

CHAPTER V

SUMMARY OF THE RESULTS AND CONCLUSION

5.1 INTRODUCTION

Teacher education has been assigned a pivotal place in the recommendations of various commissions and committees on education in our country. We are living in the times of accelerating change and super complexity. The modern society is accompanied by 3Cs namely crisis of character, crisis of credibility and crisis of competence. Social change inevitably involves tensions, maladjustments and often regression; a premium is put on teacher and teacher education to make the context conducive for the youth to avoid 'crash landing' in the future. To relieve the regressions that occur in the society, to prepare the teachers as moderators between the past and the future, the research would focus on the student teachers. *Reflective Thinking* enables us to direct our actions with foresight. It involves a way of meeting and responding to problems. Teachers with reflective thinking can look back on what has been done in the past to deal with future experience. It is important to prompt *reflective thinking* in learners to support their experiences and changes in intellectual, emotional, social, and physical development. They begin to shape their own thought processes and begin to develop thinking, learning and meta-cognitive strategies.

Attitudes are acquired through experience. Teachers are directly or indirectly devoted to the development of desirable social attitude in pupils which is a powerful urge present in every individual to grow up and blossom out as a desirable person. Desirable qualities of future citizens are to be cultivated through education. Examining adolescents' attitudes toward gender issues inform us about the future status of women. Student teachers of today are the future teachers and they are going to be the pillars of the country. Hence it is essential to ensure that each pillar is as strong as the other. It is important to determine the positive *attitude towards women empowerment* and perceptions towards their life and self. It would also shed light on the attitude of student teachers towards women education, economic status of women, gender roles,

contribution of women in the household and community in future generations. It is the need of the hour to have quality teachers. Hence, this research *aims to study the Reflective thinking and Attitude towards empowerment of women among student teachers.*

5.2 OBJECTIVES OF THE STUDY

1. To study the distribution of Reflective thinking among student teachers under the dimensions namely meta-cognition, thinking disposition and ethical reasoning, totally and subsample wise.
2. To study the distribution of Attitude towards women empowerment among student teachers under the dimensions namely attitude towards women education, attitude towards economic freedom of women, attitude towards gender role perception, attitude towards contribution of women in the household and attitude towards contribution of women to the community totally and subsample wise.
3. To study whether there is significant difference in Reflective thinking among the total sample of student teachers gender wise, course of study wise, type of institution wise, management of institution wise, place of stay wise, type of family wise, locale wise, religion wise and medium of study wise.
4. To study whether there is significant difference in Attitude towards women empowerment among the sample of student teachers gender wise, course of study wise, type of institution wise, management of institution wise, place of stay wise, type of family wise, locale wise, religion wise and medium of study wise.
5. To study whether there is significant relationship between the dimensions of Reflective Thinking and Attitude towards women empowerment.
6. To study whether there is significant association between demographic variables and Reflective thinking.

7. To study whether there is significant association between demographic variables and Attitude towards women empowerment.
8. To study whether there is significant association between Reflective thinking and Attitude towards women empowerment.
9. To study whether there is significant influence of demographic variables on Reflective thinking.
10. To study whether there is significant influence of demographic variables on Attitude towards women empowerment.

5.3 STATEMENT OF THE PROBLEM

This title of study is *“A study on Reflective thinking and Attitude towards empowerment of women among Student teachers of Tamil Nadu”*.

The present study was carried out on a sample of 1758 Student teachers in the Chennai and Thiruvallur districts of Tamil Nadu. Sampling is of simple Random sampling method. The following tools were used in the present study.

Tool 1 : Questionnaire on Reflective thinking

Tool 2 : Questionnaire on Attitude towards empowerment of women

These tools were administered to the sample selected. Data was collected and the following research questions were answered by testing the framed hypotheses using statistical analysis.

The descriptive analysis dealt with the distribution of psychological variables namely reflective thinking and attitude towards empowerment of women among student teachers. It also deals with the distribution of demographic variables of the student teachers.

The differential analysis consists of finding the significance of mean difference based on their demographic variables gender, course of study, type and status of institution, place of stay, type of family, locale, religion and medium of study for the

Reflective thinking and Attitude towards empowerment of women among the total sample of student teachers.

Correlational analysis, verified the hypotheses on the total sample to find out the significance of relationship between the variables namely reflective thinking and attitude towards empowerment of women.

In the fourth phase, chi-square analysis was done to find out the association between each of the psychological variables namely reflective thinking and attitude towards empowerment of women individually with each of the demographic variables. Finally, in regression analysis, the relative importance of all variables and the relative contribution of each variable were determined.

5.4 RESEARCH QUESTIONS

The Research questions, for which the design was appropriate, were as follows:

1. What is the extent of distribution of Reflective thinking among student teachers?
2. What is the extent of distribution of Attitude towards women empowerment among student teachers?
3. How do the student teachers differ in Reflective thinking and in its dimensions gender wise, course of study wise, type of institution wise, management of institution wise, place of stay wise, type of family wise, locale wise, religion wise and medium of study wise?
4. How do the student teachers differ in Attitude towards women empowerment and in its dimensions gender wise, course of study wise, type of institution wise, management of institution wise, place of stay wise, type of family wise, locale wise, religion wise and medium of study wise?
5. To what extent is the relationship between the Reflective thinking and Attitude towards women empowerment among the Student teachers?
6. What is the association between the demographic variables and Reflective thinking among the student teachers?

7. What is the association between the demographic variables and Attitude towards women empowerment among the student teachers?
8. What is the association between the Reflective thinking and Attitude towards women empowerment among the student teachers?
9. What is the influence of demographic variables on the psychological variable Reflective thinking among the student teachers?
10. What is the influence of demographic variables on the psychological variable Attitude towards women empowerment among the student teachers?

5.5 MAJOR FINDINGS OF THE STUDY

5.5.1 FINDINGS OF THE DESCRIPTIVE ANALYSIS

5.5.1.1.0 Distribution of Reflective Thinking

Among the total sample of 1758, 12.1% of the student teachers have low level of reflective thinking. 76% of the student teachers have average level of reflective thinking and 11.9% of the student teachers have high level of reflective thinking.

5.5.1.1.1 Reflective Thinking based on Gender

1. 11.6% of the female student teachers have low level of reflective thinking.
2. 14.5% of the male student teachers have low level of reflective thinking.
3. 76.9% of the female student teachers have average level of reflective thinking.
4. 72% of the male student teachers have average level of reflective thinking.
5. 11.5% of the female student teachers have high level of reflective thinking.
6. 13.5% of the male student teachers have high level of reflective thinking.

5.5.1.1.2 Reflective Thinking based on Course of study

1. 12% of the student teachers of Diploma in Teacher Education course have low level of reflective thinking.
2. 12.2% of the student teachers of Bachelor degree in Education course have low level of reflective thinking.
3. 72.6% of the student teachers of Diploma in Teacher Education course have average level of reflective thinking.
4. 79.2% of the student teachers of Bachelor degree in Education course have average level of reflective thinking.
5. 15.4% of the student teachers of Diploma in Teacher Education course have high level of reflective thinking.
6. 8.6% of the student teachers of Bachelor degree in Education course have high level of reflective thinking.

