CHAPTER - II

REVIEW OF RELATED LITERATURE

1. Review of related research done in India

2. Nature of research

3. A peep into research findings

4. Review of related research done abroad

5. Nature of research

6. A peep into research studies abroad
The teacher and his actions in the classroom have the most decisive impact on the effectiveness of any instructional system. In order to effect improvement in the educational system, an analysis of teacher behaviour and its relationship with the learning outcomes of the pupils is of great importance. And yet, this area, Teaching and Teacher Behaviour, drew the attention of researchers quite late.

The researcher has tried to review literature related to teacher behaviour studies. These studies include the input-process-output ideas. The input or presage variables relate to the teacher or pupil characteristics which are supposed to play a role in the teaching-learning process. The variables that pertain to the interaction between the teacher and the taught in the classroom are referred to as process variables. The output or the product variables deal with the extent of achievement of pupils on various dimensions like achievement in knowledge, gain in skills, change in attitude, which occur as a result of the process in the classroom.

In India till 1961, progress of research in this area was rather slow. It has gained momentum since 1972, attaining a sharp increase after 1972.

The first study in this area has been of Adaval (1952) who has worked to find out the specific qualities needed to make the teacher successful in the profession and the motives of persons to take up teaching as their profession. Although a few studies in teacher behaviour were conducted prior to 1970, systematic work related to the study of teaching and teacher behaviour began only during the decade 1971-80.

Kulandaivel and Rao (1969) studied qualities of the good teacher and the good student. Samantaroy (1971) attempted to find the nature of
relationship among teacher attitude, teacher adjustment and teaching efficiency. A study conducted by the Government College of Education, Jabalpur (1971) investigated into the affective domain of the product variable. A lone presage-process-product type of study was undertaken by Sharma (1971).

Kaul (1972) studied the differentiating personality traits and values of popular teachers and not popular teachers. Santhanam (1972) studied the relation between the teacher's age, receiving of training, experience, sex, marital status and the subject taught by the teacher with the indirect behaviour of the teacher in the classroom. Pratima Kale (1972) studied the career of the Secondary School teacher in Poona.

Jha (1973) attempted to categorise teachers' behaviour in the integrative and dominative types.

Singh (1974) examined the relationship between verbal interaction of teachers in the classroom and attitude towards teaching.


A descriptive correlational study was undertaken by Passi and Malhotra (1975) to examine the effect of authoritarian-democratic teacher behaviour upon the likings of the students towards their teachers.

Roka (1976) undertook an experimental study to find out the effect of certain verbal teaching behaviour patterns on the pupils' achievement. Mahableshwari (1976) studied the classroom verbal interaction pattern
of effective and ineffective teacher. Malhotra (1976) examined the teacher classroom behaviour in relation to presage variables of teacher attitude and adjustment and product variables of students liking and perceived behaviour by peers, principals and self. Raijiwala (1976) studied the effects of change in behaviour patterns of teachers in the development of the pupils. Singh (1976) examined the relationship between some personality variables and teaching effectiveness.

The study of Bright and Davis (1978) aimed at studying social interaction among teachers and adolescent pupils in the classroom. Lavingia (1979) investigated students' image of satisfied and dissatisfied teachers.

The study of Sharma and Sharma (1980) was designed with a view to differentiate personality traits of democratic and laissez-faire type of teachers. Malhotra (1980) examined the relationship of sex and age of the teacher with liking of boys and girls for their teachers at different grade levels.

Uchat (1982) researched the relationship of achievement with size of family, number of siblings and birth order.


Bisht (1985) examined verbal and non-verbal classroom behaviours as related to teachers' first and second order factors of personality.
Chakrabarti, Kundu and Roy (1987) studied the stability of teacher behaviour in the classroom.


Chauhan and Singh (1987) studied the study habits of scheduled caste and non-scheduled caste adolescents.


Singh (1987) studied the teaching attitudes of teachers in relation to sex, place of posting and type of institution. Singh (1988) undertook a factor analytic study on teaching behaviour.

Thakur (1988) focussed his study on assessing teaching behaviour through personality characteristics.

From the available research reports, it is obvious that researchers have started taking a note of the interaction in the classroom. There is need to know the concomitant change in the cognitive, affective and psychomotor achievement of the students when a particular teacher behaviour is increased or decreased.

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2. **Nature of Research**

Looking at the available research reports it can be said that most of the studies deal with the influence of the teacher factors such as personality characteristics, subject competence and professional qualifications on the behaviour of the teacher in the classroom. Very few studies view the classroom teaching in an integrated fashion bringing into simultaneous consideration all the three aspects, namely, teacher factors, teaching behaviour and learning outcomes.

From the point of view of the methodology employed it was found that a large majority of them are descriptive however experimental studies are being conducted.

This study is a humble step in advance since it views the classroom teaching in an integrated fashion.
3. A PEEP INTO RESEARCH FINDINGS

Turning towards the areas of research in the field of teacher-pupil relationship, one can think of several different areas, viz. teacher-owned problems, teacher expectations and student perceptions, effective-active listening, communication facilitators, student-student interaction, co-operative learning, supportive learning environment, classroom misbehaviour, personal teacher-pupil relationship, influence of school physical condition and socio-economic class of the students. The research reported here covers only a few of these and not quite adequately.

The first study was undertaken by Adaval (1952) in the area of teacher effectiveness. He aimed at finding out the specific qualities needed to make the teacher successful in the profession and the motives of persons to take up teaching as their profession. The study revealed that intelligence was an important factor in determining one's aptitude for teaching. The researcher reported that the chief motive for undertaking the profession was love for public service and love for children.

Kulandaivel and Rao (1969) tried to study 'The qualities of a good teacher and a good student'. The sample consisted of 1227 boys and 1435 girls from Standards VI-XI of all schools of different types - public, private, single sex and co-education.

Tools consisted of 2 checklists for studying qualities, one for teachers and one for students. The major findings were: (1) In the class a good teacher, as viewed by the student, teaches well, inspires good qualities in the students and re-teaches a lesson when not understood. In his dealings with students he treats them alike without showing caste prejudices, reprimands students for their follies then and there and tries to reform problem students. (2) The boys of different socio-economic backgrounds
exhibited more heterogeneity in their ratings than girls. (3) Not even one specific quality of the teacher was ranked consistently by boys at the same level, while the girls were more uniform and consistent. (4) A good student, as visualized by the group, reads well, secures good marks, behaves properly, respects the teacher, strives to keep up the prestige of the school, chooses other good students as friends and acts in a way that benefits others by his education, loves and serves his country.

Samantaroy (1971) attempted to find the 'Nature of relationship among teacher attitude, teacher adjustment and teaching efficiency'. He chose a sample of 320 graduate teachers of a Secondary School of Orissa. His study revealed that teacher attitude and teacher adjustment were each related positively to teaching efficiency.

Government College of Education, Jabalpur (1971) conducted a project aimed at finding out the developed attitudes of pupils towards teachers who used indirect influences in the class and those who used direct influence. The study revealed that there was a trend though not significant among pupils to like teachers who used direct influence.

Sharma (1974) also studied 'Predictors of teacher's effectiveness'. The researcher, on the basis of his findings, concluded that teaching aptitude, academic grades, socio-economic status, teaching experience and age in order of their arrangement, appeared to be sound predictors of teacher effectiveness. The sample for the study consisted of 700 teachers. Flanders Interaction Analysis Category system was used to observe classroom interaction.

Kaul (1972) undertook a study with a view to identify the personality traits that differentiate teachers who are popular with their students and to find out the common factors in the differentiating traits with the help of factorial analysis. The sample consisted of 124 popular teachers
and 100 non-popular teachers. The major findings were that popular teachers distinguished themselves as more outgoing, intelligent, emotionally more stable, sober, conscientious, venturesome, tough minded, shrewd, placid, controlled and relaxed. Serenity and calmness were found to be conducive to congenial relationship between the teacher and the taught.

Santhanam (1972) studied the relation between the teachers' age, recency of training, experience, sex, marital status and the subject taught by the teacher in the classroom. The sample for the study consisted of 174 Secondary School teachers of Gujarat. The tool used to measure the indirectness was Flanders Interaction Analysis Category System. The investigator concluded that age, recency of training and experience did not relate to indirectness of the teacher in the class; whereas sex and marital status did affect some aspects of indirectness. It was also found that subject taught affected indirectness of the teacher in the class. *

Pratima Kale (1972) analysed the career of the Secondary School teachers in Poona. Sample consisted of 105 secondary teachers of which 36 were women and 69 were men. The teachers were interviewed and the data was supplemented with official records of these schools submitted to the Department of Education, interviews with the Principals and Supervisors. One of the findings revealed that almost all the teachers - respondents - spoke of absolutely no contact and very little contact between themselves and parents. Lack of communication and distance in the teacher-parent relationship appears to be associated with stratification. The distance tends to increase as the gap between the teacher's and parent's educational and social class widens.**

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Jha (1973) studied, Student-Teacher Classroom Interaction. The purpose of the study was to categorise teacher's behaviour in the integrative and dominative types and to suggest ways and means to mould teacher behaviour so as to promote better classroom climate for effective teaching and learning. The sample consisted of 30 teachers, 400 students studying from VI to XI classes. A personality test was administered to the teachers and verbal interaction in their classes was observed and recorded. Teacher popularity questionnaires were administered to 400 students. Flanders Interaction Analysis Category system was used in observation of classroom interaction. The major findings were: (1) Teachers of authoritarian personality are liked by the students; (2) Students feel less free in expressing their difficulties to authoritarian type of teachers; (3) Teachers of non-authoritarian personality are more integrative than those of authoritarian type of teachers.*

Singh (1974) aimed at studying the 'Relationship between verbal interaction of teachers in classroom and attitude towards teaching.' The study aimed at developing a category system for systematic observation of teachers and determining relationship between observed behaviours and measures of teacher attitudes.

The specific objectives were: (1) To estimate the extent of relationship between verbal behaviour of teachers and their attitude towards teaching; (2) To test the statistical significance of relationship between verbal behaviour of teachers and their attitude towards teaching; (3) To find out the relationship between attitude towards teaching and verbal behaviour with reference to language, science, mathematics and social studies teachers; (4) To ascertain the relationship between attitude towards teaching and pooled ten interaction variables, and (5) To identify patterns of verbal

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behaviour in terms of flow of interaction models associated with favourable and unfavourable attitudes of teachers.

The sample consisted of 250 male and 250 female teachers selected from the Training College of Meerut University. The tools used were Minnesota Teacher Attitude Inventory and Flanders Interaction Analysis Category System. The findings revealed that: (1) Indirect influence, pupil talk, indirect to direct ratio, pupil initiative ratio, teacher response and question ratios and instantaneous teacher response and question ratios appeared to be significantly related to attitude towards teaching in male and female groups, teaching subject groups, and teaching classes; (2) There was a significant relationship between attitude towards teaching and classroom verbal interaction of students and teachers of secondary level; (3) Lecturing, criticising and justifying authority, direct influence and restrictiveness were found to be negatively correlated with attitude towards teaching in male and female groups and language, social studies and science mathematics groups; (4) Pupil talk and pupil initiation ratio were found to be associated with attitude towards teaching in male and female groups and teaching classes; (5) Teacher response ratio, teacher question ratio, instantaneous teacher response and question ratio were found to be related to attitude towards teaching; (6) Teacher talk was found to be independent of or not related to attitude towards teaching at any level.

