

A STUDY ON THE INFLUENCE OF THINKING STYLE ON TEACHER STRESS AND VALUES

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ABSTRACT

When we think of the function of a teacher nowadays, we think of him as a manager. Thinking styles is a branch of psychology that studies how and why humans think. Educators are particularly interested in thinking styles because they can assist teachers in improving instruction and evaluation. Teacher stress is a sort of occupational stress that is unique to teachers. Teaching has long been seen as a stressful profession and this has been acknowledged as a prevalent issue in the educational sector. The survey approach used by the investigator is to investigate the thinking style, stress, and work values of teachers. The sample comprises of 938 teachers who work in Kanyakumari Revenue district schools in three educational districts: Nagercoil, Thuckalay, and Kuzhithurai. Tools used are Thinking Styles Questionnaire, Occupational Stress Inventory and Work Values Scale. The data in this study is analysed utilising statistical processes such as percentage analysis and factor analysis. The relationship between their work values and their thinking style and occupational stress examines the activities that must be taken to improve their professional environment.

Keywords: Teacher, Stress, thinking, style, influence, etc.

1. INTRODUCTION

When we think of the function of a teacher nowadays, we think of him as a manager. In addition to these traditional responsibilities, the teacher also has a number of managerial responsibilities, such as curriculum planning, resource management, examination management, co-curricular activity management, time management, conflict management, innovation and change management, and so on. These features make his work a lot easier for him. Every day, teachers, such as planners or architects, are involved in making a plethora of practical, minor, and large decisions that affect students, colleagues, and management. As a result, their manner of thinking about things is crucial in making such selections.

1.1 Thinking styles

Thinking styles is a branch of psychology that studies how and why humans think. It is categorised as interactive and reciprocal mental self-government. Its main goal is to demonstrate how different thinking styles influence learning preferences and how individual learning capacities should be acknowledged and supported. Educators are particularly interested in thinking styles because they can assist teachers in improving instruction and evaluation. Age, gender, experience, and self-esteem are all factors. In his book *Thinking Styles*, psychologist Robert Sternberg contends that aptitude is often underappreciated and underdeveloped not due to a lack of skill, but due to opposing thinking and learning styles.

1.2 Thinking styles

The five thinking styles, according to Bramson, are:

- Synthesists
- Idealists
- Pragmatist Thinkers
- Analyst Thinkers

- Realist Thinkers

→ **Synthesists**

"Synthesists are creative thinkers who interpret the world in terms of opposites," says Bramson. They think white when you say dark, and short when you say long." "Listen appreciatively to their conjecture and don't mix their debating nature with opposition," Bramson advises in order to engage with Synthesists.

→ **Idealists**

"Idealists believe in lofty ideals and standards," Bramson says. "Associate what you want to accomplish with these ideals of excellence, service, and communal good," Bramson says, to connect with Idealists.

→ **Pragmatist Thinkers**

"Pragmatic thinkers are adaptable, resourceful persons who seek instant payback rather than a great strategy that will transform the world," writes Bramson. "Emphasize short-term objectives on which you can get started with resources at hand," Bramson advises in order to engage with Pragmatists.

→ **Analyst Thinkers**

"Analyst thinkers' link precision, thoroughness, and attention to detail with completeness," says Bramson. They'll likely collect data, measure it, categorise it, and compute the correct answer to whatever challenge you throw at them in a sensible and systematic manner. Bramson recommends "providing a logical strategy filled with backup data and requirements" to connect with Analysts.

→ **Realist Thinkers**

"Realist thinkers are quick moving doers who recognise that reality is what their senses - sight, sound, taste, smell, and touch – tell them it is, and not that dry stuff found in accounting ledgers, or the insipid pages of manual of operations," according to Bramson. Bramson recommends focusing on the problem and your solution to connect with Realists. "You will never gain Realist employers' attention if you engage with them as if they were Analysts." Realists prefer a three-paragraph "Executive Summary" that summarises what is wrong and how you intend to repair it, rather than reams of computer reports and other comprehensive information. They will typically accept you at your word if they regard you as a knowledgeable expert for a variety of reasons. When they see that you've gathered a collection of information that they're interested in and offered a set of activities that they already agree are the best, you become an expert in their eyes."