5.5.1.1.3 Reflective Thinking based on Types of Institution

1. Student teachers from co-education institutions comprised 11.4% with low level, 73.9% with average level and 14.7% with high level reflective thinking.
2. Student teachers from men's institutions comprised 8.9% with low level, 76.3% with average level and 14.8% with high level reflective thinking.
3. Student teachers from women's institutions comprised 14.7% with low level, 76% with average level and 9.3% with high level reflective thinking.

5.5.1.1.4 Reflective Thinking based on Status of Institution

1. Reflective thinking among the student teachers from government institutions were found to be 12.3% with low level, 77.9% with average level and 9.8% with high level.

2. Reflective thinking among the student teachers from aided institutions was found to be 14.3% with low level, 72.2% with average level and 13.5% with high level.
3. Reflective thinking among the student teachers from self-finance institutions was found to be 10.7% with low level, 75.8% with average level and 13.5% with high level.

5.5.1.1.5 Reflective Thinking based on Place of Stay

1. 13.2% of the hostel student teachers have low level of reflective thinking.
2. 10.6% of the day scholar student teachers have low level of reflective thinking.
3. 78.3% of the hostel student teachers have average level of reflective thinking.
4. 72.8% of the day scholar student teachers have average level of reflective thinking.
5. 8.5% of the hostel student teachers have high level of reflective thinking.
6. 16.6% of the day scholar student teachers have high level of reflective thinking.

5.5.1.1.6 Reflective Thinking based on Types of Family

1. 12.1% of the student teachers from nuclear families have low level of reflective thinking.
2. 12.2% of the student teachers from joint families have low level of reflective thinking.
3. 76.4% of the student teachers from nuclear families have average level of reflective thinking.

4. 74.6% of the student teachers from joint families have average level of reflective thinking.
5. 11.5% of the student teachers from nuclear families have high level of reflective thinking.
6. 13.2% of the student teachers from joint families have high level of reflective thinking.

5.5.1.1.7 Reflective Thinking based on Locale

1. 11.1% of the rural student teachers have low level of reflective thinking.
2. 13.6% of the urban student teachers have low level of reflective thinking.
3. 77.5% of the rural student teachers have average level of reflective thinking.
4. 73.8% of the urban student teachers have average level of reflective thinking.
5. 11.4% of the rural student teachers have high level of reflective thinking.
6. 12.6% of the urban student teachers have high level of reflective thinking.

5.5.1.1.8 Reflective Thinking based on Religion

1. Among the student teachers low level of reflective thinking was found to be 11.2% in Hindu religion, 11.3% in Christian religion, 12.7% in Islam religion and 17.1% among the student teaches who were not revealing their religion.
2. Among the student teachers average level of reflective thinking was found to be 76.8% in Hindu religion, 73.2% in Christian religion, 67.9% in Islam religion and 80.3% among the student teaches who were not revealing their religion.

3. Among the student teachers high level of reflective thinking found to be 12% in Hindu religion, 15.5% in Christian religion, 19.4% in Islam religion and 2.6% among the student teaches who were not revealing their religion.

5.5.1.1.9 Reflective Thinking based on Medium of Study

1. Student teachers from Tamil medium comprised 11.3% with low level, 76.3% with average level and 12.4% with high level reflective thinking.
2. Student teachers from Urdu medium comprised 10.6% with low level, 71.2% with average level and 18.2% are with high level reflective thinking.
3. Student teachers from English medium comprised 15.5% with low level, 75.7% with average level and 8.8% are with high level reflective thinking.

5.5.1.2.0 Distribution of Attitude towards Women Empowerment

Among the total sample of 1758 student teachers, 12.6% of the student teachers have unfavourable attitude towards empowerment of women, 74.5% of the student teachers have neutral attitude towards empowerment of women and 13% of the student teachers have favourable attitude towards empowerment of women.

5.5.1.2.1 Attitude towards Women Empowerment based on Gender

1. 11% of the female student teachers have unfavourable attitude towards empowerment of women.
2. 19.4% of the male student teachers have unfavourable attitude towards empowerment of women.
3. 75.2% of the female student teachers have neutral attitude towards empowerment of women.
4. 71.4% of the male student teachers have neutral attitude towards empowerment of women.
5. 13.8% of the female student teachers have favourable attitude towards empowerment of women.

6. 9.2% of the male student teachers have favourable attitude towards empowerment of women.

5.5.1.2.2 Attitude towards Women Empowerment based on Course of Study

1. 12.9% of the student teachers of Diploma in Teacher Education course have unfavourable attitude towards empowerment of women.
2. 12.2% of the student teachers of Bachelor degree in Education course have unfavourable attitude towards empowerment of women.
3. 76.4% of the student teachers of Diploma in Teacher Education course have neutral attitude towards empowerment of women.
4. 72.7% of the student teachers of Bachelor degree in Education course have neutral attitude towards empowerment of women.
5. 10.7% of the student teachers of Diploma in Teacher Education course have favourable attitude towards empowerment of women.
6. 15.1% of the student teachers of Bachelor degree in Education course have favourable attitude towards empowerment of women.

5.5.1.2.3 Attitude towards Women Empowerment based on Type of Institution

1. Student teachers from co-education institutions comprised 11% with unfavourable attitude, 72.2% with neutral attitude and 16.8% with favourable attitude towards empowerment of women.
2. Student teachers from men's institutions comprised 25.9% with unfavourable attitude, 63% with neutral attitude and 11.1% with favourable attitude towards empowerment of women.
3. Student teachers from women's institutions comprised 11.8% with unfavourable attitude, 77.9% with neutral attitude and 10.3% with favourable attitude towards empowerment of women.

5.5.1.2.4 Attitude towards Women Empowerment based on Status of Institution

1. Attitude towards empowerment of women among the student teachers from government institutions were found to be 14.4% with unfavourable attitude, 70.2% with neutral attitude and 15.4% with favourable attitude.
2. Attitude towards empowerment of women among the student teachers from aided institutions were found to be 7.9% with unfavourable attitude, 78.9% with neutral attitude and 13.2% with favourable attitude.
3. Attitude towards empowerment of women among the student teachers from self-finance institutions were found to be 12.9% with unfavourable attitude, 77.1% with neutral attitude and 10% with favourable attitude.

5.5.1.2.5 Attitude towards Women Empowerment based on Place of Stay

1. 13% of the hostel student teachers have unfavourable attitude towards empowerment of women.
2. 12% of the day scholar student teachers have unfavourable attitude towards empowerment of women.
3. 73.5% of the hostel student teachers have neutral attitude towards empowerment of women.
4. 75.7% of the day scholar student teachers have neutral attitude towards empowerment of women.
5. 13.5% of the hostel student teachers have favourable attitude towards empowerment of women.
6. 12.3% of the day scholar student teachers have favourable attitude towards empowerment of women.

5.5.1.2.6 Attitude towards Women Empowerment based on Type of Family

1. 12.2% of the student teachers from nuclear families have unfavourable attitude towards empowerment of women.