Lulla (1974) investigated into the effects of teachers classroom behaviour on pupils. Fortyeight teachers teaching Class VII were randomly selected from Municipal School of Baroda. The study revealed that the pupils who were taught by teachers trained in using indirect behaviour scored higher as compared to their counterparts studying under the teachers who were not provided any training; (2) It was also implied that the indirect teacher behaviour may raise the interaction potential of the
classroom climate resulting in free communication and open interaction be-
ween the teacher and the group of pupils; (3) It was found that such
an atmosphere not only stimulated the learner in learning but also provided
a congenial climate to the teacher for conducting his teaching.

Patel (1974) tried to inquire into the relationship between the pu-
pils attitudes and teacher influence in the classroom. The sample consis-
ted of 100 teachers teaching in Class VII in primary schools run by the
Ahmedabad Municipal Corporation. The purpose of the investigation was
to study the effectiveness of the influence of teachers classroom behaviour
on: (1) Pupils personal anxiety; (2) Pupils motivation and classroom orga-
nisation; (3) Pupils attitude towards reward and punishment; (4) The deve-
lopment of independent behaviour on the part of the pupils; (5) Pupils
attitude towards teacher; (6) The classroom climate; (7) Pupils attitude
towards school. The sample was made up of 100 teachers of Primary School
who had 60% of teaching work in Class VII. Flanders Interaction Analysis
Category System was used to measure influence of indirect and direct beha-
viour. Attitude scales related to the different areas of pupils attitudes
considered in the study were used. The findings revealed that indirect
teacher influence had favourable effect on motivation and classroom orga-
nisation and also on attitude towards teacher; (2) When teacher influence
without content emphasis was taken into consideration, indirect teachers
had favourable influence on personal anxiety on their pupils, on the de-
velopment of independent behaviour among the pupils and on the classroom
climate; (3) Teacher classroom behaviour did not influence pupils attitude
towards reward and punishment, and (4) Teachers classroom behaviour
did not influence pupils attitude towards school.

Lavingia (1974) provides an account of 'Job satisfaction among school
teachers'. The main aims of the study were: (1) To measure the degree
of job satisfaction among teachers, and (2) To study the impact of the job satisfaction on the stability of teachers. The sample consisted of 1600 teachers from Primary and Secondary Schools. A rating scale was used to collect data. Major findings of the study were: (1) Primary teachers were more satisfied than Secondary teachers; (2) Female teachers were more satisfied than male teachers; (3) Job efficiency was positively correlated with job satisfaction; (4) Young teachers in the age group 20-24 years were more satisfied in both the groups of Primary and Secondary teachers, and (5) Unmarried teachers were more satisfied.*

Passi and Malhotra (1975) undertook a descriptive correlational study to examine the 'Effect of authoritarian-democratic teacher behaviour upon the likings of the students towards their teachers'. The purpose of the study was to explore the effect of teacher behaviour upon likings of the students towards their own teachers and to study the authoritarian-democratic behaviour of the teacher in the light of the variables of age, sex, and training of teacher. Sample consisted of 441 students of the age of 15 years. In seven selected schools, 61 different teachers teaching 11 different subjects to 29 different classes formed the sample of teachers. Teachers were of different age groups ranging from 22 to 44, with different qualifications and varying length of teaching experience. Findings indicated that: (1) Democratic behaviour of the teacher is more liked by the students; (2) Aged teachers are more authoritarian in their behaviour; (3) Sex and training do not have significant effect on the behaviour of the teacher at Higher Secondary stage.**

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Roka (1976) experimented with nine inservice school teachers of school of Ajmer, to find out the effect of certain verbal teaching behaviour patterns on the pupils achievement at knowledge, understanding and application levels. The study revealed that indirect teacher behaviour has a positive role in the development of certain affective as well as cognitive abilities of the pupils.

Mahableshwari (1976) designed a study to explore the classroom verbal interaction pattern of effective and ineffective teachers. The main findings of the study were as follows: (1) Effective teachers used the categories of "accepts feelings, praise, uses students ideas, questions, students response and initiation whereas ineffective teachers employed 'lecture direction and authority' categories in the classroom behaviour; (2) The effective teachers involved more direct influence and student initiation, more direct teacher talk, silence or confusion; (3) In the effective teachers teaching, student response and initiation were followed by teachers praise and accepting feelings whereas in ineffective teachers teaching, student response and initiation were followed by direction and authority.

Malhotra (1976) undertook to study 'Teacher classroom behaviour in relation to presage variables of teacher attitudes and adjustment, and product variables of students liking and perceived behaviour by peers, principals and self'. The study was conducted on Grade XI of Urban Higher Secondary Schools of Punjab. Some of the findings of the study were as follows: (1) There was negative relationship between the age of the teachers and indirect-direct teacher classroom behaviour; (2) The male and female teachers did not differ in indirect-direct teacher classroom behaviour; (3) The teachers with Bachelors degree were more direct in their classroom behaviour than teachers with Masters degree; (4) Teachers with
low teaching experience were more indirect in their classroom behaviour than teachers with high teaching experience; (5) Science teachers are more direct in their classroom behaviour than the Arts teachers; (6) Poorly adjusted teachers were more direct in their classroom behaviour than teachers who were well adjusted; (7) Teachers with indirect classroom behaviour were more liked by students than the teachers with direct classroom behaviour.

Raijiwala (1976) studied the 'Effects of change in behaviour patterns of teachers on the development of pupils'. The main objectives were: (1) To study the effects of change in the behaviour patterns of teachers on the development of the pupils, and (2) To study the relationship between the teacher influence and pupils academic achievement, classroom trust and initiative. The study was conducted on seven VII Grade classes of Surat Municipal Schools. Five classes were experimental and two formed the control groups. 15 teachers were trained through F.I.A.C.S. to increase the indirect behaviour. F.I.A.C.S. was used to measure teacher behaviour. Pareeks Pre-Adolescent Adjustment Scale was used to measure pupils adjustment with teacher, school peer, father, and adjustment in general, and Pareeks Pre-Adolescents Initiative Scale was used to measure initiative. The study revealed the following: (1) The training in FIACS modified the teachers direct behaviour positively; (2) The training and feedback given to the teachers of the experimental group affected pupils adjustment classroom class trust, and initiative level positively; (3) The training of the experimental group affected the academic achievement of the pupils in science positively and significantly.

Singh (1976) examined 'Some personality variables related to teaching effectiveness'. The sample consisted of 10 superior, 10 average and 10 inferior student-teachers out of 164 student-teachers of 1972-73 batch at Tilakdhari Teachers Training College in Uttar Pradesh. In each group
there were 5 male and 5 female teachers. The instruments used in the study were: (1) The Thematic Apperception Test; (2) A rating scale to measure the teaching stimulus of the teacher by the observer which included fifty characteristics relevant to the teaching effectiveness; (3) The Sinha's Anxiety Scale to measure anxiety, and (4) Sinha-Singh Adjustment Inventory to measure the adjustment of students. The major findings of the study were as follows: (1) The needs of superior, average and inferior teachers were clearly distinct from each other and superior teachers were distinct from the other two in the needs, viz. cognition, dominance, autonomy, and construction; (2) The inferior teachers were distinguishable from the other two by their need of acquisition; (3) The inferior teachers were distinguishable in not possessing the need of exhibition, which was most prominent in the average teachers; (4) The interpersonal relation as regards social behaviour and adjustment were of very high degree in superior teachers but were very low in inferior teachers; (5) The inferior teachers lacked self-confidence in teaching and solving problems; (6) The superior teachers had more strength of imagination while inferior teachers were weak in their imagination.*

Bright and Davis (1978) studied the 'Social Interaction among teachers and adolescent pupils in the classroom'. The investigation aimed at studying the teacher classroom behaviour with respect of 4 types of schools, viz. S.S.L.C. High Schools (A), Anglo Indian High Schools (B), Matric High Schools (C), and Higher Secondary Schools (D). The hypothesis examined was the existence of significant differences in the mode of the teachers talk and the teachers questioning among the four types of schools. The sample comprised of 100 teachers of 24 schools of Madras city. The criterion measures were Teacher Talk (TT) and Teacher Questioning Ratio.

(TQR). Analysis of variance was used for data analysis. The major findings of the investigation were: (1) The teachers from the four types of schools differed on TT significantly; (2) The teachers from type A school differed significantly from the teachers of types C and D schools in TT but not from those of type B schools; (3) The teachers from type B schools differed significantly in TT from teachers of type C schools; (4) The teachers of types C and D schools had significant differences in their TT; (5) The teachers from the four types of schools differed significantly in the mode of TQR.*

Lavingia (1979) reported on students image of satisfied and dissatisfied teachers. The objectives for the investigation can be spelt out as follows: (1) To locate satisfied and dissatisfied teachers; (2) To study their traits as perceived by the students; (3) To compare the frequencies of positive and negative traits among the satisfied and dissatisfied groups of teachers.

Sample consisted of 100 teachers from Bhavnagar district. Freely expressed opinion for each teacher was collected from one class with a student range strength ranging from 40 to 52. The findings: (1) Highly satisfied teachers are very popular, enthusiastic in their work and beloved of students, whereas the highly dissatisfied ones show quite the opposite qualities and do not enjoy a respectable position among the students; (2) The satisfied teachers are very cool and quiet by temperament. They are kind and amiable with the students. They treat every student equally and talk freely with all without showing any discrimination or favouritism. (3) They are regular in their teaching work. They are well prepared and eager to see that the last pupil is able to understand even the minutest point of teaching. The pupils are able to retain whatever they teach.

They also take care to teach any difficult point; (4) They are loved by almost all the pupils in the class. Pupils like their company and feel a sense of joy to know more about the world from them. Students would wish to be with them when they are on study trips or pleasure trips.*

A study was undertaken by Sharma and Sharma (1980) to find out the personality traits of democratic and laissez-faire type of teachers. The objectives of the study were to differentiate the teachers on the basis of their distinctive leadership characteristics into democratic and laissez-faire types and to compare them in regard to their personality traits. Sample consisted of 500 high schoolers and 90 teachers of 5 institutions. The findings revealed that the democratic teacher leader had been found by his pupils to determine the policy through group discussions and gains the activity perceptive through activity steps in consultation with his group of pupils; (2) The laissez-faire type of teacher leader has been perceived by his pupils to giving complete freedom to the groups and to be making maximum participation in the performance of the tasks; (3) The laissez-faire type of teacher leaders are characterised by such behaviour as being too much critical, possessing a lower mental scholastic capacity, unsteady in purpose, casual and lacking in efforts, spontaneous and uninhibited, suspicious, relaxed and satisfied and posses an alert poise.**

Malhotra (1980) tried to find out the 'Relationship of sex and age of the teacher with liking of boys and girls for their teachers, at different grade levels'. The study is a descriptive one.