1.3 Principles of Thinking Styles

According to Sternberg, there are certain common features concerning thinking styles that need to be understood. The following are some of them:-

- Styles are preferences for how skills are used rather than abilities themselves.
- When styles and skills complement one other, the result is a synergy that is greater than the sum of its parts.
- Life choices must be compatible with both styles and talents.
- People do not have a single style, but rather a profile of styles.
- Different activities and contexts require different styles.
- The degree of one's preferences varies from person to person.
- People's stylistic versatility varies.
- There is a socialisation of fashion styles.

- Styles might change during a person's life.
- Styles are quantifiable.
- Styles can be taught.
- Styles that were popular at one point may not be popular now.
- Styles that are popular in one location may not be popular in another.

1.4 Teachers' stress

Teachers' stress refers to a situation in which teachers are exposed to certain undesirable environmental factors that either exist within the educational institution (internal factors) or exist outside the educational institution (external factors), and these factors obstruct teachers' normal daily routines by negatively affecting their performance at work.

Teacher stress is a sort of occupational stress that is unique to teachers. Teaching has long been seen as a stressful profession and this has been acknowledged as a prevalent issue in the educational sector. Teacher stress is defined as a teacher's experience of unpleasant emotional emotions (such as rage and despair) as well as physiological changes (such as higher heart rate) as a result of certain parts of his or her employment that threaten his or her self-esteem or well-being. Teacher stress is described as teachers' encounters with unpleasant negative emotions including irritation, anxiety, despair, and anxiousness as a result of various parts of their work as instructors. It's also been stated that various teachers have varied amounts of stress. New teachers may be stressed out in the start of their careers due to difficult classroom assignments and pupils, but senior teachers may be stressed out due to a change in position, the addition of more responsibilities, and the new educational orientation. This explains why some teachers succeed in dealing with high levels of professional stress by improving student success and setting high personal objectives, while others fall short of expectations owing to stress.

Teachers are stressed as a result of both environmental and personal factors. Poor working circumstances, a lack of resources, severe workloads and deadlines, a lack of job security, low pay scales, and student behaviour are all major environmental variables. Individual traits include gender, age, personality, and the capacity to deal with adversity (kaur, 2016). Employees in any field, including school teachers, are prone to feel job stress. As a result, teaching has been recognised as a taxing profession that places significant demands on the neurological system and vigour of instructors.

1.5 Values Assessment and Teachers

Many allusions to the challenge of measuring values may be found in discussions regarding the pedagogical role of education in The Netherlands. Apart from how values should be measured, the subject of whether a government, a school, or a teacher should be permitted to test children on values that they 'ought' to have formed is being debated. Or, in evaluating students' thoughts and behaviour, to what degree may the teacher verify the values that a student has acquired? The teacher does assess students based on their behaviour in class, but not on the values they develop towards subject matter. Instructors in the Netherlands do not grade pupils based on the values they formulate in the school subject matter, despite the fact that policy, schools, and teachers all wish to foster certain values. The government, schools, and instructors, on the other hand, want children to acquire specific values in relation to school subject matter as well—for example, when it comes to the natural environment—but neither the government nor the schools wish to assess each student individually on this. Teachers can examine the mess kids produced in class, but not their attitude about making messes outside of school. The tension between education's cultural policy and the human right to freedom of expression of one's own views is the source of this dilemma. It's critical to distinguish between analysing the impact of instructors' actions and judging an individual student in order to have a clear debate regarding value evaluation. The impact of teachers' programmes and efforts at the class level, not at the level of individual pupils, can be measured to evaluate their actions in teaching values. This class-level evaluation

of programmes can be more acceptable than individual evaluations, and it can provide information regarding the effects of educational programmes and instructors' methodologies in value-laden education.

2. LITERATURE REVIEW

Waqar, Parray, and Kumar (2016) The Oxford dictionary defines stress as "a state of affairs including a strain on physical or mental energy." Stress is a mental condition of stress and concern brought on by issues in one's life, career, or other circumstances. Stress is a broad phrase that refers to a variety of psychological (mental) and physiological (physical) demands that people face throughout their lives. One of the foremost scholars on the subject of stress, Hans Selye, defined stress as "the rate of all wear and tear generated by living." Everyone, whether in the family, company, organisation, or any other economic activity, experiences stress. In modern culture, stress is a major issue.

The major goal of this study is to determine the degree of stress experienced by instructors at universities, secondary schools, elementary schools, and other organisations. Researchers have tried everything they can to critically review research in the realm of stress.