2. 13.9% of the student teachers from joint families have unfavourable attitude towards empowerment of women.
3. 74.8% of the student teachers from nuclear families have neutral attitude towards empowerment of women.
4. 73.2% of the student teachers from joint families have neutral attitude towards empowerment of women.
5. 13% of the student teachers from nuclear families have favourable attitude towards empowerment of women.
6. 12.9% of the student teachers from joint families have favourable attitude towards empowerment of women.

5.5.1.2.7 Attitude towards Women Empowerment based on Locale

1. 12.9% of the rural student teachers have unfavourable attitude towards empowerment of women.
2. 12% of the urban student teachers have unfavourable attitude towards empowerment of women.
3. 74% of the rural student teachers have neutral attitude towards empowerment of women.
4. 75.3% of the urban student teachers have neutral attitude towards empowerment of women.
5. 13.1% of the rural student teachers have favourable attitude towards empowerment of women.
6. 12.7% of the urban student teachers have favourable attitude towards empowerment of women.

5.5.1.2.8 Attitude towards Women Empowerment based on Religion

1. Among the student teachers unfavourable attitude towards empowerment of women found to be 11.7% in Hindu religion, 9.5% in Christian religion, 19.4% in Islam religion and 16.7% among the student teaches who were not revealing their religion.
2. Among the student teachers neutral attitude towards empowerment of women found to be 72.5% in Hindu religion, 78.5% in Christian religion, 73.1% in Islam religion and 79.8% among the student teaches who were not revealing their religion.
3. Among the student teachers favourable attitude towards empowerment of women found to be 15.8% in Hindu religion, 12% in Christian religion, 7.5% in Islam religion and 3.5% among the student teaches who were not revealing their religion.

5.5.1.2.9 Attitude towards Women Empowerment based on Medium of Study

1. Student teachers from Tamil medium comprised 12% with unfavourable attitude , 75.2% with neutral attitude and 12.8% with favourable attitude towards empowerment of women
2. Student teachers from Urdu medium comprised 27.3% with unfavourable attitude, 71.2% with neutral attitude and 1.5%with favourable attitude towards empowerment of women.
3. Student teachers from English medium comprised 12% with unfavourable attitude , 72.2% with neutral attitude and 15.8% with favourable attitude towards empowerment of women

5.5.2.0 FINDINGS OF THE DIFFERENTIAL ANALYSIS

5.5.2.1 Differential Analysis of Reflective Thinking

1. There is a significant difference between male and female Student teachers with respect to their dimensions of reflective thinking.
2. There is a significant difference between the Student teachers of Diploma in Teacher Education and Bachelor degree in Education course with respect to their dimensions of reflective thinking.
3. There is a significant difference among Student teachers of co education and unisex institutions with respect to their dimensions of reflective thinking.
4. There is a significant difference among Student teachers of government, aided and self-finance institutions with respect to their dimensions of reflective thinking.
5. There is no significant difference between the Day scholars and hosteller student teachers with respect to their dimensions of reflective thinking.
6. There is a significant difference among Student teachers based on their family type with respect to their dimensions of reflective thinking.
7. There is no significant difference among Student teachers based on their locale with respect to their dimensions of reflective thinking.
8. There is a significant difference among Student teachers based on their religion with respect to their dimensions of reflective thinking.
9. There is a significant difference among Student teachers based on their medium of instruction with respect to their dimensions of reflective thinking.

5.5.2.2 Differential Analysis of Attitude towards Empowerment of Women

1. There is a significant difference between male and female Student teachers with respect to their dimensions of attitude towards empowerment of women.
2. There is a significant difference between the Student teachers of Diploma in Teacher Education and Bachelor degree in Education course with respect to their dimensions of attitude towards empowerment of women.
3. There is a significant difference among Student teachers of co education and unisex institutions with respect to their dimensions of attitude towards empowerment of women.
4. There is a significant difference among Student teachers of government, aided and self finance institutions with respect to their dimensions of attitude towards empowerment of women.
5. There is no significant difference between the Day scholars and hosteller student teachers with respect to their dimensions of attitude towards empowerment of women.
6. There is no significant difference among Student teachers based on their family type with respect to their dimensions of attitude towards empowerment of women.
7. There is no significant difference among Student teachers based on their locale with respect to their dimensions of attitude towards empowerment of women.
8. There is a significant difference among Student teachers based on their religion with respect to their dimensions of attitude towards empowerment of women.
9. There is a significant difference among Student teachers based on their medium of instruction with respect to their dimensions of attitude towards empowerment of women.

5.5.3.0 FINDINGS OF CORRELATIONAL ANALYSIS

5.5.3.1 Relationship between Dimensions of Reflective Thinking and Attitude towards Women Empowerment

1. There is a significant relationship between the meta-cognition dimension of reflective thinking and dimensions of attitude towards empowerment of women among the total sample of student teachers.
2. There is a significant relationship between the thinking disposition dimension of reflective thinking and dimensions of attitude towards empowerment of women among the total sample of student teachers.
3. There is a significant relationship between the ethical reasoning dimension of reflective thinking and dimensions of attitude towards empowerment of women among the total sample of student teachers.

5.5.4.0 FINDINGS OF CHI SQUARE ANALYSIS

5.5.4.1 Association between Demographic Variables and Reflective Thinking

1. There is no significant association between gender and reflective thinking among the student teachers.
2. There is significant association between course of study and reflective thinking among the student teachers.
3. There is significant association between type of institution and reflective thinking among the student teachers.
4. There is no significant association between status of institution and reflective thinking among the student teachers.
5. There is significant association between place of stay and reflective thinking among the student teachers.
6. There is no significant association between type of family and reflective thinking among the student teachers.
7. There is no significant association between locale and reflective thinking among the student teachers.

8. There is significant association between religion and reflective thinking among the student teachers.
9. There is significant association between medium of study and reflective thinking among the student teachers.

5.5.4.2 Association between Demographic Variables and Attitude towards Women Empowerment

1. There is significant association between gender and attitude towards women empowerment among the student teachers.
2. There is significant association between course of study and attitude towards women empowerment among the student teachers.
3. There is significant association between type of institution and attitude towards women empowerment among the student teachers.
4. There is significant association between administrative status of institution and attitude towards women empowerment among the student teachers.
5. There is no significant association between place of stay and attitude towards women empowerment among the student teachers.
6. There is no significant association between type of family and attitude towards women empowerment among the student teachers.
7. There is no significant association between locale and attitude towards women empowerment among the student teachers.
8. There is significant association between religion and attitude towards women empowerment among the student teachers.
9. There is significant association between medium of study and attitude towards women empowerment among the student teachers.

5.5.4.4 Association between Psychological Variables

There is significant association between attitude towards women empowerment and reflective thinking among the student teachers.

5.5.5 FINDINGS OF REGRESSION ANALYSIS

1. Reflective Thinking is found to be the significant predictor of Attitude towards women empowerment among student teachers.
2. Meta-cognition dimension of reflective thinking is found to be the significant predictor of attitude towards women empowerment among student teachers.
3. Among the nine demographic variables course of study, place of stay and religion of student teachers are found to be the significant predictors of their reflective thinking among student teachers.
4. Among the nine demographic variables gender, course of study, type of institution, status of institution and religion of the student teachers are found to be the significant predictors of their attitude towards women empowerment among student teachers.