Sample consisted of 32 teachers from 4 co-educational institutions, teaching V, VIII, XI and B.A. part III. Sample of students consisted of

160 boys and 160 girls from the four above grades. The findings revealed that: (1) Age and sex of the teacher has significant bearing upon the liking of the students at different grade levels; (2) Male teachers are liked more than female teachers; (3) Influence of sex holds good at middle and higher secondary stages; (4) Young teachers are more liked by students than old teachers; (5) In higher secondary schools boys show more liking for their teachers than the girls; (6) Liking of boys is more towards male teachers than female teachers; (7) Liking of boys and girls is greater for young teachers than for old teachers; (8) Girls like the most the male young teachers and boys like male young teachers the best.*

Uchat (1982) researched the relationship of achievement with size of family, number of siblings and birth order. The sample consisted of students of Std. X of Rajkot city. The findings showed that: (1) Educational achievement of students decreases as size of family increases. Students belonging to large family possess lower achievement level than the students of smaller family and medium family. Similar results regarding the educational achievement are found in the case of number of siblings and birth order; (2) First born students possess higher educational achievement than the later born students.**

Passi and Sharma (1982) investigated into the 'Teaching Competency of Secondary School Teachers'. The objectives of the investigations were: (1) To study the relationship between the teachers demographic variables (age and sex) and the teaching competency at the secondary school level.

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(2) To study the relationship between other presage variables (teachers' attitudes towards teaching, interest in teaching, self perception, for his teaching behaviour and intelligence) and the teaching competency at the secondary level; (3) To study the relationship between the teaching competency of secondary language teachers and product variables in terms of academic achievement and pupils liking of the teaching behaviour of their teacher, and (4) To develop instructional material for one of the identified teaching competencies required for the teaching of Hindi and English at the secondary level and to study its effect on the development of teaching competency.

The sample consisted of 107 teachers and 9360 pupils of Indore district. The findings of the investigation were: (1) There was positive significant correlation between the age of language teachers teaching at the secondary level and their teaching competence; (2) There was significant positive relationship between the teachers teaching competency and the liking of the pupils of their teaching behaviour and the academic achievement of the pupils of Grade IX in Hindi.*

Patnaik and Panda (1982) examined the 'Personality and attitude patterns of good and poor teachers working in secondary schools'. The objective of the study was to investigate and analyse differences in personality and attitude of good and poor teachers working in secondary schools.

The sample consisted of 35 good male teachers, 25 good female teachers, 35 poor male teachers and 25 poor female teachers. Depending on the size of the school, 2 to 4 teachers were selected based on the confidential report of the Head of the Institution.

Results indicated that: (1) Good female teachers are more intelligent,
tender minded, shrewd, apprehensive, self-dependent and socially controlled than the poor female teachers; (2) The good male teachers differed from the good female teachers on being more imaginative and experimenting; (3) Good male teachers showed more positive attitude than poor male teachers in the area of pupils and teachers; (4) Good female teachers have significant positive attitudes than poor female teachers towards their pupils.*

Kakkar (1982) undertook an experimental study to find out 'The relation between teacher behaviour and student characteristics'. The hypothesis of the study were: (1) Bright students receive more praise than reproof, whereas dull children receive more reproof than praise from their teachers; (2) High achievers receive more praise than reproof whereas low achievers receive more reproof than praise; (3) Those who show greater personality adjustment are more self adjusted and more socially adjusted, receive more praise than reproof and those who show poor adjustment in the said aspect receive more reproof than praise.

Tools used were the teachers praise and reproof scales used on two different occasions separated by a four week interval, to two classrooms of Class VII, in a suburban school.

The findings revealed that: (1) Children having more subject knowledge receive greater teacher approval as judged by their classmates; (2) More intelligent students in a typical classroom receive significant larger amount of praise as seen by their classmates, while the less intelligent students receive larger amount of teacher reproof.**


Mishra (1983) tried to explore the 'Relationship between intellectual performance and various aspects of home and school environment'. The sample consisted of 98 girls studying in Classes XI and XII of four schools. The tools used were the Home Environment Inventory constructed by the investigator. Intellectual performance was measured with the help of Jalota's group test of general mental ability.

The findings revealed that prevalence of more cognitive encouragement, creative stimulation, acceptance and permissiveness will promote the development of intelligence while availability of less stimulation in school in terms of the above mentioned variables will inhibit the development.*

Naidu and Venkataiah (1984) probed into the 'Relationship between personal variable of teachers and their sense of satisfaction with the environment'.

The objective of the study was to find out whether there existed any relationship between certain selected personal variables of teachers and their sense of satisfaction or dissatisfaction with the environment.

The sample comprised of 228 female and male teachers working in Government, private, municipal and zilla parishad schools. 151 teachers belonged to rural schools and 77 teachers belonged to urban schools. The investigator reported that: (1) There was relationship between the type of management under which the teacher was working and his/her expression of satisfaction with the environment, and also between the cadre of the teacher and his/her satisfaction; (2) Female teachers were more satisfied than male teachers, the married teachers more satisfied than unmarried teachers and the rural teachers were more satisfied than the urban teachers with their environment; (3) No significant difference was noticed

between the attitude of teachers of different age groups towards their environment; (4) Pandits were more satisfied than the other two cadres of teachers with their environment; (4) Post graduate teachers were found to be more satisfied with the environment than the graduate and the under graduate teachers.*

Bisht (1985) examined 'Verbal and non-verbal classroom behaviours as related to teachers first and second order factors of personality'.

The study was designed to seek answer to the following question: Are teachers verbal and non-verbal behaviours related to their personality? The sample consisted of 93 teachers, male, female, graduate and post graduate. The investigation revealed that: (1) Out-goingness, venturesomeness, shrewdness, experimentalism, self-sufficiency, controlledness, anxiety, extroversion, poise and independence are positively related to the verbal behaviour of the teachers; (2) Reserved, less intelligent, emotionally unstable, humble, sober, expedient, shy, forthright, conservative, group dependent, undisciplined, introvert, tender minded and submissive teachers have these characteristics negatively related to non-verbal behaviour.**

Bano (1987) tried to measure the attitude of students towards their teachers in public and non-public schools. The sample was made up of 185 and 498 students respectively, drawn from public and non-public schools. The tools used were a five point rating scale developed by Bano (1981) for the following 10 characteristics: (1) Maintaining discipline; (2) Fairness in decision; (3) Sympathy; (4) Fairness in evaluation; (5) Personal appearance; (6) Freedom of work; (7) Sharing decision; (8) Subject


knowledge; (9) Expression; (10) Student problems.

The findings showed that: (1) In public schools, freedom of work, sharing decision and students problems have yielded low correlation; (2) Fairness in decision, knowledge of the subject and fairness in evaluation have yielded high value; (3) Expression, i.e. ability to explain clearly, maintaining discipline and personal appearance were also found to be highly correlated with personal liking; (4) Sympathy though a highly desired characteristic has yielded relatively lower value; (5) In non-public schools only four characteristics when matched with personal liking have been found to be statistically significant. They are sympathy, followed by freedom of work, student problems and sharing decisions.*

Chakraborti, Kundu and Roy (1987) focussed on the study of 'Stability of teacher behaviour in the classroom: An indirect approach'.

The objective of the study was to keep the demand of the classroom situation as defined by the climate and the classroom structure unchanged as far as practicable and to determine how far these interaction ratios are affected by the teacher’s personality. The sample consisted of 50 male and 50 female school teachers from two Teachers Training Institutions who were deputed from different schools. They also belonged to the age range of 28-35 years. They were all graduates with second class honours in History and they were serving as teachers of History for not less than five years at the time of deputation.

Variables: Dependent variables were: all the interaction ratios as described by Flanders. Independent variables were: (1) Self confidence; (2) Leadership; (3) Honesty and Integrity; (4) Sociability; (5) Honesty and integrity; (6) Attitude towards teaching as a profession; (7) Intelli-

gence. Out of the independent variables, the first five were considered to be stable personality factors, the sixth one as changeable and the last one as a stable cognitive factor. On the basis of definitions of the ratios in terms of teacher behaviour and the results obtained, the following conclusions were drawn:

An honest, emotionally balanced, intelligent, self confident teacher with leadership qualities: (1) will have less tendency of criticism and of giving directions and will accept ideas of students; (2) will tend to understand and to ask more questions and will solicit students' reactions to the ideas considered important; (3) will integrate pupils' ideas and feelings into classroom discussions at the moment the pupils stop talking; (4) will respond to the students' talk with questions based on his own ideas instead of lectures, and (5) such tendencies of the teachers would be consistent at least over a stretch of time and certain varieties of situations.*

Singh (1987) reported on 'Teaching attitudes of Punjab teachers and relation to sex, place of posting and type of Institution'.

The total sample of this study consisted of 1081 trained graduate and post graduate teachers, both male and female, from Government as well as non-government, urban and rural institutions, located in different districts of Punjab. Instrument used was the adapted form of the Minnesota Teacher Attitude Inventory in Punjabi version (Singh 1977).

The results indicated that: (1) Sex is significantly related to teacher attitude as measured on the adapted form of MTAI. The male teachers have better attitude scores than the female teachers, which means that the male teachers have better attitude towards pupils than the female

teachers; (2) Attitude of Punjab teachers towards pupils is negative; (3) No statistically significant difference was found between the attitudes of urban and rural teachers, whether they are male or female, although rural teachers have slightly more favourable attitude than urban teachers; (4) There is no difference between the attitudes of teachers towards pupils of government and private schools, but of course, teachers of private schools have more favourable attitudes than those of Government schools; (5) Male teachers and rural schools teachers have more favourable attitudes than female teachers and urban schools teachers.*


The sample consisted of 507 working teachers in High and Higher Secondary Schools of Eastern States of India. The results indicated that: (1) A greater number of teachers are generous in personal relations, less afraid of criticism and better able to remember names of pupils - a desirable trait of teachers; (2) 30.96% teachers scored high on traits such as tending to be exacting in character, dominated by sense of duty, preferred hard working people to witty companions. More teachers are sociable, bold, ready to try new things, spontaneous and abundant in emotional responses; (3) More teachers have strong control over their emotions, general behaviour, and are socially aware and careful; (4) More teachers are affected by feelings rather than being emotionally mature and humble; (6) More teachers are found to be sober, reticent, restrained and introspective; (6) More teachers are self assured, confident rather than depressive and worrying or troubled. They respect established ideas and are tolerant of traditional difficulties rather than being critical, analytical or

(7) The personality factors of satisfied teachers are: warm hearted, easy going and participating, emotionally stable, calm and mature, conscientious, responsible and moralistic, venturesome, socially bold and spontaneous, self-sufficient and discount public opinion, socially precise and self respecting.*

Chauhan and Singh (1987) studied the 'Study habits of scheduled caste and non-scheduled caste adolescents'.

