective
teachers were significantly vary on their thinking style with regard to gender.
Whereas the executive, judicial, hierarchic, oligarchic, anarchic, global, internal,
external and conservative thinking style types of prospective teachers was
statistically do not vary in their thinking style.

15. Locality has no significant difference in thinking style category and thinking style
as a whole among prospective teachers.

16. Locality has no significant difference in the type of thinking style among
prospective teachers.

17. Branch of study has significant difference in the thinking styles among
prospective teachers.

18. Gender has no significant difference in the teaching competency among
prospective teachers.

19. Locality has no significant difference in the teaching competency among
prospective teachers.

20. Branch of study has no significant difference in the teaching competency among
prospective teachers. The overall teaching competency mean difference analysis
of prospective teachers with respect to gender, locality and branch of study shows
that, the teaching competency of prospective teachers was found to be statistically
homogenous i.e similar in their teaching competency.
6.14 EDUCATIONAL IMPLICATIONS

The present study is of very much importance to educational thinkers, teacher’s psychologists and others who are concerned with the sphere of education. The teacher educator is key factor for the quality in education. Teacher’s learning style and thinking styles are closely connected to teacher’s work performance and their ability to innovate and to integrate new ideas into their own practice, as well as having an important influence on student’s achievement. Teaching is a complex and demanding profession. To sustain their energy and enthusiasm for the work, teachers need to maintain their teaching competency. The present study clearly evident that the teaching competency is positively related to the learning style and thinking style of the prospective teachers. If a teacher is highly competent to the profession then the teaching will be more effective and vice versa. A healthy and growing environment is needed to keep the thinking of the teachers healthy and fruitful. The result tend to confirm that the effective teacher have been found to be more competent than the non-effective teacher. The effective teachers having healthy learning style and thinking style that is who have been able to use up to the expectations of their pupils, their colleagues, their management and their self, would find themselves more satisfied and professionally committed.

A teacher educator is responsible to prepare the teachers for the society. Today’s teacher needs to be conceived as a “change agent and not a mere transmitter of the knowledge and culture.” He/She can work wonders provided they are satisfied with their jobs. Research reveals that the competency of teacher depends on various factors like learning style and thinking style in their everyday teaching-learning situations. The present study evinced that the efficiency of teaching competency could be developed only when there is good learning style and thinking style. On the other hand, students also have specific learning style and thinking style preferences and these preferences may be
diverse and have greater impact in learning. Understanding a student's learning style and thinking style preference is a vital reflection when designing classroom instruction. The findings of the study have imperative inference for organizing curriculum, instruction and assessment for students. The teacher could also structure learning context in manner that helps the student to assimilate the proposed materials and to build his knowledge using his or her learning styles and thinking styles. This study will be a lime light for the teachers to develop proper learning style and thinking style to plan their teaching. This in turn helps 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 rethink and organize teaching learning process in an organized manner. Better evaluation of the students could also be conducted by the teacher with the assistance of judicial, executive and hierarchical way of thinking styles. The teaching learning process could be improved if the teacher is in possession of verbal reproducing enactive constructive, enactive reproducing and figural reproducing way of learning styles of teachers where they can bring out their learning concepts in to a more concrete way of teaching to the students. Judicial, External, Oligarchic, Global and legislative thinking style helps the teachers to understand, appreciate and plan their instructional methods and meet the individual differences among students.

Some of the other important aspects of educational implications are:

1. Teacher training courses should be modified or restructured by incorporating learning styles and thinking styles for enhancing teaching competency among prospective teachers.

2. Teacher training institutions should prepare programmes on knowledge about learning styles and thinking styles to prepare the prospective teacher to meet the individual needs of students.
3. National level educational bodies such as NCERT’s, colleges and universities should take efforts to channelize the learning styles and thinking styles among students.

4. NCERT’s, SCERT’s and universities have to design curriculum for incorporating learning styles and thinking styles in all stages of education.

5. Prospective teachers should be trained to be competent in verbal reproducing, enactive constructive, figural reproducing learning style and Judicial, External, Oligarchic, Global and legislative thinking style for promoting better teaching competency.

6. National educational bodies such as NCERT’s, SCERT’s and DIET’s should provide enough training programmes for in service teachers to develop the above learning style types and thinking style types to develop teaching competency.

7. Programmes for students to develop better learning styles and thinking styles is the need of an hour and various Educational Bodies can take up to orient the student to develop better learning and thinking styles among students at all levels.

8. In service teacher training programmes to develop learning and thinking style types which contribute better teaching competency should be organized.

9. National and state level educational curriculum should be restructured to nurture learning style and thinking style among students at an early stage.

10. The department of education should conduct regional level, state level and national level conferences on learning style and thinking style concepts for teacher educators.

11. Periodical refresher courses must be organized for the teachers working in the schools for enhancing their learning styles and thinking styles.
6.15. SUGGESTIONS FOR FURTHER STUDY

There is a wider scope where further studies can be done.

1. The similar study can be conducted at DIET and School level

2. As the study is confined to five districts similar study can be conducted in other Districts of Tamil Nadu.

3. A study may be undertaken to find out the relationship between learning style and thinking styles of teachers with other variables such as job satisfaction, performance appraisal and professional commitment etc., both at college and university level.

4. A study may be undertaken to find out the correlation between learning style, thinking style students with academic achievement, self esteem, personality and etc.,

5. The study may be conducted to find out the learning style of children with special needs and influence of teachers commitment and their thinking pattern in the education of children with special needs.

6. A study may be undertaken to find out the correlation between teachers learning and thinking style with that of their students’ learning and thinking styles.

6.16 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.
BIBLIOGRAPHY