5.6 DISCUSSION

The study has revealed the above findings on Reflective thinking and Attitude towards women empowerment among the student teachers. Accordingly, the research questions of the study are answered in the discussion below:

5.6.1 Discussion on Distribution Analysis

The *distribution of reflective thinking* among student teachers has shown that among the total sample of 1758, 12.1% of the student teachers have unfavourable attitude of reflective thinking. 76% of the student teachers have average level of reflective thinking and 11.9% of the student teachers have high level of reflective thinking. It reveals that $(76+11.9=87.9)$ 87.9% of the student teachers show average and high level of reflective thinking which shows a very good index is for prospective teachers. Meta-cognition, ethical reasoning and thinking disposition are the basic mental faculties expected of a teacher.

The distribution of *Attitude towards empowerment of women* among student teachers has shown that among the total sample of 1758 student teachers, 12.5% of the student teachers have unfavourable attitude towards empowerment of women, 74.5% of the student teachers have neutral attitude towards empowerment of women and 13.0%

of the student teachers have favourable attitude towards empowerment of women. It reveals the paradigm shift from a growth-oriented to a human development approach towards women empowerment.

5.6.2 Discussion on Differential Analysis

The differences among student teachers generally and subsample wise in the dimensions of reflective thinking and in the dimensions of attitude towards empowerment of women gender wise, course of study wise, type of institution wise, status of institution wise, place of stay wise, type of family wise, locale wise, and religion wise and medium of study wise are given below :

5.6.2.1 Discussion on Differential Analysis based on Gender

The differences among student teachers in their dimensions of reflective thinking have shown that female student teachers show significantly higher meta-cognition and ethical reasoning than the male student teachers. It is in line with **Kuhn, Jorg Tobias**, who found out a significant gender difference in divergent thinking favouring females. The processing capacity and processing speed varied across classrooms, reflecting differences in the class room environment based on the gender differences.

The differences among student teachers in their dimensions of Attitude towards empowerment of women have shown that female student teachers show significantly favourable attitude towards women education, economic freedom of women, gender role perception and attitude towards women in the household than male student teachers. Significant association between gender and attitude towards women empowerment among student teachers also confirms this finding.

This is in line with **M.O. Brien (2000)** about Gender-role cognition. According to him, because of the substantial differences in the ways male and female roles are portrayed in our culture, boys and girls may think and learn about these roles differently. The male role is more clearly defined, more highly valued, and more salient than the female role; thus, cognitions about these female and male roles may be expected to differ. The major findings derived from the study of **Lourdusamy (2008)**

were that there is no significant difference between Male and Female Higher Secondary Students in Family and School Relationship. The dimensions of the inventory used by the above investigators are Parenting, Family and School Relationship, Academic Involvement and Parent, Multi Skill Development and Parent.

5.6.2.2 Discussion on Differential Analysis based on Course of Study

Student teachers of diploma in teacher education course have significantly higher thinking disposition than the student teachers of bachelor degree in education course. It is also confirmed by the significant association shown between the course of study and reflective thinking among student teachers.

The duration of the course for diploma in teacher education is two years whereas it is less than one year for the degree of Bachelor degree in Education course. Thus, diploma in teacher education course provides longer exposure to varied activities and making use of all their senses. This finding is in line with **(Brewster, Ellis and Girard, 2003)** which says the younger the learners the more physical activity they tend to make use of all their senses. Genuine cooperative pair work or group work is usually the result of a long process **(Scott and Ytinberg, 1990)**. This finding may also be due to the longer duration of the Diploma in Education course of study which builds stronger teacher pupil relationship. Teaching as relation is “primarily a personal or emotional act” **(Mills and Satterthwait, 2000)**. Concentrating on issues of teaching and learning are grounded in a relational, rather than a managerial view of teaching **(Goldstein and Lake, 2000; Walls, Nardi, Von Minden and Hoffman 2002)**.

5.6.2.3 Discussion on Differential Analysis based on Type of Institution

Student teachers belonging to co-educational institutions show significantly higher meta-cognition, thinking disposition and total reflective thinking than the student teachers belonging to women’s institutions. Significant association between reflective thinking and type of institution among student teachers also confirms this finding.

It was also shown that student teachers belonging to co-educational institutions show significantly favourable attitude towards women education, economic freedom of women, gender role perception and total attitude towards women empowerment than the

student teachers belonging to men's institutions. The attitude towards economic freedom of women, attitude towards contribution of women in the household and the total score of attitude towards empowerment of women of the student teachers from co-education institution found to be more than the student teachers belonging to women institution. Significant association between attitude towards women empowerment and type of institution among student teachers also confirms this finding.

This is in line with **Encyclopedia of educational research (1952)** effects of parents, effect of education system, effect of institutional group, effect of the movies are the various factors that influence or contribute towards the acquisition of attitude.

It is in line with **Nolen and Smith (2001)** who found out that individuals have intelligence to a certain level, but as a result of the exposure to specific instructional materials designed for a certain intelligence type. This intelligence type develops to a higher level in the individual. Thus, one type of intelligence becomes stronger while others do not develop fully. This is also in line with **Venkatesh Murthy and Renu Kulshvestha, (1999)**, who studied on academic anxiety academic achievement; a comparison of two management schools with the objectives as to study the influence of academic anxiety. The major findings were academic anxiety and academic achievements are inversely and significantly related and boys and girls belonging to government and private schools differed significantly on their academic achievement. Boys and girls irrespective of their management schools did not differ significantly.

Thus students belonging to co-education institutions show significantly higher reflective thinking and attitude towards women empowerment. It tells that as the student teachers make use of these intelligences may be related to development of these intelligences by them through the materials and activities used. As a result, these intelligences of the student teachers seem to have been strengthened. The findings of the present study is in accordance with **Tracey, Monica W. (2008)**, who found out that the procedures and findings have implications for the process involved in instructional design model validation through designer use and program implementation.

5.6.2.4 Discussion on Differential Analysis based on Status of Institution

Student teachers from government institutions have significantly higher meta-cognition dimension of reflective thinking than the student teachers belonging to aided institutions. It is in line with **Kuhn, Jorg-Tobias** found that school type affected divergent thinking even controlling their intellectual abilities.

The attitude towards contribution of women in the household among student teachers belonging to government institution is more than the student teachers belonging to aided institutions. The attitude towards contribution of women in the household and the total attitude towards empowerment of women of student teachers belonging to government institution is more than the student teachers belonging to self finance institutions. The attitude towards women education, economic freedom and the total attitude towards empowerment of women of student teachers belonging to aided institution is more than the student teachers belonging to self finance institutions. The association between type of institutions and attitude towards women empowerment also confirms these findings. It is also in line with **Lourdusamy (2008)** was that there is significant difference among Government, Aided and Matriculation and Higher Secondary Students in Parenting, Family and School Relationship, Academic Involvement.

According to **(Cox, 1993)** the workplace and educational settings are becoming more diverse, there is a need to understand the fact that a diversity of skills and abilities within and among the workforce are required in this dynamic, diverse and ever changing organizational environment, especially in goal formation and task implementation within most organizational settings **(Green, Friday et al., (2003))**; on evaluating the role of intelligence in the administration of open and distance learning institutions, given that intelligence allows for improvement in achievement, performance and skills **(Sternberg, Turff and Grigenko, 1998)** says that in today's educational institutional systems it is a necessity to have in place an agglomeration of skills and competencies in order to assail the competitive milieu which the twenty-first century higher education has inextricably entered.