The objectives of the study were: (1) To find out the difference in the study habits of scheduled caste and non-scheduled caste adolescents; (2) To find out the difference in the study habits of both scheduled caste and non-scheduled caste adolescent boys and girls; and (3) To find out the interactional effects of caste and sex of the adolescents on the study habits.

The sample consisted of 200 adolescent Class IX students, both boys and girls, of Himachal Pradesh. The findings revealed that: (1) The study habits of scheduled caste and non-scheduled caste adolescents differ significantly; (2) The study habits mean scores for boys are eight points higher than the mean scores for girls among the scheduled caste adolescents. Among the non-scheduled caste adolescents, the mean scores for boys are 10 points higher than for the girls.**

Singh (1988) undertook a factor analytic study of teaching behaviour. The study was undertaken: (1) To study the factorial nature of the teaching behaviour of Secondary School teachers; (2) To study and compare the factorial nature of the teaching behaviour of science, social science


and language teachers; (3) To study and compare the factorial nature of
the teaching behaviour of male and female teachers; (4) To study and
compare the factorial nature of the teaching behaviour of urban and rural
school teachers.

Sample consisted of all the Secondary School teachers of the Varanasi
Classes IX and X. Out of them 180 teachers were selected randomly from
24 Secondary Schools of five districts of Varanasi region. The sample
of 180 teachers selected for the study was equally divided among science,
social science and language teachers - 60 each. The number of male tea-
chers was 90, equal to the number of female teachers. The number of
urban school teachers was equal to the number of rural school teachers,
i.e. 90 each. The conclusions drawn on the basis of the findings are:
(1) The teaching behaviour of the Secondary School teachers has been
found to be composed of eight factors/skills. These factors are: skill
of questioning, skill of explanation, skill of blackboard writing, skill
of reinforcement, skill of introducing a lesson, skill of summarising the
lesson, skill of using teaching aids, and skill of illustrating with exam-
pies; (2) The teaching behaviour of science teachers is composed of ten
factors/skills, while the teaching behaviour of social science and language
teachers is composed of eight and seven factors respectively; (3) The
teaching behaviour of male teachers is composed of seven factors, while
that of the female teachers is of eight factors. Only one factor, namely
skill of illustrating with example is found specific to the teaching beha-
viour of male teachers; (4) The teaching behaviour of urban school tea-
chers is composed of two specific factors, namely skill of using teaching
aids and skill of asking examples, while the teaching behaviour of rural
school teachers has skill of convergent questioning and skill of illustrating
with examples as two specific factors.*

Thakur (1988) focussed his study on 'Assessing Teaching Behaviour Through Personality Characteristics'. The study was undertaken to see whether personality is the source of teaching behaviour or not.

The sample was made up of two groups of teachers of 50 each who showed distinct interactional patterns designated as direct and indirect and then to study their personality structure differences, if any.

The conclusion arrived at, as a result of the findings, was that the personality of teachers can account for the assessment of teaching behaviour.**


4. REVIEW OF RELATED RESEARCH DONE ABROAD

Jersild (1940) examined qualities of teachers that adolescents liked best and disliked most.

The well-known study of Lippitt and White (1943) studied the social climate of children's groups.

Anderson, et al. (1945, 1946) conducted a study entitled 'Studies of Teachers' Classroom Personalities'.

Ryans (1951) studied the extent of association of certain professional and personal data with judged effectiveness of teacher behaviour.

Jensen (1951) undertook the task of determining critical requirements for teachers.

Cunningham, Ruth and Associates (1951) tried to understand the group behaviour of boys and girls.

Rothney (1953) conducted an experimental study to understand the high school student.

Withal (1956) investigated into an objective measure of a teacher's classroom interaction.

Ryans (1960) provides an example of a large scale kind of study in Britain which tried to understand the characteristics of teachers.

Bellack and Davitz (1965) studied the language of the classroom.

Musgrove and Taylor (1965) studied teachers' and parents' conception of the teacher's role.

The Plowden Committee (1967) focussed on parental attitude towards education as one of the factors so closely associated with the child's academic achievement.

Musgrove and Taylor (1969) investigated into pupils' expectations of teachers.
Flanders (1970) devised a system to analyse teaching behaviour.

Brophy and Good (1970) studied the classroom behaviour of teachers towards high and low achieving students.

Gordon (1974) conducted a training programme tested for eight years, entitled 'Teacher Effectiveness Training'.

Crawford, Brophy, Evertson and Coutler (1977) undertook the project entitled 'Classroom Dyadic Interaction'.

Cantrell, Stenner and Katzenmeyer (1977) analysed teacher knowledge, attitudes and classroom teaching correlates of students' achievement.

Moos and Moos (1978) undertook a study towards typology of classroom social environments.


Randhawa (1983) investigated verbal interaction of students and their teachers in the junior high classroom.

Hines, Cuickshank and Kennedy (1985) studied teacher clarity and its relationship to students' achievement and satisfaction.

Croll (1985) studied teacher interaction with individual male and female pupils in junior-age classroom.


Lewis and Lovegrove (1987) examined the teacher as disciplinarian and how students feel about it.

Majoribanks (1987) studied the relationships between gender, social class, family environment and adolescents aspirations.
Toomey (1989) investigated into how home-school relations policies can increase educational inequality.

Pajak and Blase (1989) studied the impact of teachers' personal lives on professional role enactment.

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Major systematic research on teacher characteristics began in the United States during the 1950s. Although it was non-theoretical and pragmatic, the broad findings consistently revealed that good teachers possess positive personality characteristics and interpersonal skills.

It was further found that although teachers did not significantly differ on personality traits from the general population, there was a large and surprising amount of diversity in teachers' personality characteristics when they are examined by sex, level of teaching service, and area of specialization within the profession. The conceptual framework that informed research during the early to middle 1960s represented a continuation of the research tradition of the 1950s. During the mid-to-late 1960s, school enrollment began to soar both in public schools and colleges and a large number of students were attracted to education. During this period the nature of educational research shifted to a more applied focus on particular problems of educational practitioners. Research on teacher characteristics in the early 1970s primarily sought to identify those behaviours that made some teachers more effective than others. Researchers began to focus on those observable teacher behaviours that were hypothesized as encouraging student achievement. One of the landmark findings of this research programme was that students' achievement was directly related to the amount of attention they pay to the task at hand.

One of the most influential review of research in this area was conducted by Rosenshine and Furst (1971). These authors examined what has come to be known as the process-product approach to teacher characteristics research. The teacher effectiveness orientation continued throughout the 1970s.
Although still largely behavioural in focus, it nonetheless reviewed interest in the teacher-learner relationship by virtue of the complexity of aptitude-treatment interaction. Research on teacher personality tended to move from a broad base to more direct concern for investigating the effects of teachers' attitudes on their classroom behaviour and the achievement of their pupils.

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6. A PEEP INTO RESEARCH STUDIES ABROAD

Jersild (1940) studied "Characteristics of teachers who are 'liked best' and 'disliked most'.

The sample consisted of 303 students from Grade IV-VI and 298 students from Grade VII-XII.

Qualities adolescents liked best in their teachers are: 28% liked human qualities of the teacher as a person: kind, sympathetic, compassionate. "She likes us", "cheerful", etc; 26% named qualities as "director of class and disciplinarian: fair, impartial, has no pets, strict discipline but firm and fair, does not treat failure to learn as moral wrong", etc; 32% named "performance as a teacher, teaching: makes things interesting, knows a lot, explains well, helps individuals with lessons, permits students to express opinions"; 3% named participation in students' games, activities; 5% named physical appearance, dress, grooming, voice; and 6% named other qualities.*

The well known study by Lippitt and White (1943) titled: 'The Social Climate of children's groups' showed the effect of teacher behaviour on that of the children.

Sample consisted of four groups of five ten-year old boys and three adult leaders of authoritarian, democratic and laissez-faire type of leadership in turn.

Method: The groups engaged in what were called as 'Club activities'. The authoritarian leader decided himself what the group should do, how it should be done, and how the work should be divided among the members. He remained aloof from the group, except when demonstrating, and when he praised or blamed. This was done on the basis of his own sub-

jective judgement. The democratic leader encouraged discussion of the
task and of the methods to be used. A choice of methods was given and
group members allocated the work among themselves, suitably grouping
themselves. Criticism was expressed in terms of objective standards and
the leader was in spirit a member of the group though he refrained from
doing too much of the work himself. The laissez-faire leader left the
group entirely free to make its own decisions without guidance from him.
He supplied materials and information when asked, and so, made no com-
ments on the progress of the work and did not participate at all. At
the same time he was friendly rather than unfriendly.

Findings: (1) Boys reacted quite differently to the three types of
control; (2) Autocracy provoked one of the two reactions, submission or
aggression, which might amount to open rebellion; (3) Group morale in
the sense of spontaneous cohesion or 'we-thinking' was highest in the
democratic group and lowest in the submissive autocracy; (4) The democra-
tic group was the most friendly and contented but autocratic leadership
seemed to inhibit the normal free-and-easy sociability of the boys; (5)
The best work was done in the democratic group, who took pride in the
work in marked contrast to the lack of care shown by the autocratic
group; (6) The laissez-faire group was so dissatisfied with their own
level of efficiency and their behaviour showed their vicious circle of
frustration-aggression-frustration.*

Anderson, et al, (1945 and 1946) conducted a study entitled 'Studies
of Teachers' Classroom Personalities'. Methodology consisted of studying
two types of teacher behaviour in ordinary classroom situations and the
effects of these on the behaviour of the children. One type of behaviour
described as domination was 'characterised by a rigidity or inflexibility
of purpose, by an inability or unwillingness to admit the contribution

of another's experience, desires, purpose or judgement in the determining of goals which concern others'. The other type called socially integrative behaviour involved co-operation in the pursuit of a common purpose and the resolving of conflict rather than its augmentation or incitement. The same children were observed a year later by which time they had moved up and had new teachers and their former teachers had new classes.

Findings revealed that: (1) At some time all the teachers observed, provided examples of both types of behaviour but their relative amount varied from one teacher to another; (2) With most, domination exceeded integration, and this was especially true when the contacts were with groups rather than with individual children; (3) The time of the day and the stage of the term had some effect on the amount of domination used and this was increased during the afternoons and as the term went on; (4) Individual teachers showed definite patterns of behaviour which were habitual; (5) There were marked differences in the behaviour of the children under different teachers. Where the teachers used less domination and more integration the children were more attentive and co-operative, less restless, contributed more to the lesson and showed greater spontaneity and initiative; (6) It was observed that there was a tendency for the teacher to dominate some children more than others; (7) Some children were aggressive and dominative in their approach to other children and these were met by domination from their teachers, so that a vicious circle was set up; (8) Boys were dominated more by their teachers than the girls; (9) The behaviour of the teachers towards their new class was substantially the same as it was originally, but after a short period of adaptation the behaviour patterns of the children had changed to correspond with those of their new teachers.*

Ryans (1951) conducted 'A study of the extent of association of certain professional and personal data with judged effectiveness of teacher behaviour'.