Dr. Saxena and Dr. Jain (2014) R.J. Sternberg recognised that thinking differently is a distinctive attribute of a man. He stressed the importance of thinking styles as a preferred mode of thinking. On the basis of functions, forms, level, scope, and leaning, he identified 13 different thinking styles. Emotional intelligence, on the other hand, is the capacity to recognise, analyse, and effectively utilise emotions in order to improve interpersonal relationships. Self-awareness, mood control, self-motivation, empathy, and relationship management are all characteristics of Emotional Intelligence, according to Goleman. Without a doubt, a person's Thinking Style and Emotional Intelligence are both cognitive talents. The goal of this study was to determine the link between these two cognitive capacities. The study's goal was to see how several types of thinking styles (monarchic, hierarchic, oligarchic, and anarchic) affected the emotional intelligence of teacher educators at Chhattisgarh's teacher training institutions. There are 25 male and female teacher educators in the sample. They were given parts of the JOHN, SINGH, AND VERMA's 'Thinking Style Scale' (just FORMS of thinking style) and Hyde and Pathe's 'Emotional Intelligence Scale.' To assess the relevance of the study's hypotheses, the gathered data was analysed by computing M, SD, and 't' values. The findings suggest that all four FORMS of thinking styles differ significantly in terms of emotional intelligence. Aside from gender differences in teacher educators, emotional intelligence has also demonstrated considerable differences.

Zhang, Li-Fang (2008) was to see if instructors' teaching styles matched their thinking styles. The Thinking Styles Inventory-Revised and the Thinking Styles in Teaching Inventory were completed by 194 high school and university instructors from Shanghai, China, 85 of whom were male and 109 of whom were female. Teachers' teaching styles were statistically foreseeable from their thinking styles after the author accounted for participants' age, gender, length of teaching experience, school level, academic discipline, and average class size taught. According to the author, thinking and teaching styles are connected but distinct structures. The ramifications for teachers and administrators are discussed by the author.

Li-Fang Zhang (2006) the nature of the correlations between student–teacher style fit (or mismatch) and academic accomplishment is the subject of this study. A total of 135 students (average age 21.5 years) from three academic fields (mathematics, physics, and public administration) completed the Thinking Styles Inventory and assessed their own analytical, creative, and practical talents. Each student's academic accomplishment scores in two subject areas were also used. The Thinking Styles in Teaching Inventory was completed by the students' subject matter instructors. Three significant conclusions were reached. To begin with, the impacts of style match/mismatch on student accomplishment differ depending on academic field and topic matter. Second, the statistical processes employed to analyse the data have a significant impact on the relationships being studied. Third, the tested correlations are affected by the students' self-rated ability. Both academics and instructors will benefit from the findings.

3. OBJECTIVES

The objectives for the study are:

- To study the several thinking styles of teachers in relation with stress and values.
- To study the impact of stress on teacher's thinking style.
- To analyse the factors responsible for influencing of thinking style with stress and values.

4. RESEARCH METHODOLOGY

A research technique is a method for solving a research problem in a methodical manner. The investigator's approach should be sufficient to investigate all of the features of a research issue. The survey approach used by the investigator is to investigate the thinking style, stress, and work values of teachers.

4.1 Area of study

The participants in this study are school teachers from Kanyakumari Revenue District's three educational districts: Nagercoil, Thuckalay, and Kuzhithurai.

4.2 Sample design

The investigator chose a sample from the population using a random sampling procedure.

4.3 Sample size

The sample comprises of 938 teachers who work in Kanyakumari Revenue district schools in three educational districts: Nagercoil, Thuckalay, and Kuzhithurai. Several background factors are used to choose the sample.

4.4 Data collection

The data have been collected through primary and secondary sources which is given as follows-

- **Primary data** – The primary data have been collected through the questionnaire and interview method
- **Secondary data** – The secondary data have been collected through the thesis, books, dissertation, research papers, internet etc

4.5 Tools used for data collection

- Thinking Styles Questionnaire
- Occupational Stress Inventory
- Work Values Scale

4.6 Statistical test

The data in this study is analysed utilising statistical processes such as percentage analysis and factor analysis.

4.7 Hypothesis

H₁: Teachers have a moderate number of diverse thinking styles.

H₂: the level of occupational stress and its dimensions of women teachers with reference to background variables such as Qualitative Over Load, Role Ambiguity, Role Conflict, Lack of Participations, Lack of Autonomy, Group Pressure, Lack of Challenges, Lack of Control, Interpersonal Relation, Responsibility, Promotion, Security, Alienation, Strenuous physical working conditions and Occupational stress

Hypothesis 3: Teachers have a Moderate degree of work values and characteristics.