5.6.2.5 Discussion on Differential Analysis based on Place of Stay

Rural student teachers show similar attitude as urban student teachers. However, **Rajamanickam, M., (1962)** found out that Rural and Urban background influence the religious attitude of the students.

5.6.2.6 Discussion on Differential Analysis based on Locale

Student teachers from rural places have similar reflective thinking with the student teachers from urban places. This may be due to that exposure to natural environment which is significantly higher among rural students than urban students. To pursue higher studies, student teachers from rural places stay at hostels; which shows that they have similar reflective thinking.

5.6.2.7 Discussion on Differential Analysis based on Type of Family

The present study revealed that the meta-cognition dimension of reflective thinking of student teachers from nuclear families is significantly higher than the student teachers from joint families.

This could be related with more autonomy, less authority found in the nuclear family. It is in accordance with the study of **Law, Yin-Kum (2009)** on the students' implicit beliefs about intelligence and ability, their 'attribution beliefs', and their intrinsic motivation, meta-cognitive awareness of reading strategies were associated with their reading comprehension. Again, this is in line with **Neeru Sharma and Sumati (2005)**, who studied the social development of adolescents. They reported that the role of parents was higher in comparison with low to middle socio-economic status in the development social development of adolescents.

5.6.2.8 Discussion on Differential Analysis based on Religion

Meta-cognition, thinking disposition and total score of reflective thinking of the student teachers belonging to Hindu religion is significantly higher than the student teachers not revealing their religion. Thinking disposition and the total score of reflective thinking of student teachers belonging to Christian religion is significantly higher than the student teachers not revealing their religion. Meta-cognition, Thinking

disposition and the total score of reflective thinking of student teachers belonging to Islam religion is significantly higher than the student teachers not revealing their religion. This may be similar to the study by **Adinarayan S.P., (1962)** who conducted a study on attitude towards religion and spiritual and the supernatural belief of the student and found that the findings were students belonging to higher socio-economic level express religious attitude than the students of lower socio-economic level.

Attitude towards contribution of women in the household is significantly higher among student teachers belonging to Hindu religion than student teachers belonging to Christian religion. Attitude towards women education, contribution of women in the household and the total score of attitude towards women empowerment of student teachers belonging to Hindu religion is significantly higher than the student teachers belonging to Islam religion. Attitude towards women education, economic freedom, contribution of women in the household and the total score of attitude towards women empowerment of student teachers belonging to Hindu religion is significantly higher than the student teachers not revealing their religion. Attitude towards women education and the total score of attitude towards women empowerment of student teachers belonging to Christian religion is significantly higher than the student teachers belonging to Islam religion. However, **Rizvi (1986)** studied attitudes towards religious education in relation to certain value orientations. It was found that the majority of students had moderate attitude towards religious education. Irrespective of their gender, socio-economic status and religion students had similar view.

The student teachers belonging to Islam religion have significantly higher meta-cognition and thinking disposition. They show significantly more attitudes towards women education.

These findings are in line with **Mishra S.L., (1970)**, who made a study of religious and caste difference in concept formation ability of young adults. The findings were that Hindu and Muslim students differ in their concept formation ability. The Muslim students scored higher than Hindu students in concept formation.

The findings of the present study reveal that the student teachers who are not revealing their religion scores are comparatively lower in reflective thinking and attitude towards women empowerment.

This may be due to the fact that religion as an institution caters to the development of perception, attitudes and thinking through prayers. A prayer is a thought repeated with fervor. Prayer is a heartfelt thought. According to a survey of 31,000 people at America's National Institute of Health, prayer is the most commonly used form of alternative medicine. Prayer sends powerful vibrations into the cosmos and creates a magnetic field to attract the objects for which one prays; perhaps the student teachers who are not revealing their religion may not be having faith on prayers and ultimately have not benefited out of it which is shown from their low scores.

The finding of the study is in line with **Gupta A., (1980)**, who in his doctoral research established relationship between religious attitude and mental health of the adolescents. The major findings were found to be that religious and mentally healthy people possess positive personality character in being warm hearted, self-sufficient. Similar findings given by **Dutt, N.K., (1965)**, conducted a study on the attitude of the university students towards religion. The major findings are that the girls were significantly higher religious attitude than boys and the religious attitude does not affect the academic discipline. According to **Sastry**, 'Achievement of a person depends on his state of health and mental tranquility. Religious faith (whatever may be your religion) not only promotes overall good health, but also aids in recovery from serious illness. Praying to God safeguards against the psychological isolation that batters so many people with serious disease'.

5.6.2.9 Discussion on Differential Analysis based on Medium of Study

Thinking disposition and total score of reflective thinking of student teachers belonging to Tamil medium is more than the student teachers belonging to English medium. It has also been revealed that those student teachers belonging to Urdu medium possess significantly higher meta-cognition, thinking disposition, ethical reasoning and reflective thinking than the student teachers belonging to English medium. This may be due to that learning through mother tongue addresses a variety of

ways people learn; which is yet to be developed in learning through foreign languages. **Nolen (2003)** suggests that the presentation of foreign language teaching material should engage all or most of the intelligences due to the fact that each of the intelligences is potentially available in every learner. Materials should allow students with different abilities to interact with each other and to develop the intelligences in which they are less strong (**Moran, Kornhaber and Gardner, 2006; Heacox, 2002**).

This may be due to that learning through mother tongue enables the student teachers to reflect over their own way of learning, aiming at improving their thinking. Learning through mother tongue makes it easier to identify their difficulties and competences at the learning moment, and fill in their gaps and needs during their learning situation and ask for help. This is in line with **Griffin (2003)**, who looked at the use of “critical incidents” in developing reflective thinking in pre-service teachers. She concludes that: “Teacher educators can guide students' development of a decision-making schema by providing opportunities for students to reflect on authentic teaching experiences with feedback”. She believes that it is not only student teachers who can benefit from such reflection and feedback, but **experienced teachers** as well. **Smith (2001)** states that affective variables such as self-esteem, inhibition and anxiety are important factors in second language mastery and are aspects of intrapersonal intelligence which helps learners to examine their strengths and weaknesses in language learning processes. Similarly, **Rahimi and Abedini's (2009)** showed that affective domain is considered to be ‘one of the main determining factors of success in learning foreign or second languages’.

It has also been shown that those student teachers belonging to Tamil medium and Urdu medium possess significantly higher attitude towards women education, economic freedom of women, gender role perception and attitude towards women empowerment. These findings are matching with the findings of **Jain (1997)** that creative thinking level and adjustment process were much higher in Hindi medium students in comparison to English medium students. It was also reported that lack of confidence and emotional instability are found in English medium students.

This is in line with the findings of **Lourdusamy (2008)** who found a significant difference between Tamil medium and English medium higher secondary students in parenting, family and school relationship.