The sample consisted of 275 women teachers. The findings focussed on five factors which accounted for teaching effectiveness. They are: (1) Pupil participation and open-mindedness on the part of the teacher; (2) Controlled pupil activity and a business like approach on the part of the teacher; (3) The teacher who was liked by others for 'Human Traits' such as understanding, impartiality and who tended to be calm and consistent; (4) Teacher sociability, and (5) The superficial appearance or attractiveness of the teacher.*

Jensen (1951) worked on 'Determining critical requirements for teachers'.

The study included 500 critical incidents in the behaviour of the effective and ineffective teachers, supplied by 154 observers.

The above is a report of the analysis of data published by Jensen (1951) for 'Teacher Characteristics study of the American Council on Education'. The technique consisted of collection and analysis of reports of actual incidents in which teacher showed outstanding effective or ineffective behaviour.

The study revealed that the critical requirements for teachers are: (1) Personal qualities: optimism, fairness and self control; (2) Professional qualities: Knowledge of subject matter and the techniques of teaching, ability to get student response, business-like approach; (3) Social qualities: Sympathy and understanding, democracy, friendly and commending attitude, ability to judge reactions of others.**


** Ibid., p. 125.
Cunningham, Ruth and Associates (1951) researched on 'Understanding group behaviour of boys and girls'.

Sample consisted of first grade, fourth grade and eight grade classrooms.

Findings identified five general patterns of interaction between teacher and pupils: (1) 'Adult rule - child obedience', in which the teacher, assuming that he holds absolute authority and that pupils respond unquestioningly with the demanded behaviour, acts accordingly; (2) The planless 'catch-as-catch-can' pattern in which the teacher makes no attempt to control or organise the group; (3) The pattern in which the teacher works with individual students in planning their work; emphasis is upon individual attention and individual initiative, but group interaction is curtailed; (4) The pattern of adult directed group planning, where group interaction is allowed for, and where children plan their activities within the boundaries set by the teacher; (5) The pattern of group self management through group planning.*

Rothney (1953) conducted an experimental study to understand 'The High School Student'.

The sample consisted of a representative cross-section of 26 students and one additional boy, of tenth grade class. Of the 27 subjects, 14 lived in on farms or in suburbs and 13 in towns or cities. The data in the case reports contain information obtained from such sources as Academic Records, Attendance Records, Health Records, Conferences with teachers, Questionnaires, Responses, Tests, Cumulative Records, and follow-up reports.

With regard to 'Teacher-student Relationships' the following were the feelings of the students who formed the sample, towards schools and teachers: For Nora, school was a 'wonderful experience'; For Vera life

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life was wonderful and 'school was one of the wonderful things of life'; Diana thought that school had been a pleasant, worth-while and useful experience; Jane liked school "generally". Many others felt that, with one or two exceptions, teachers had been friendly and helpful. School to them had been an interesting and valuable experience. But sharp contrasts to the feelings of these pupils were observed among many others in the same class. Caspar said that the only kind of work he would strongly object to after high school was 'teaching school'. Nancy sulked, feigned boredom, refused to hand in assignments, and talked back defiantly to teachers whom she considered to be unfair or tyrannical. Both Lena and Jim thought that some teachers and school procedures were discriminatory toward rural youth. Sonia and Leslie found escape by abstaining themselves from classes. Brad thought that school was an 'educational clambake' where he hoped teachers would approach him with 'something than a little less deadly than a double bit axe'. Clark thought that teachers were people who flunked students and fussied about such unimportant things as marks. Brent believed that teachers were hired 'to push kids around', and Larry loved to annoy teachers almost, but not quite upto, the point where he was likely to get into difficulties. Teddy, in his senior year, was just 'sweating it out' counting the days and finally the hours, until school would be finished for him. The sarcasm used by one teacher made Donnie decide that he would not enroll in another mathematics course even if it prevented him from reaching his vocational goal.

Valid or not, the appraisals were real in the minds of the students and they did affect teacher-student relationship. Some of their attitudes may have been transferred from experiences with other adults, including their parents, but many of them seemed to have developed as a result of experiences with teachers.

In the latter situation it seems likely that previous instructors may
have implied to them that students were persons of little merit, that teachers did not have respect for each student's individuality, that they scorned those who came from the lower socio-economic levels, that they were concerned with academic accomplishments of some to the exclusion of others, and that the students were expected to do what they were told regardless of their own needs, interests, desires and goals.

The findings also revealed that teachers can improve teacher-student relationship by doing certain kind of things which are special in nature. Teachers must make keen diagnosis of the hazards that students face in developing good relationship with other persons (particularly with adults), but the procedure of diagnosis and treatment is likely to be most effective when teachers ultimately realize that the development of good teacher-student relationship depends largely upon the teacher. The following are case studies which contributed to the above conclusions: Treatment for Brent that was specifically designed to overcome his feelings of inferiority resulted in improved behaviour in classes and assemblies and it greatly improved academic performances; When Jim's visual difficulties were pointed out to teachers, and when he finally realized that they knew he was a handicapped rather than careless, his attitude towards school and teachers changed considerably; When Leslie found someone who would listen to her ideas "without being half interested in me or laughing at my ideas, but generally interested in my future", she took a new interest in school and tried harder to please her teachers; Rosie responded to help with her study habits, and Clark's behaviour became tolerable when he became convinced that graduation from high school was desirable. Mike performed at a much higher level than previously when he was informed about his test scores; Diana tried harder in school when new vocational
possibilities were pointed out to her.*

Withal (1956) investigated into 'An objective measure of a teacher's classroom interaction'.

Sample was made up of an eight grade art class consisting of 26 children. Method included observations spread over a period of 12 weeks. Each session was recorded on tape and by 15 second time-lapse photographs. After 11 sessions the results were analysed.

The findings showed that: (1) Two pupils, both of whom were well adjusted between them, were getting more than a quarter of the teacher's attention, and that eight others combined got less than these two. Among those getting little or no attention were some who were problem cases; (2) There was a lack of balance in the attention given by the same teacher to pupils even after being told about it and inspite of his attempt to spread attention more evenly; (3) Even a teacher who has a high degree of social sensitivity and who develops considerable rapport with his pupils will not necessarily distribute his attention among them as he and others would think desirable on the basis of objective evidence of their needs.**

Ryans (1960) provides an example of the large scale kind of study in Britain which tried to understand the 'Characteristics of Teachers'.

The study involved 6000 teachers, 1700 schools and 100 separate researches. The purpose of the study was to identify and analyse certain patterns of classroom behaviour, attitudes, viewpoints and intellectual and emotional qualities which may characterise teachers. It also tried to classify teachers according to various individual and situational factors such as age, sex, experience, size of school and culture climate of the community.


Some of the findings were: (1) High teachers were extremely generous in appraisals of the behaviour and of the motives of other persons, enjoy pupil relationships, prefer non-directive classrooms procedures and superior with respect to emotional adjustment. On the other hand low teachers tended generally to be restrictive and critical in their appraisals of other persons, prefer activities which do not involve close personal contacts, express less favourable opinions of pupils, show less satisfactory emotional adjustment and represent older age groups; (2) No significant differences between teachers in different geographical sections of the country were found with regard to understanding, friendly classroom behaviour, attitude towards pupils and other school personnel; (3) It seems probable that the teacher selection procedures in operation in large cities are geared to the selection of teachers high in verbal understanding, but less adapted to the identification of other characteristics relating to personal and social qualities of the teacher; (4) Teachers classified according to the size of school in which employed, differed significantly with regard to understanding, friendly classroom behaviour, stimulating imaginative classroom behaviour, verbal understanding and emotional stability. Teachers in larger schools scored higher; (5) Teachers who were not, and had not been, married scored significantly higher on the average than the married teachers, with respect to responsible, business like classroom behaviour and verbal understanding. Differences between sexes were fairly general and pronounced among secondary teachers with women generally tending to attain significantly higher scores than men on the scales measuring understanding and friendly classroom behaviour, responsible and business like classroom behaviour, stimulating and imaginative classroom behaviour, favourable attitudes towards pupils, and verbal understanding; (7) Scores of older teachers (55 years and above) showed this group to be at a
disadvantage compared with younger teachers; (8) There was a general tendency for teachers with extended experience to score lower than less experienced teachers on most of the variables; (9) Men teachers appeared to be markedly more emotionally stable than women teachers; (10) Teachers whose observed classroom behaviour was judged to be more characteristically warm and understanding and more stimulating possessed more favourable attitudes towards pupils and also more favourable attitudes towards administrators; (11) The attitudes of teachers who were judged by their principals to be superior in teaching experience were significantly and distinctly more favourable towards pupils, and also towards administrators than the attitudes of teachers who were judged by their principals to be unsatisfactory or poor; (12) Teachers judged to be more warm and understanding in their classroom behaviour, and to somewhat lesser extent, those judged to be more stimulating, expressed more permissive educational viewpoints; (14) Teachers who said they entered the profession because of its intellectual nature, because they had liked school, and because of the public and social service, character of teaching, generally scored higher on most of the teacher characteristics; (15) Generally, the lowest scores relative to understanding, friendly classroom behaviour, stimulating imaginative classroom behaviour, favourable attitudes towards democratic classroom practices, verbal understanding and emotional stability, and the most traditional learning-centered educational viewpoints scores were attained by teachers in communities judged to be about average in socio-economic level.*

Bellack and Davitz (1965) studied the 'Language of the Classroom'.

The purpose of the research was to study the teaching process

through analysis of the linguistic behaviour of teachers and students in
the classroom. This study focussed on language as the main instrument
of communication in teaching. The major task was to describe the patterned
process of verbal interaction that characterize classroom in action. A sub-
sidiary aim was to study linguistic variables of classroom discourse in
relation to subsequent pupil learning and attitude change.

The subjects were fifteen teachers and 345 pupils. Teachers were
asked to teach in any manner they believed appropriate; no efforts were
made to control their methods of instruction. The experimental class ses-
sions consisted of four periods on four successive days during the regular
school schedule. Transcriptions on tape recordings of four sessions for
each of the fifteen classes served as the basic data for the analysis of
the verbal interaction of teachers and pupils.