Hypothesis 4: There is no significant impact with positive loading of the variables Thinking Styles and Stress on Teachers' Work Values.

5. DATA ANALYSIS

The collected have been analysed through the tables and graphs and using various statistical tools which are given below:

5.1 Percentage Analysis

5.1.1 Thinking Styles of Teachers

H₁: Teachers have a moderate number of diverse thinking styles.

Table 1: Level of different thinking styles of teachers

Thinking style Types	Low		Moderate		High	
	N	%	N	%	N	%
Synthesist thinking style	131	14.	667	71.1	140	14.9
Idealists thinking style	128	13.6	689	73.5	121	12.9
Pragmatist thinking style	138	14.7	641	68.3	159	17.0
Analyst thinking style	153	16.3	633	67.5	152	16.2
Realist thinking style	123	13.1	677	72.2	138	14.7

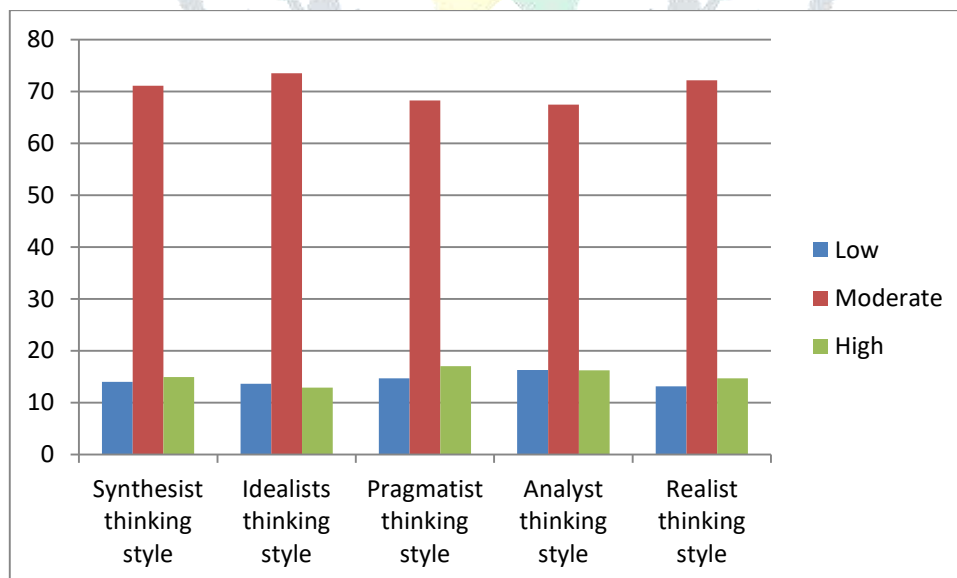


Figure 1: Level of different thinking styles of teachers

The hypothesis is accepted since the percentage of instructors with a moderate degree of distinct thinking styles is greater than 50%. As a result, there is a modest amount of diversity in teacher thinking styles. The idealists thinking style is the most popular among instructors at the middle level (73.5%). Below are some examples of graphical representations.

5.1.2 Occupational stress of teachers

H₂: the level of occupational stress and its dimensions of women teachers with reference to background variables such as Quantitative Over Load, Role Ambiguity, Role Conflict, Lack of Participations, Lack of Autonomy, Group Pressure, Lack of Challenges, Lack of Control, Interpersonal Relation, Responsibility, Promotion, Security, Alienation, Strenuous physical working conditions and Occupational stress.

Table 2: Level of stress and its dimensions of teachers

stress and itsDimensions	Low		Moderate		High	
	N	%	N	%	N	%
Quantitative Over Load	245	26.1	578	61.6	115	12.3
Qualitative Over Load	139	14.8	711	75.8	88	9.4
Role Ambiguity	145	15.5	661	70.5	132	14.1
Role Conflict	158	16.8	644	68.7	136	14.5
Lack of Participations	175	18.7	678	72.3	85	9.1
Lack of Autonomy	138	14.7	675	72.0	125	13.3
Group Pressure	141	15.0	683	72.8	114	12.2
Lack of Challenges	156	16.6	688	73.3	94	10.0
Lack of Control	189	20.1	693	73.9	56	6.0
Interpersonal Relation	136	14.5	674	71.9	128	13.6
Responsibility	212	22.6	594	63.3	132	14.1
Promotion	206	22.0	637	67.9	95	10.1
Security	195	20.8	678	72.3	65	6.9
Alienation	187	19.9	660	70.4	91	9.7
Strenuous physical working conditions	134	14.3	724	77.2	80	8.5
Occupational stress	160	17.1	631	67.3	147	15.7

The idea is supported by the fact that more than half of teachers experience moderate levels of stress and its manifestations. As a result, the amount of stress and its aspects should be evaluated in relation to background variables like as Quantitative Over Load, Qualitative Over Load, Role Ambiguity, Role Conflict, Lack of Participations, Lack of Autonomy, Group Pressure, Lack of Challenges, Lack of Control, Interpersonal Relation, Responsibility, Promotion, Security, Alienation, Strenuous physical working conditions and Occupational stress.