These findings are matching with the findings of **Saikia and Mohanty, (2004)** in their study with the children of the Bodo tribe in Assam showing that the children who were taught through their mother tongue medium had better scholastic achievement and class-room performance than those taught in the Assamese (second language) medium. These findings have been replicated in a number of studies. **Guadulpe Vales (1997)** through his research study found out that language is only one of many factors that influence the educational success of language minority children. **Jhingran (2005)** has estimated that 25% of all primary school children belonging to different linguistic groups, where language is not the medium of school instruction face moderate to severe learning disadvantage. In his field study of language disadvantage and learning problems of primary school children in four states in India, he points to the severity of the problems arising out of the gross mismatch between home language and school language. These findings are in accordance with the recommendations of various commissions on education to make learning through mother tongue; which makes it more meaningful.

5.6.3 Discussion on Correlational Analysis

The relationship between Reflective thinking and Attitude towards women empowerment revealed that there is significant relationship between meta-cognition, thinking disposition, ethical reasoning, total reflective thinking and attitude towards women empowerment among the student teachers.

Reflective thinking is a key element which supports learners to develop an understanding that to think reflectively is a deliberate process, affected by emotions, attitudes and motivation. Reflective thinking is a purposeful, self-regulatory judgment which results in interpretations, analysis, evaluation, inference as well as explanation of the evidential, conceptual, methodological, contextual considerations upon which that judgment is based **Fisher and Scrivon (1997)**.

5.6.4 Discussion on Chi square Analysis

The association between the demographic variables reflective thinking and attitude towards women empowerment among the student teachers taken for this study shows that Reflective thinking of the student teacher is associated with their course of study, type of institution, place of stay, religion and medium of study. Attitude towards women empowerment is associated with their gender, course of study, and type of institution, status of institution, religion and medium of study. Reflective thinking has association with attitude towards women empowerment among the student teachers. This clearly pictures the significance of interlocking and influence between the two variables selected.

5.6.5 Discussion on Regression Analysis

The influence of demographic variables, Reflective thinking on Attitude towards empowerment of women among the student teachers has shown that the reflective thinking is found to be significant predictor of Attitude towards women empowerment among student teachers; especially, meta-cognition dimension of reflective thinking is found to be significant predictor of Attitude towards women empowerment among student teachers. Reflective thinking requires the continual evaluation of beliefs, assumptions, and values. The resulting judgments are offered as reasonable integrations or syntheses of opposing points of view. Because it involves ongoing verification and evaluation, judgments based on reflective thinking are significantly higher likely to be valid and insightful than are beliefs derived from authority, emotional commitment, or narrow reasoning (Dewey, 1933, 1938), (King and Kitchener, 1994). Meta-cognition is thinking about thinking. It enhances thinking and learning of student teachers, understanding how to talk about, describe and helps student teachers to become independent and self-directed. Self-questioning, self-corrective and introspectors of the quality of their own thoughts, attitudes and behaviors would make the student teachers reflective upon how they orient their thinking.

Demographic variables such as course of study, place of stay and religion of student teachers are found to be significant predictors of their reflective thinking.

Demographic variables such as gender, course of study, type of institution, status of institution and religion of the student teachers are found to be significant predictors of their attitude towards women empowerment.

It is in accordance with **Jared B. Kenworthy, Rhiannon N. Turner (1995)** suggested that intervention programs should promote contract under conditions that promote and encourage the presentation of uniqueness and differential attitude among the members of the group.

5.7 CONCLUSION

The study has revealed the significance of the psychological variables investigated through this research for the student teachers. The relationship between reflective thinking and attitude towards women empowerment is found to be significant.

Reflective thinking denotes a definition of human nature, from a cognitive perspective as how one perceives and is aware of things. This also indicates their natural strengths. Intelligence is a mixture of several abilities. In life we need people who collectively are good at different things. This gives the group a fuller collective capability than a group of identically able specialists. During the past two decades demographic changes have altered the profiles of countless families, the educational needs of their children, and the school and community environments (**Ogle, 1991**). Equipped with repertoires of specific teaching skills, many teachers have been unprepared to adapt their instructional behaviors and materials to meet the challenges of today's diverse student populations (**Hyun and Marshall, 1996**). Knowing reflective thinking helps to discover the degree to which children, teachers possess the talents, and interests indicated in each type of the eight intelligences and develop personal mastery in content, instructional skills, and learning styles **Armstrong (1998)**. The advantages of this approach includes, more opportunities for developing strengths of the learners and achieving mastery, more time for connecting the content areas and more provision for improving assessment.

Maureen L. Griffin (2003) found the powerful influence of prior educational experiences and a varying capacity to think reflectively and critically present potential

barriers that pre service teachers face in implementing the knowledge and skills learned in their teacher education programs. For experienced teachers and teacher educators, reflective thinking has become “second nature”, an automatic response or a disposition (Katz, 1993). Teacher educators can guide students' development of a decision-making schema by providing opportunities for students to reflect on authentic teaching experiences with feedback. Reflective thinking would enable the student teachers to understand that decisions about right and wrong choices are based on an agreed set of ethical principles, to learn how to think about, describe and improve their own thinking and learning, to become aware of the ways experiences, emotions, beliefs and cultural perspectives.

Four strategies for fostering reflection given by (Hatton and Smith, 1995) are action research projects, case and cultural studies, practical experiences and structured curriculum tasks. According to Paul, only an individual with a philosophical mind can fully and freely accept and act on her beliefs, as they are attained through self-reflection. They would become open to new possibilities and perceptions pertaining to the ideas of self and others and develop fair-minded positions. The reflection on the practices constitutes the agglutinative pole of the out-breaking teacher education and teacher training. This can be mobilized through self-reflective skills. It would lead to the recognition of reasons, attitudes, assumptions, motivations and meaning of their options, their action and to the resulting output. Through reflective thinking, student teachers could be trained to avoid hasty conclusions and generalizations.

Reflective thinking is a multifaceted process. It is an analysis of classroom events and circumstances. By virtue of its complexity, the task of teaching requires constant and continual classroom observation, evaluation, and subsequent action. However, to be an effective teacher, it is not enough to be able to recognize what happens in the classroom. Rather, it is imperative to understand the “why’s”, “how’s”, and “what if’s” as well. This understanding comes through the consistent practice of reflective thinking. Activities to promote reflective thinking is intentionally expressing out thinking about teaching. It uncovers the reasoning behind making decisions. Another component of the ‘think aloud’ is describing and analyzing positive and negative experiences as they surface. Reflective journal is a process of recording and

analyzing events in a prescribed manner and it can be a productive strategy to foster reflective thinking. Competency Continuum is to think about the areas in teaching identified in the performance standards on the evaluation form. It includes selecting an area and ranking oneself on a continuum from most competent area to least competent area. Identifying the factors that inhibit the ability to be more competent and to identify what would be most helpful to gain more competencies.

By employing reflective thinking skills to evaluate the results of one's own learning efforts, awareness of effective learning strategies can be increased and ways to use these strategies in other learning situations can be understood. This can be used to deliberately select, control, and monitor strategies needed to achieve desired learning goals. Reflection commences when one inquires into his or her experience and relevant knowledge to find meaning in his or her beliefs. It has the potential to enable teachers to direct their activities with foresight and to plan according to ends-in-view (**Dewey, 1933**). Education is mainly imbibing of the right attitude along with acquisition of values and thinking. **Birmingham (2004)** presents reflection as a moral process, one that requires the individual to use practical reasoning to determine the best action for specific situations while acknowledging implications of right and wrong.