The results revealed that: (1) Teachers dominate the verbal activi-
ties of the classrooms studied. The teacher-pupil ratio in terms of lines
spoken is approximately 3:1; in terms of moves the ratio is about 3:2.
The volume of total verbal output is thus considerably greater for the
teacher than for the pupil; (2) The teacher is responsible for structuring
the lesson, for soliciting responses from pupils and for reacting to pu-
pils' responses. The pupils' primary task is to respond to the teacher's
solicitation. Occasionally the pupil reacts to preceding moves but he rarely
uses the reacting move to rate previous action. Only infrequently does
the pupil solicit a response from the teacher or another pupil. Seldom
does the pupil spontaneously structure the discourse, when he uses a struc-
turing move, he frequently presents it as the fulfilment of a specific as-
signment made by the teacher, which usually involves a debate or a re-
port; (3) Analysis of cycle process pattern indicates that the basic ver-
bal interchange in the classroom is the soliciting-responding pattern.
Teachers often shape and frame this basic pattern with reacting move and occasionally with structuring moves although teachers differ in the extent to which they use the structuring and reacting moves. Classes also differ in the rate at which verbal interchanges take place; (4) In almost one-half of the moves and approximately one-fourth of the lines of the discourse, speakers convey instructional meanings. It is chiefly the teacher who expresses the instructional meanings; (5) The instructional logical meanings that occur most frequently involve fact stating, usually about procedures, assignments and other instructional matters. A substantial proportion of statements in this area also deal with teachers directing pupils to perform various actions; (6) With respect to the analysis of emotional meanings, teachers maintain a relatively stable emotional style in so far as the dimensions of potency and activity are concerned, and to a lesser degree, in terms of valence. Teachers thus tend to be consistent over time in the kinds of emotional meanings they convey to students.*

Musgrove and Taylor (1965) studied "'Teachers' and 'Parents' conception of the teacher's role".

Sample consisted of 470 teachers and 237 parents. Objective of the study was: (1) To estimate the extent to which teachers in different types of schools saw their roles in a narrow sense; (2) To investigate the teachers' perception of parents' view of teachers, and (3) To establish the parents' actual viewpoint.

Findings reveal that teachers in all types of schools saw their role in rather restricted terms, chiefly moral and intellectual and were comparatively indifferent to the social aims of education; (2) Parents were generally in agreement but the teachers thought that parents were indifferent

to moral training but were concerned with social advance.*

There has been an accumulation of evidence to suggest that one of the factors closely associated with the child's academic achievement at school is the parental attitude towards education. When the Plowden Committee (1967) interviewed a sample of primary school children's parents, they discovered that manual workers experienced greater difficulty in communicating with teachers than did parents working in non-manual occupations. If working class people find it difficult to approach teachers, it would seem reasonable to suggest that teachers might make greater effort to reach understandings with these parents.

Cohan (1967), however, reported that neither student teachers nor headmasters revealed much interest in the possibility of extending the teachers' role beyond the classroom. In view of the difficulties in establishing systems of communications between parents and teachers it would seem that there are likely to be unfortunate opportunities for mutual misunderstanding to develop.**

Musgrove and Taylor (1969) investigated into 'Pupils expectations of teachers'.

The sample consisted of 866 children in 12 junior schools, 401 in four secondary modern schools, and 112 children in one grammar school. The children were asked to write two short essays on 'A good teacher' and 'A poor teacher'. Twenty to thirty minutes were allowed for both essays. The 1379 essays were analysed for content by 21 teachers. Each teacher analysed a separate batch of essays. Every independent statement

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made about 'Good' and 'Poor' teachers was then assigned to one of four categories considered to be descriptive of mutually exclusive areas of a teacher’s classroom behaviour. The four categories were: Teacher (T), Discipline (D), Personal qualities (P), and Organization (O). The 5664 statements about a good teacher which had been collected and sorted were used to construct five scales and a check list of twenty words and phrases which were then administered.

Results of the inquiry showed that: (1) All children gave most weight to the good teacher's teaching, least weight to his personal qualities. The only difference was that junior school children placed more emphasis on the good teacher's discipline than the secondary school children, while the latter placed more emphasis than the former on the good teacher's personal qualities, particularly on his cheerfulness, good temperament and sense of humour. Roughly 40 percent of the 'weight' was given to "teaching", 35 percent to "discipline", and 25 percent to "personality"; (2) The formal organization of the school appeared to influence children's notions of a good teacher. Children in unstreamed junior schools were significantly more concerned with the good teacher's personal qualities and those in streamed schools with his discipline; (3) There was striking contrast between the children's view of a good teacher and the teachers' view. Whereas the children emphasized 'teaching', the teachers emphasized 'personality'. The graduate teachers gave greater emphasis to teaching, but the college of education students gave even greater emphasis to 'personality' than the non-graduate teachers; (4) Men and women teachers did not differ significantly in their emphasis nor did teachers in primary and secondary schools. There was no difference among teachers according to the length of their teaching experience; (5) Fourth year secondary school girls differed from younger girls in placing weight on the good
teacher's having no favourites; (6) Secondary school children placed greatest weight on the teacher's explaining the work; (7) Fourth year secondary school children placed greater emphasis on the good teacher being cheerful and good tempered. Junior school girls placed particular emphasis on the manners and politeness of the good teacher; (8) Children's stereotype of the good teacher is 'a young, married man, with children, who gives little home-work and no corporal punishment'. They may reject as 'good' teachers women, elderly teachers, and those inclined to behave towards them as their parents might; (9) Teachers placed great emphasis on the personal qualities of a good teacher, children at all stages placed emphasis on his teaching skills.*

Ned A. Flanders (1970) developed one of the best known and most widely used system which analyses the verbal behaviour of teachers and pupils, which he recorded in his work 'Analyzing Teaching Behaviour'.

Flanders divides classroom talk into ten categories. His first seven categories are for teacher talk and consist of acceptance of feelings, praise, ideas, questions, lectures, giving directions and criticism. His eight and ninth categories are for pupils and are labelled 'pupil response' and 'pupil initiation' and there is the tenth category which is for silence or confusion. The categories are numbered so that an observer may listen to classroom talk and tally a number every 3 seconds according to which category is recurring. These numbers are then entered on a matrix which provides an objective picture of what occurred in the classroom during a certain lesson, according to the Flander's categories. The teacher who has been observed (the teachers can evaluate themselves by using audio or video tapes of their own teaching) can then use the matrix to learn, e.g. what percentage of the time he talked compared with that of his

pupils, whether he followed pupils' contributions with praise, with acceptance or with criticism, whether the questions he asked were broad enough to be followed by extended pupil response or were of the narrow sort which can be answered in a few words.*

Brophy and Good (1970) studied the classroom behaviour of four first grade teachers towards high and low achieving students. Findings revealed: (1) Only minor differences in the frequency of teacher contact with students of differing achievement levels were observed, but found important variations in the quality. Teachers were much more likely to praise high achieving students even when differences among the students in the correctness of their answers were taken into account; (2) For a correct answer high achieving students were praised 12 percent of the time and low achieving only 6 percent of the time; (3) Low achievers were criticised for wrong answers 18 percent of the time and high achievers were criticised 6 percent of the time; (4) Teachers were more likely to stay with high achieving students when they made no response but were more likely to give up on low achieving students; (5) Some teachers will expect and demand performance from high achieving students but will give up on low achieving students and accept only minimal performance.**

Gordon (1974) conducted a training programme entitled 'Teacher Effectiveness Training' which was tested for eight years. The purpose of the programme was to provide a special course for teachers, focussing on the teacher-student relationship.

The programme provides a model of a good teacher, that not only is

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more human, attainable and real, but which permits teachers to drop their roles and be what they are: people. It is only then that students are free to learn, i.e. when the student-teacher relationship is good. The teacher-student relationship is good when it has: (1) Openness or transparency, so each is able to risk directness and honesty with the other; (2) Caring, when each knows that he is valued by the other; (3) Interdependence (as opposed to dependence) of one or the other; (4) Separateness to allow each to grow and to develop his uniqueness, creativity and individuality; (5) Mutual needs-meeting, so that neither's needs are met at the expense of the other's needs.

The model shows that when teachers let students know that many of their behaviours are unacceptable to them, students refer to them as 'up-tight, bossy or overly strict', and tend to avoid them if at all possible. Without intent, unaccepting teachers (teachers to whom students' behaviour is unacceptable) actually interfere with the teaching-learning activity in the classroom and thereby reduce the amount of time when the teachers can teach the students to learn.

The model also indicates that while students are never entirely free of life problems, they are able to resolve enough of them, and temporarily suspend others, to be able to think about and perform learning tasks. This ability is vital because it is only in the non-problem area of the relationship that teaching and learning can be effective.*

Crawford, Brophy, Evertson and Coulter (1977) undertook the project entitled 'Classroom Dyadic Interaction: Factor structure of process variables and achievement correlates'. Attention was given to the context of the data (either morning whole class, afternoon whole class or reading

group) and the socio-economic status (SES) level of the classroom. Results for the morning, whole class context indicated: (1) Teachers who create many response opportunities have few private work interactions on procedural activities with their students and vice-versa; (2) Teachers with high scores on lack of control during public response opportunity activities often had students calling out responses during public discussions, but seldom called on students who had not volunteered or asked new questions of pupils after they answered correctly; (3) Teachers high on measures of verbal praise and criticism of answers or seatwork, along with a variable representing the percentage of student answers which were correct, had high percentages of correct answers and high ratios of praise to criticism in their academic feedback; (4) High percentages of total praise after correct answers were likely in classes in which students usually volunteered to answer questions; (5) Teachers high on three variables representing behavioural control through effective or 'positive' teaching action praised students when they were good, integrated students' comments into discussions and made few errors when it became necessary for them to discipline the students; (6) Teachers high on duration of feedback in private teacher-afforded work interactions, had relatively more 'long' than 'brief' interactions.

The results for the afternoon whole-class context shows that: (1) Classrooms with a higher number of public response opportunities tend to have few procedures-related contacts and private work contacts, and vice-versa; (2) There is a significant relationship between verbal praise and student correct answers; (3) Academic and behavioural praise factored together with regard to verbal praise; (4) High scores in the afternoon data indicate a high degree of teacher pursuit of student participation through calling on students when they do not volunteer and staying with
students who have been called on to elicit more responses. Results for the socio-economic levels of pupils indicate: (1) Particularly with lower SES students, the more effective teachers stressed private work interactions and were concerned about having procedural aspects of the class running smoothly before concentrating on elicitation of academic responses: (2) Activities like students' "callout" and other indices of lack of control or poor behaviour management tend to be associated with lower achievement as well as with more unruly classrooms; (3) The percentage of answers that were correct and measures of praise and criticism, correlated significantly negatively with word knowledge and reading for higher SES sub-groups. However, for lower SES classes there was positive correlations; (4) Lower SES students exhibited relatively more academic growth under conditions of praise and a high success rate in responding than do the higher SES students; (5) During whole-class discussions in the afternoon, more effective teachers actively pursued student participation and made some use of longer, more extensive feedback to student responses; (6) Verbal praise is more effective with lower SES pupils.*

Cantrell, Stenner and Katzenmeyer (1977) analysed 'Teacher knowledge, attitude and classroom teaching correlates of students' achievement.'