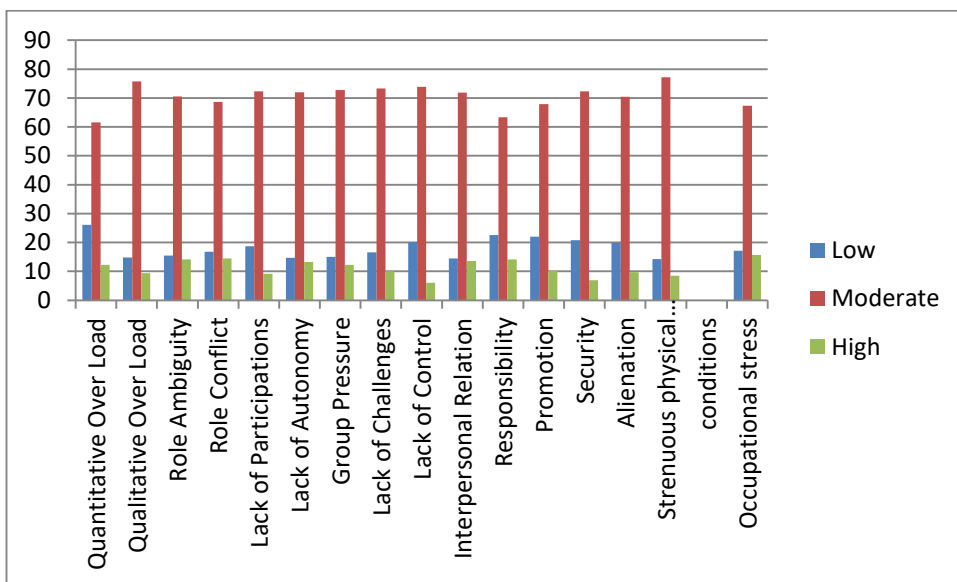


Figure 2: Level of stress and its dimensions of teachers

5.1.3 Work values of teachers

Hypothesis 3: Teachers have a Moderate degree of work values and characteristics.

Table 3: Level of work values and its dimensions of teachers

Work values and its dimensions	Low		Moderate		High	
	N	%	N	%	N	%
Curricular activities	203	21.6	734	78.3	1	0.1
Co-curricular activities	208	22.2	724	77.2	6	0.6
Professional growth	152	16.2	659	70.3	127	13.5
Relationship with students	96	10.2	837	89.2	5	0.5
Relationship with parents	178	19.0	574	61.2	186	19.8
Relationship with community	165	17.6	603	64.3	170	18.1
Relationship with Higher authorities	113	12.0	782	83.4	43	4.6
Work values	130	13.9	683	72.8	125	13.3

The hypothesis is accepted since the percentage of instructors with moderate work values is greater than 50%. As a result, instructors have a modest degree of work values and dimensions.