Dewey (1960) defined reflection as a rational and cognitive way of thinking that was also an "emotional enterprise" (**Rodgers, 2002**) calls for the personal attitudes of open-mindedness, whole-heartedness and responsibility to be present during reflection. **Schion's (1983, 1987)** presentation of reflection also acknowledges a place for the affective domain in reflection seeing reflection as an emotional undertaking. Reflection and the affective domain are closely entwined, as engagement with reflective practice requires pre service teachers to identify and analyse complex issues that arise in classroom teaching (**Spalding and Wilson, 2002**). Through reflection, pre service teachers have the opportunity to explore teaching and learning from a personally meaningful perspective (**Larrivee, 2000**) and generate questions that challenge personal understandings (**Liston and Zeichner, 1990**). Reflection also allows for the acknowledgment of the interpersonal and intrapersonal dimensions of teaching, providing a space to examine the emotions that naturally emerge when working with others. **Cochran-Smith (2003)** asserts that "teaching involves caring about students as human

beings and, at the same time, caring just as deeply that all students have rich opportunities to learn academically challenging material that will maximize their life chances”.

Reflection offers a legitimate space for pre service teachers to consider issues of importance, whether affective or managerial in nature since reflection of any type “allow pre service teachers to consider the various elements contributing to their development as teachers” (Shofmer; 2008). The pre service teachers in his study were engaged in reflection outside the traditional classroom setting, using online spaces to create both individual and group reflection that was of personal importance. If pre service teachers repeatedly reflect on the impact of teaching on their personal lives, for example, teacher educators can incorporate teacher narratives on the daily work of teaching, invite a panel of practicing teachers to discuss work-life balance or allow research projects that explore teaching's personal costs and benefits. The use of one technology over another may also play a role in pre service teachers' decisions to address affective concerns. Discussion forums are an increasingly common feature in teacher education, used to strengthen course objectives, support out of class interactions, build community and promote reflective thinking (Killian and White, 2003; Mayer, 2002).

Problem solving is related to Reflective Thinking. Problems arise because of differences of opinion. Some of the suggestions that would help to solve or reduce the problems are: Trying to convince others about ones opinion. Instead of ordering, request for the work to be done. Help rendered by others, even if it is small, should be profusely thanked. Praise whatever good shown by others. If the mistakes have already taken place, not to blame others. Accepting mistakes with pleasure; If the mistake is of others telling politely during the course of conversation for future guidance. Avoiding unnecessary criticism; not criticizing anyone in front of others. Having confident that if the intention is good it will certainly bring peace. Reflective practice provides an intellectual means by which to explore the relational aspects that teaching and learning and provides teacher educators with an entry into the affective aspects that play a potentially positive role in shaping quality teachers. If we accept that teaching involves both head and heart, both reason and passion, we would do well to embrace the

affective domain in teacher preparation and seek to support pre service teacher development through engagement with the personal (**Robert Michael ,2005**).

Education is the primary tool for bringing good attitude among the human beings. The textbooks, teachers, and the techniques are essentially meant for showing the ultimate cause, the propagation of good attitude and thinking through the right approach, to education. It is required to bring about reforms, in the present knowledge oriented education in our country and make education responsible to social needs and aspirations. **Sandra K. Abell, et.al., (1998)** found out that pre service elementary science teacher reflective thinking using integrated media case-based instruction in elementary science teacher preparation. This led to reforms in methods, course instruction and had implications for the preparation and continuing education of elementary science teachers. Constant evaluation, course correction and stock taking are signs of maturity and are likely to prove beneficial in every sphere of one's life be it personal, social or professional. All human beings are unique in their own sense and have been endowed with mixed qualities. Some of these qualities help build up one's personality and are, therefore, called as strong points. Curiosity, hard work, perseverance, determination, adaptability, honesty, humility, sensitivity, responsible attitude and an open mind are some of the time tested strong points. One should assess oneself honestly.

Gendered norms are embedded in social structures, operating to restrict the rights, opportunities, and capabilities, of women and girls, causing significant burdens, discrimination, subordination, and exploitation (**Danielwich, Robert Michael, 2005**). The teacher has to ensure that to engage as many learners as possible to use as many different ways to appeal. An attitude is a state of readiness to act. Attitudes are by products of experiences that affect life and direct activity. They are dynamic influences that condition an individual's pattern of behavior. There are lot of pressures in women to deal with friends and families. Pressures include poverty, violence and parental problems. Kids may also be concerned about significant issues such as religion, gender roles, values, or ethnicity. Some children are having difficulty dealing with past traumas they have experienced, like abuse. Sometimes all these conflicts result in behavior problems. Reflection as a deliberate way of thinking leads to change in action.

Teacher education programs have long infused reflection throughout pre service teacher preparation to support the development of the reflective practitioner (**Danielewicz, 2001; LaBoskey, 1994**). According to **Shoffner, 2008** creating authentic experiences with reflection will translate beyond the university setting into personal reflective practice. It supports teachers' consideration of pedagogical and affective concerns of reflective thinking.

The need for acceptance, approval and belonging is vital during the adolescent years. Adolescents and student teachers, who feel isolated or rejected by their peers or in their family, are more likely to engage in risky behaviors. In such situations, peer pressure can impair good judgment and fuel risk-taking behavior, drawing them away from the family and positive influences and luring into dangerous activities. A powerful negative peer influence can motivate them to make choices and engage in behavior that his or her values might otherwise reject. Once influenced, they may continue the slide into problems with the law, substance abuse, school problems, authority defiance, gang problems, etc. As **Rogers and Webb (1991)** state, "Good teachers care, and good teaching is inextricably linked to specific acts of caring". Good teachers are those who care about students (**Allen's Clinton et. al., 2004**), taking an interest in students' lives outside of school and making an effort to see students as individuals; good teaching is associated with teachers who make learning interesting and relate goals of the classroom to the individual student. **Cochran Smith (2003)** stresses, good teaching requires both professional competence and personal connection. **Gomez et al. (2004)** also support the integration of the personal and the pedagogical, calling for teachers who possess subject matter knowledge as well as knowledge of adolescents' social, emotional, physical and intellectual development. In addition to their knowledge, good teachers are those who manage the challenges of teaching, remain intellectually curious and care for their students. A positive teacher student relationship will help in this direction. When teacher student interactions are characterized by warmth, kindness, consistency, respect, and love, the relationship will flourish, as will the learners' self-esteem, mental health, spirituality and social skills. The success of a teacher and the progress and achievement of his students largely depend on how well the human relations are handled.