This experiment studied the relation among three teachers behavioural knowledge and attitude profile groups, the classroom verbalization patterns of teachers within each profile group and differential residual achievement gains made by the teachers' first grade pupils. Results indicated: (1) Traditional authoritarian (TA) teachers were characterized by

high factor scores on behaviourally erroneous strategies for problem solving, low knowledge of selective attention variables, relatively low positive acceptance of pupils, high belief in students' tendencies towards irresponsibility, disbelief in student freedom, general satisfaction with children and teaching, and a strong belief in maintenance of teacher-student distance, and a high belief in student freedom. The PMC teachers were reviewed as comprising a high knowledge position attitude group; (2) Traditional non-authoritarian teachers were characterised by generally low knowledge of behaviourally correct classroom strategies but very similar attitude patterns to those of PMC teachers. This group might be referred to as low knowledge positive attitude teachers; (4) The PMC group, as opposed to the TA group, was much more positive in their responsiveness to students. The TNA group was characterised by a more teacher oriented direct approach to pupils as compared to the PMC and TA groups; (5) Significant differences between teacher cluster groups for low and middle-IQ pupils were obtained in favour of the PMC teachers. No differences for high IQ pupils were obtained between teacher cluster groups; (6) The PMC teachers were most successful in fostering adjusted achievement with low and middle IQ range pupils without producing a significant decrement in the achievement growth of high I.Q. pupils.*

Moos and Moos (1978) undertook a study 'Toward a typology of classroom social environments'.

The purpose of the study was to understand the differential effects of classes on students' absences and grades.

Method: 19 classes were sampled from one high school in which students were almost exclusively in a college preparatory curriculum.

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Careful student absenticism records were kept for students in each class. Students' final grades were obtained at the end of the semester. The classrooms were all about the same size.

Results: (1) Both students and teachers perceived classrooms with higher average final grades to be higher in involvement and lower in teacher control; (2) Classrooms which students perceive as high in competition and teacher control and which teachers perceive as low in teacher support tended to have higher rates of students' absenticism; (3) Students in classes with high absenticism rates were more likely to feel they are often clock watching, that they need to be careful about what they say, that they are clear and set rules, and that it is relatively easy to get into trouble in the class. These students are also more likely to state that they do not enjoy the class and that the teachers are fairly strict.*

Good (1980) explored 'Variability of Teacher Behaviour towards Lows'.

The findings showed that teachers show differences in the way they express expectation effects. Sometimes these style differences are very dramatic. Some teachers criticize low achievers more frequently than highs per incorrect responses given by low achievers. These findings appear to reflect two different types of teachers. Teachers who criticize lows for incorrect responses seem to be basically intolerant of these pupils. Teachers who reward marginal (or even wrong) answers appear to be excessively sympathetic and unnecessarily protective of lows. Both types of teacher behaviours illustrate to students that effort or classroom performance is not related; (2) Differences in the way teachers treat low achievers may reduce low students' efforts and contribute to a passive

learning style.

Good (1980) also reports on 'Teacher-student Influence'. His observation of a seventh grade science teacher teaching the same subject to two different classes revealed that the students influenced not only how the teacher behaved in general, but also the content the teacher presented; There were several differences in content taught to the two groups because the initiative of students in seeking information and in raising questions varied totally across the two classes. However, it was also noted that the instructor could reduce differences between the two classes when he chose to do so.*

Brophy and Evertson (1981) studied relationship between teacher behaviours and the behaviours of boys and girls. Their findings revealed that: (1) Teachers play a relatively minor part in the process of sex-role socialization; (2) Teacher behaviours towards boys and girls result not from sex stereotypes or biases of teachers but rather from sex-linked interests and behaviours exhibited by students; (3) Teachers reprimand boys more often than girls because boys misbehave more often; (4) Teachers give girls more reading instructions than to boys because girls are more interested in reading and so on.**

Stake and Katz (1982) studied 'Teacher-Pupil Relationship in the Elementary School Classroom: Teacher-Gender and Pupil-Gender Differences'. This study examined teacher-sex differences in attitudes and behaviours towards male and female pupils. The subjects were: teachers, 11 women and 10 men in four suburban elementary schools. All teachers had at least 5 years of experience and there was no significant difference


in the length of the male and female teachers. Male and female teachers were approximately evenly divided among the fourth, fifth and sixth grades.

Results: (1) Teacher responses to individual pupils: (a) Boys received more loud reprimands and more soft reprimands than girls overall; (b) Male teachers were more likely to give no response to a child under conditions in which a response was possible and appropriate; (c) Female teachers gave more sympathy responses following all behaviours except poor achievement, after which male teachers gave more sympathy responses; (d) Female teachers averaged more encouragements per pupil than did male teachers and male teachers averaged more soft reprimands than did female teachers;

(2) Responses to Class: Although no teacher sex-differences were significant, females averaged more instances of praise and encouragements and fewer instances of loud reprimands and quiet reprimands than did the males;

(3) Girls were described by teachers as more obedient than boys and boys were described as noisier and more disruptive than girls. In addition, the male teachers rated children higher on the descriptions of poor achievement and noisy behaviour. No interaction between teacher and pupil sex occurred for any student-behaviour description.*

Randhawa (1983) investigated 'Verbal Interaction of Students and their Teachers in Junior High Classrooms; Data was collected in grades seven, eight and nine classes of teachers of language, arts, mathematics, science and social studies from a rural and a small urban school system in a Western Province of Canada. A total of 72 classes were observed

each class being observed only in one subject; of the 72 teachers, 40 were female.

The observation instrument was the verbal behaviour classified for classification system (CVC) developed by the Co-operative Educational Research Laboratory, which consists of 4x4 matrix of process and substance dimensions. Categories in the process dimension are: seek (S), inform (I), accept (A) and reject (R). Categories in the substance dimension are cognition memory (C), productive-critical thinking (T), expressed emotion (E), and class management (M).

The findings showed that: (1) The expressed emotion category was rarely used in verbal interaction in the junior high classrooms. Whatever little amount of feelings and emotions were uttered in these classes were usually manifested in self-expression form. Such utterances of feelings did not appear to have been responded to by others to any extent; (2) Ninety percent of the tallies of verbal utterances of teachers were expressed in the seek (23.3%) and inform (66.7%) marginal categories of the CVC system. Similarly 97.4% of the verbal behaviour of students was such that their utterances involving seek (S) took up 21.2% of the tallies whereas 76.2% of the tallies were in the inform (I) category; (3) Approximately 13% of the tallies in the CVC system for the teachers verbal behaviour in the classrooms were in the Productive Critical Thinking (T) category. An identical result was obtained for the students verbal behaviour.*

Hines, Cruickshank and Kennedy (1985) studied 'Teacher clarity and its relationship to student achievement and satisfaction'.

Participants were 202 pre-service teachers enrolled in six teacher education classes at the Ohio State University.

Results indicated that: (1) Clarity measures were positive and significantly related to the outcome variables of learner satisfaction and achievement; (2) Students' measure of teacher clarity (high and low inference) manifested the strongest relationship to student satisfaction, respectively accounting for 48% and 84% of the variance in satisfaction ratings. In general, teachers' self-ratings of their performance on the clarity variable showed the weakest relationship to the criterion measures; (2) Teacher behaviours that were related most strongly to learner achievement and satisfaction were the following: using relevant examples during explanation, reviewing material, asking questions to find out if students understood, answering students' questions appropriately, repeating things when students did not understand, teaching in a step by step manner, providing students with sufficient examples of how to do the work, providing time for practice, teaching the lesson at a pace appropriate to students, explaining things and then stopping so that students could think about it, informing students of lesson objectives or what they were expected to do on completion of instruction, and presenting the lesson in a logical manner; (3) The relationship between teacher clarity and student satisfaction appeared to be explainable through students' perception of clarity ratings and student achievement can be explained by observed levels of teacher clarity, and that student perception of the presence or absence of clarity behaviours was a marginal moderating variable with respect to achievement; (5) The type of interaction at the substance level is generally reciprocally contingent. If more of low-level cognition-memory activities are initiated by the teacher, than more of that level of activities are expected to be engaged in by the students and vice versa. The ultimate decision of the teacher is paramount, however, in altering the process of verbal discourse in classrooms; (6) The quality and type of intellectual climate
of classrooms are generally dependent on the quality and type of teacher's intellectual input; (7) The quality and type of intellectual climate are generally dependent on the quality and type of intellectual input of both teachers and their students. Interactions in classrooms appear to be a joint function of the process and substance dimensions of the observation system used.*

Croll (1985) studied 'Teachers interaction with individual male and female pupils in junior-age classrooms'.

The sample was made up of 34 second-year junior classrooms in 20 schools. The average class size was about 29 pupils. In these classrooms a sample of children regarded by their teacher as having learning and/or behaviour problems was observed, and four other children, two girls and two boys, chosen at random from the rest of the class, were also observed as controls. A systematic observation system was used in which the activities and interactions of each child were recorded at ten-second interval. Each child was observed at a total of two hours, spread over a one week period, resulting in 720 separate observations per child. The findings showed that: (1) Teachers spread a high proportion of their time engaged in individual interaction with pupils although this results in a relatively small amount of each pupil's time spent in individual interaction with the teacher. Male pupils spend an average 3.0% of lesson time engaged in some form of individual interaction with the teacher, while the equivalent figure for female pupils is 2.6%; (2) Children seen by their teachers as having learning and behaviour problems receive very much more individual attention than do other children in the class. The majority of these pupils with special educational needs are boys; (3) Children with special needs receive considerably more individual attention.

than the controls and among such children, girls get exactly the same amount of individual attention as boys. Among control pupils, however, the difference between boys and girls, although reduced, does not disappear as would be the case if the difference in the proportions of boys and girls with special educational needs entirely accounted for the higher level of individual attention received by boys; (4) A few boys receive very much higher amount of teacher attention than other children in a way that is not true for girls.*

Payne and Hinds (1986) examined 'Parent-teacher relationship perspectives from a developing country'.

The sample was made up of 150 teachers and 150 parents. Teachers were recruited from six primary schools, representing urban, rural, middle and lower class communities. Parents had to be non-teachers with at least one child attending primary school. Women constituted approximately 70% of both groups. Questionnaires attempted to examine several aspects of existing and potential parent-teacher interaction, and were administered to parents and teachers. Results indicated that: (1) There is a broad agreement that both parties should actively encourage their fellows to participate in PTAs, there is considerable less unanimity as to whether participation should be seen as a reflection of an individual's wider commitment to his/her pedagogical or parental role; (2) Both parents and teachers see the need for personal meeting to discuss children's progress although not considering this as the only function of PTAs. Parents' attendance at meetings was not perceived by either group as having major positive or negative effects on children's school performance although parents were more likely than teachers to either strongly agree

or strongly disagree that parental participation could increase a child's interest in school; (3) Parents in particular expressed the wish for meetings to be more informal; (4) Majority of parents and teachers do not think that they should meet only when problems arise; (5) Parents accorded more importance to the needs for Heads, Teachers and parents to be personally acquainted with one another than did the teachers; (6) Some teachers apparently wanted as little to do with parents as possible and thought it unnecessary to know much about their pupils' home backgrounds; (7) Some parents appeared far more willing than others both to visit their child's school regularly and to entertain the possibility of home visits by teachers; (8) More parents than teachers thought parents should have more say in what their children are taught although they are also more likely to agree that most parents cannot make a significant contribution to their child's school progress.*

Lewis and Lovegrove (1987) examined 'The teacher as disciplinarian: How do students feel?'