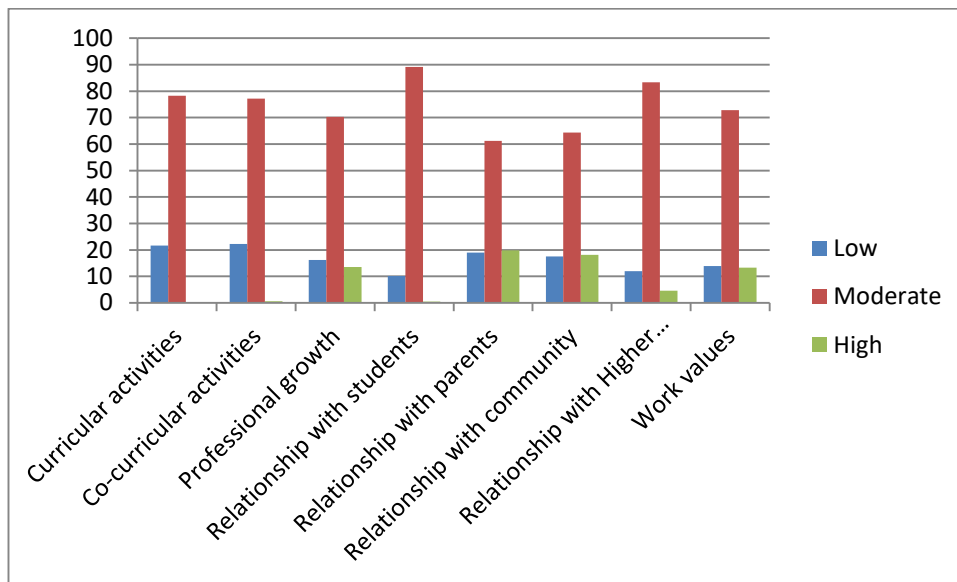


Figure 3: Level of work values and its dimensions of teachers

4.2 Factor analysis

H₄: There is no significant impact with positive loading of the variables Thinking Styles and Stress on Teachers' Work Values.

Table 4: Factor loading of Category Thinking Styles, Occupational Stress and Work Values

Variable	Extraction	Nature of the variable
Synthesist	0.842	Very High Presence
Idealist	0.668	Considerable Presence
Pragmatist	0.885	Very High Presence
Analyst	0.547	Extremely Somewhat Presence
Realist	0.798	Very High Presence
Quantitative Over Load	0.672	Considerable Presence
Qualitative Over Load	0.553	Considerable Presence
Role Ambiguity	0.594	Considerable Presence
Role Conflict	0.488	Extremely Somewhat Presence
Lack of Participations	0.629	Considerable Presence
Lack of Autonomy	0.590	Considerable Presence
Group Pressure	0.498	Extremely Low Presence
Lack of Challenges	0.553	Considerable Presence
Lack of Control	0.541	Extremely Somewhat Presence
Interpersonal Relation	0.407	Extremely Low Presence
Responsibility	0.579	Considerable Presence
Promotion	0.430	Extremely Low Presence
Security	0.612	Considerable Presence
Alienation	0.534	Extremely Somewhat Presence
Strenuous Physical	0.624	Considerable Presence
Strenuous physical working conditions	0.527	Extremely Somewhat Presence
Curricular activities	0.570	Considerable Presence
Co-curricular activities	0.607	Considerable Presence
Professional growth	0.614	Considerable Presence
Relationship with students	0.627	Considerable Presence
Relationship with parents	0.637	Considerable Presence
Relationship with community	0.635	Considerable Presence
Relationship with higher authorities	0.410	Extremely Low Presence

As shown in the table above, there is a significant factor with positive loading of variables such as synthetic, idealistic, pragmatic, analytic, and realistic thinking styles; quantitative over load, qualitative over load, role ambiguity, role conflict, lack of participation, lack of autonomy, group pressure, lack of challenges, lack of control, interpersonal relations, responsibility, promotion, security, and alienation. TO WORK EFFECT has been chosen as the study's determining element. Teachers' thinking style is represented by the letter 'T,' while occupational stress is represented by the letter 'O.' Teachers' work values are represented by the word "WORK." The term "EFFECT" refers to the combined impact of various sorts of thinking styles and occupational stress, as well as their dimensions, on teachers' work values.

6. CONCLUSION

The professional status of the country's teachers is the cornerstone of the county's corner pillars. Because of the unique character and position of teachers both on and off the school campus, as well as societal expectations, more attention is required on their behalf. Their thinking style in the execution of each stage will position them as a leader, perhaps reducing the occupational stress associated with this job. The relationship between their work values and their thinking style and occupational stress examines the activities that must be taken to improve their professional environment. A little but crucial start in this direction will be a significant contribution to our nation, bolstering our optimism for the future.

6.1 Findings

- Teachers' diverse thinking styles are somewhat represented.
- The level of occupational stress among teachers, as well as its dimensions such as quantitative overload, qualitative overload, role ambiguity, role conflict, lack of participation, lack of autonomy, group pressure, lack of challenges, lack of control, interpersonal relationships, responsibility, promotion security, alienation, and strenuous physical working conditions, is moderate. Furthermore, 15.7 percent of instructors are said to be under a lot of stress at work.
- The degree of work values and aspects such as curricular activities, co-curricular activities, professional growth, and relationships with students, parents, community, and higher authorities of teachers is modest.
- There is a significant factor with positive loading of the variables Thinking Styles and Occupational Stress on Teachers' Work Values.

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