Teachers who set firm boundaries and high expectations may find that their children's abilities to live up to those expectations grow. Encouraging independent thought and expression in student teachers can develop a healthy sense of self and an enhanced ability to resist peer pressure. Student teachers must learn and practice reflection to get them through an immediate conflict or problem. Coping strategies must emphasize self-responsibility to find positive, non-destructive ways to find relief. Communication skills are important. This involves being able to talk and select a good listener. It is important to express feelings, vent emotions, and talk about the problems and issues. Student teachers having unfavourable attitude must be provided special remedial help for improvement in the development of their well being so they will develop and assume the responsibility for their own protection and peace of mind. During the years of learning and practice, parents, teachers and helping adults need to be aware of the attitude and behaviour of the student teachers. Thinking capacities and brain functioning are also crucial at this stage. Awareness of their stress and depression opens the door for adults to begin constructive efforts. This is the time they can be trained to be socially responsible and appropriate to control emotions so as to have an optimistic outlook.

Human life is characterized by the freedom of choice. Free will enables us to make moral, ethical and personal choices about the direction and decisions one will make in life. Discipline without freedom is tyranny; freedom without discipline is chaos. During various activities daily, we come across different situations and meet various types of people. With respect to teachers, the task is all the greater, having to deal with very many and different types of students, some of whom, really very difficult to handle. Responses to various situations would depend on knowledge not only in the field of work but also of the desirable practices of conducting oneself during different activities.

Cochran-Smith (2003) presents the complicated nature of teacher quality well when she writes that "teaching and learning are matters of both head and heart, both reason and passion". **Zembylas (2007)** explains this intersection of the pedagogical and the personal as emotional knowledge, which he defines as "a teacher's knowledge about, from his or her emotional experiences with respect to one's self, others

(e.g. students, colleagues) and the wider social and political context in which teaching and learning takes place". In order to be effective educators, "teachers must be able to connect their emotional understanding with what they know about subject matter, pedagogy, school discourses, personal histories, and curriculum" (Zembylas, 2007). Teaching as a management is focused on "skills rather than care" with concern for the more technical issues of standards, outcomes and classroom control concentrating on issues of care, social justice and student-teacher relationships. Emotions and emotional states play an important role in learning to teach (LaBoskey, 1994). Pre service teachers value the personal aspects of teaching because their conceptions of good teachers are focused on the more affective issues of teaching and learning and grounded in a relational, rather than a managerial, view of teaching (Goldstein and Lake, 2000; Walls, Nardi, Von Minden, and Huffman, 2002).

Today when man is discovering the secrets of nature and finding himself in possession of great powers, the inculcation of moral values has become a vital issue. Such powers when widely used can prove a boon and a lasting benefit to humanity. Humanity and civilization if impelled by lesser material motives it will destroy the world. Therefore focus should be on the Reflective thinking, acknowledging the inculcation of moral and spiritual values in our children, for it is in the homes and the schools that the foundation for their minds are laid, to develop proper Attitude towards life and humanity and also towards women empowerment.

5.8 EDUCATIONAL IMPLICATIONS AND RECOMMENDATIONS

Kothari Commission Report (1964-66) says that the quality, competence and character of the teachers have a say in their national development. In the present scenario of our country, individuals can be dealt only through teachers who are given the authority to mould the behavior of their wards in the desired direction. Critically in this present scenario of outburst of terrorism in our country which is known for its tolerance and ahimsa, the role of teachers is of significance. In this context, the present study has enabled the investigator to give the following recommendations to cater to the urgent need helping each teacher to do his/her professional duty in the required facets of quality, competence and character.

1. Student teachers of diploma in teacher education course have significantly higher thinking disposition than the student teachers of bachelor degree in education course. Thus, Bachelor degree in bachelor of education course to be extended for the duration of two years so that ample time would cater for the development of missing features relevant for the teacher education.
2. Female student teachers show significantly higher meta-cognition and ethical reasoning than the male student teachers. Thus, reflective practices should be inculcated for male student teachers.
3. Selection of candidates to the teacher training institutions, colleges of education and teacher educators should be based on aptitude and attitude towards teaching profession.
4. The scores of reflective thinking of student teachers belonging to Tamil medium are more than the student teachers belonging to English medium. Thus, Education through mother tongue may be made mandatory to make learning more meaningful.
5. Relationships between variables of this study suggest that providing more opportunities to reflect on the developmental issues would be helpful for the total development of student teachers.
6. 12 % of the student teachers have low level of reflective thinking. Reflective thinking may be enhanced among the student teachers by exposing them to capacity building workshops.
7. Practical applications of learning should be pointed out, current events should be related to subject matter and original and independent thoughts should be encouraged and catalyzed. This may enhance reflective thinking among learners.
8. Student teachers should be motivated to read books with moral lessons, which contain great thoughts of great souls including eminent women personalities who are known for their commitment, contentiousness and caliber which exemplify the living of great thoughts, noble emotions and inspiring ideals.

9. Female student teachers show significantly favourable attitude towards women education than male students. Thus, student teachers must be trained to bring equity in education and bridging gender gap.
10. Student teachers should be made aware about the data on female literacy, enrolment of girls, retention and dropout and various factors on these issues to be discussed.
11. The quality of life of women in various regions of the country, among various strata, access of basic facilities like health services, safety needs, education of women to be made known to student teachers. Case study records and anecdotal records maintained by the student teachers should latently educate to reach height of excellence both emotionally and professionally.
12. Student teachers functioning as future architects of the society need to be reflective thinkers with proper attitude towards women empowerment for the learners to emulate them.

5.9 SUGGESTIONS FOR FURTHER RESEARCH

The present investigation is an attempt to study Reflective thinking and Attitude towards empowerment of women among the 1758 student teachers. The nine demographic variables of the student teachers taken for the investigation were age, gender, course of study, type and status of institution, place of stay, type of family, locale, religion and medium of study. The study has highlighted the descriptive, significance difference between variables, relationship between three dimensions of reflective thinking and five dimensions of attitude towards women empowerment with all the nine demographic variables of the student teachers. The study has analysed the association between the Reflective thinking and Attitude towards empowerment of women and demographic variables and contribution of each variable to attitude towards women empowerment among student teachers. But, at the same time it has raised questions which need further investigation.

The following are the few areas of study suggested for the further research:

Reflective thinking may also be investigated with locus of control, multiple intelligences, attitudes, social skills, emotional maturity, aspiration level, adjustment, social maturity, stress, depression, anxiety, interpersonal conflict, sibling relationship, organizational climate, managerial skills, life skills, constructivism, values, attitudes, learning styles, locus of control, level of aspiration, emotional maturity, social skills, happiness, stress, cognition, adjustment, scientific attitude and types of personality.

Attitude towards women empowerment may also be investigated with emotional maturity, multiple intelligences, level of aspiration, socio economic status, self concept achievement, mal adjustment, interest, happiness, motivation, child rearing practices, cognitive maturity, home and school environment, self esteem, locus of control, life satisfaction, vocational interest, social skills, flexibility and adaptability.

The above studies suggested can be operated on the following demographic variables among the student teachers such as gender, age, course of study, type and administrative status of institution, place of stay, type of family, locale, religion, medium of study, socio economic status, level of education, number of siblings, position in the family and education of parents.

Enhancing Reflective thinking will recommend Attitude towards women empowerment for the cause of human values and enrichment, life experiences for valid consequences. The qualities of the student teachers are to be analyzed and validated, so that the future generation may be in a position to realize and experience the process of education and evolve from it in an excellent way. Though the task is challenging, due planning and implementation of innovations at different stages of teacher training might produce noble and trustworthy teachers.