The objective of the study was to identify the relationship between year 9 students' perceptions of their teachers' classroom control techniques and the students' affective responses. The findings indicated that: (1) Only three types of teacher behaviour are consistently associated with students' fear of the teacher. Teachers who are perceived as not remaining calm when 'telling' but who 'yell at' and 'embarass' children are associated with students who profess to be more scared when their teacher acts against misbehaviour. Over 80% of students agreed that their teacher did not remain calm and yelled at students when they misbehaved. In addition the majority of teachers were seen to use embarassment of students

as a technique for controlling classes; (2) Students who are less able to concentrate on their school work, and who are likely to think positively of their teacher after their teacher handles misbehaviour in their classrooms are likely to perceive more of the following teacher behaviours: mistargetting, either by the teacher choosing the wrong student, or by blaming the sins of individuals on the group; showing anger and, in case of students attitudes to their teacher; not providing clear and rational rules, using arbitrary or unreasonable sanctions and moving students without a warning; (3) A teacher's classroom management behaviour, as perceived by his/her students, influence the students attitudes towards the miscreant and the teacher and these, in turn, influence the students' ability to concentrate on their work; (4) Students who report that they are, for example, put off by a technique such as sending the miscreant to another teacher may not necessarily be the ones who are misbehaving. Informal discussions with students suggest that a ripple effect is in operation in many classrooms. This means that innocent students, who never misbehave and who are never punished, may be as much if not more upset by the types of techniques that teachers use than those students who actually experience the sanction.*

Majoribanks (1987) examined relationship between Gender/Social Class, Family environments and Adolescents' Aspirations'.

The sample consisted of 516 South Australian adolescents from six gender/social class groups. Family environments were assessed initially when the adolescents were 11 years old when measures were obtained of parents' aspirations for their children and of their instrumental and effective orientations to learning. When the adolescents were 16 years old,

their perceptions of their parents' support for learning and of their own aspirations were assessed.

Findings revealed that: (1) Parents' aspirations had moderate to strong association with adolescents' educational aspirations; (2) Adolescents' perception of their parents' support for learning had strong association with their educational aspirations and generally moderate to strong relations to their occupational aspirations; (3) After the addition of the parent support measures, parents' aspirations continued to influence directly the educational aspirations of female adolescents in each social class category; (4) Parents' aspirations had a significant linear association with adolescents' educational aspirations at high levels of perceived father support; (5) While there were group differences in the initial family environment scores, gender/social class group membership was not related to the adolescents' perceptions of their parents' support nor to the adolescents' aspirations.*

Toomey (1989) investigated into how 'Home-School relations policies can increase educational inequality'. This was three years' follow-up study.

The objective of the study was to investigate whether the normal operation of home-school relations policies may increase educational inequality. Parents are invited to attend the school for various purposes for guidance as to how to assist their child's learning or to assist in classrooms. The parents who respond to these invitations are likely to be those who are more confident in dealing with the school and who offer more support to their children's learning at home. As a result of their visits, they may gain information and skills which benefit their own children's schooling through the help which they give at home. There is

the possibility that there may be teacher expectation effects advantageous to the children of the high-contact parents. This research investigated these possibilities by examining the operation of home-reading programme in the preparatory level classrooms of five disadvantaged primary schools in Melbourne in 1984. Parents were interviewed and teachers made systematic assessments of the children's reading competence and ratings of the supportiveness of the home environments for school learning of each child.

The results showed that: (1) Low contact parents were more likely to be from slightly lower socio-economic status and that they were more likely to be from an ethnic minority speaking and reading English. Nevertheless a high proportion of high contact parents were from ethnic minorities and the SES differences were not very large. They certainly did not reflect a middle working-class distinction; (2) The low contact parents were likely to provide a home environment less supportive of their children's reading development, and they were less likely to engage in reading support strategies at home in line with those recommended by the teachers.

Both the interviewers' and the teachers' rating indicated that the high contact parents read to their children more often and more regularly and that they showed a greater interest in their children's schooling and were more active in their support of it; (3) Independent school students rather than Government school students, those whose home provided access to large number of books, and those with high academic achievements perceived their parents' achieving encouraging them to enter university or college after high school graduation; (4) Boys rather than girls, those whose mothers had less education, and those whose own final high school grades were low, all intended to enter the labour-force on a full-time
basis after completing high school; (5) Low high school grades predict labour-force participation after high school even when attitudes, norms and intentions are controlled, not only does low academic achievement predict certain attitude, norms and intentions concerning a behaviour but also the behaviour itself; (6) The interactions of gender and social norms does not affect behaviour, but the interaction between intentions and academic achievement certainly does. Lack of appropriate academic achievement has meant the pursuit of behaviour not in accord with intentions for, in this case, such achievements establish the necessary conditions for the translation of intentions into behaviour.*

Pakaj and Blase (1989) studied 'The Impact of Teachers Personal lives on professional role enactment: A qualitative analysis'.

The sample consisted of teachers enrolled in education courses at three large universities of the United States. In the sample 52% of the high school teachers were female, as were 68% of the middle school teachers and 76% of the elementary teachers. The mean and median number of years in teaching was 9. The sample included single (n=34), married (n=148) and divorced (n=18) teachers; Of the teachers 65% were parents, with a mean of 2.1 children each.

Analysis of the data led to the identification of 13 personal life factors. The 13 dimensions of personal life that impact on the professional lives of teachers fall into three broader classifications: interpersonal relationships, personal characteristics, and socio-economic factors. The findings for interpersonal relationships were: (1) Teacher identified parenthood or becoming a parent as having a positive influence on their professional lives more often than any other category of response. Female tea-

chers reported that being a parent made them feel more caring, compassionate, empathetic, dedicated, insightful, competent and calm. Parenthood, teachers believed, made them more sympathetic and understanding towards students and parents. Teachers reported that they gained insight into children and family life into becoming parents themselves and suggested that they began reaching their classes and treating students as they would like their own children to be treated; (2) Female teachers whose own children had disabilities or were handicapped, reported that they became specially sensitive to students with special needs and that their child's condition led directly to their interest and involvement in special education; (3) Teachers viewed being a parent as having little impact on relations with colleagues except in becoming more critical of other teachers' lack of sympathy and harshness towards children, and less tolerant of incompetence among them. Principals were seen as supporting, respecting, and having greater confidence in teachers who became parents; (4) Some female teachers reported that being a parent impacted on their teaching negatively, mainly in terms of having less time and energy to commit to their jobs. These teachers said that they felt frustrated, tired and guilty as a result of trying to be both a parent and a teacher. When things became too difficult, the role of parent usually predominated and their own children's needs took priority over those of the students. The male teachers did not report that parenthood had a negative impact on their teaching; (6) About one third of the teachers who viewed marriage as an important influence on their professional role, however, reported the effect as negative. Feelings of stress, shame, frustration, guilt and weariness were associated with marital problems. As a result, relations with students tended to become distant, formal, inconsistent, abrupt, and very abusive; (7) Both male and female teachers perceived being single as
having an influence on their teaching. Most viewed their single status favourable because it gave them more time for classroom preparation and extra-curricular activities than their married colleagues could afford; (8) Besides independence, feelings associated with being an unmarried teacher included self-esteem, being closer to students, and having pride in students' achievement; (9) Some unmarried teachers expressed a concern about not really understanding students or their parents. Expressions of loneliness and isolation and a distaste for getting too involved with students also appeared. A minority of divorced female teachers (in each case with one child) explained that single parent status meant dividing attention solely between their own child and students; (10) Teachers viewed themselves as more flexible and more loving toward students because of close relationship between extended family and friends. A small number of male and female teachers, however, reported that extended family and friends affected their professional lives negatively by increasing responsibilities in their personal lives.

The findings with regard to personal traits, interest, beliefs and experiences were: (1) Female and male teachers did not differ in either frequency or content of response with regard to personal traits. Teachers identified many specific personal traits as having a positive influence on their professional lives. These included, among others, being organized, structured, personally satisfied, ethical, moralistic, just, creative, non-conforming, and personifying the work ethic. Sentiments associated with personal traits were invariably positive and included contentment, satisfaction, respect, efficiency and exhilaration. Teachers who identified personal traits as important to their professional lives reported holding high expectations for students. In the perceptions of these teachers, they communicated to students a sense of enjoyment, fun and self-confidence. Posi-
tive outcomes associated with personal traits included working together with colleagues. Principals were perceived as having more confidence in the abilities and judgements of these teachers; (2) Teachers believed that their own interests in learning, children, travelling and in various avocations had a generally positive influence on their professional lives. Male teachers identified personal interests somewhat more often than females; (3) Teachers generally believed that the commitment they felt toward the well-being of children enhanced their classroom performance. Relations with colleagues were also seen as improved by showing a common purpose; (4) Teachers identified their own spiritual beliefs as having mainly a beneficial influence on their professional lives. Male teachers identified spiritual beliefs as having an important influence on their teaching somewhat more often than females. Relationships with students were characterised as helping, accepting, understanding, patient and trusting as a result of spiritual beliefs.

The findings for socio-economic factors were: (1) Female and male teachers who reported that their financial status had an impact on their professional lives tended to consider the impact as positive. Some married teachers reported that their financial situations had negative consequences for their performances as teachers. Monetary problems preoccupied the teachers to the extent of making them feel drained, depressed, upset, sad, discouraged, insecure and worried. Relationships with students were described as less favourable if preoccupation with unpaid bills became too intense; (2) Almost all the teachers who mentioned visibility as an important influence taught in rural areas. They emphasized the importance of working together with other community members and appearing more real to students. Relations with students were described as improved and close, and with colleagues and principals as co-operative; (3) A small
number of teachers identified low social status as a negative influence. Feelings mentioned included frustrations, depressions, futility and negativism. Parents and students were viewed as lacking respect for teachers, with students becoming unresponsive; (4) Several female teachers mentioned worries and concerns that common to the ordinary experience of most people as negatively impacting their professional lives. These teachers said that they were less prepared for class and were less sympathetic and less tolerant of students when personal problems developed.*

The findings of researches done in India and abroad have highlighted the importance of teacher-pupil relationships in the total educational process. However, studies on the knowledge of teacher-pupil relationship at personal level and its impact on learning in school and at home of high school students are lacking in literature. The present study is an attempt in this direction.