CHAPTER - III

OPERATIONAL DEFINITIONS AND THE CONCEPTUAL RATIONALE OF THE TERMS USED IN THE STUDY OF TEACHER-PUPIL RELATIONSHIP

1. Teacher;
2. Teaching;
3. Learning;
4. Teacher behaviour
5. Classroom relationship between teacher and students:
   (i) Authoritarian Teacher;
   (ii) Democratic Teacher;
   (iii) Laissez-Faire Teacher.
6. Classroom Interaction Analysis
7. Teacher-pupil relationship at personal level
8. Profile of an adolescent
OPERATIONAL DEFINITIONS AND THE CONCEPTUAL RATIONALE
OF THE TERMS USED IN THE STUDY OF TEACHER-PUPIL RELATIONSHIP

1. TEACHER:

Dictionary of Education gives the definition of teacher as "a person employed in an official capacity for the purpose of guiding and directing the learning experiences of pupils or students in an educational institution whether public or private".*

The impact conscientious teachers make and the influence they wield on the young minds, hearts, spirits and lives of those whom they guide and direct is immense, incalculable and enduring, because:

Teachers are builders, for they help build up their students into integrated personalities so that they can play their part well on the stage of life.

Teachers are moulders, for they mould the characters of those whom they educate, better even than sculptors, by instilling in them principles of morality, both by precept and by example.

Teachers are artists, for they embellish the minds, hearts and lives of the young with the beauty they have contemplated and drunk in, the beauty that is a living reflection of their deep and intense aesthetic sense.

Teachers are leaders, for their noble task is to direct and guide the steps of their pupils towards the heights of truth, goodness and love.

Teachers are lovers, for they love their students whether they are good or bad, clever or dull, hardworking or lazy, rich or poor, because they love to impart knowledge in every form and in every sphere, for they love the children who sit at their feet, with a love that is noble


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and inspiring.

Teachers are men and women who give - their time, their energies, their sacrifices, their patience, their warmth, their inspiration - men and women of heroic mould, who give themselves without counting the cost, who toil without any rest, who labour without seeking a reward.

2. TEACHING:

The old concept of teaching as giving of information has been completely discarded today. According to modern educationists, teaching is to cause the child to learn and acquire the desired knowledge, skills, and also desirable ways of living in the society. The main aim of teaching is to help the child to respond to his environment in an effective way. Teaching is the stimulation, guidance, direction and encouragement of learning. Stimulation means to cause motivation in the learner to learn more things that are new and to create an urge to learn. Teaching is not a haphazard activity but should be a goal directed activity which leads to predetermined behaviour. If teaching is to be effective than the activities of the learner in teaching should be directed and controlled keeping into consideration the economy of time and efficiency of learning. Guidance means to guide the learner to develop his capabilities, skills, attitudes and knowledge to the maximum for adequate adjustment in the external environment and lastly the learner has to be encouraged to acquire maximum learnings. This has been summed up very well by Gage when he says that, 'Teaching is also a profession - the occupations of persons engaged in schools in fostering learning'.

Joyce and Weil (1972) define teaching as ..'a process by which

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teacher and student create a shared environment including sets of values and beliefs .. which in turn colour their view of reality'.*

According to Louis Nelson a current conceptualization of teacher-pupil behaviours in classroom views the teaching-learning process as social-interaction. 'In essence this conceptualization of teaching deals with the effective dimensions, of the teacher's role in the classroom or the interpersonal relationships that exist between the teacher and his pupil. The teacher is the focal point of this interaction, thus his behaviour is considered an index of the prevailing social climate'**

3. LEARNING:

According to Cotton, 'learning is a process of gaining new knowledge or skill. In order to qualify as learning rather than just temporary gain, this process must include retention of the knowledge or skill, so that it can be displayed at a future time. Learning may be more formally defined as a relatively permanent change in behaviour or potential behaviour resulting from experience'***

Despite this simple definition, however, learning is a very complex process. Learning is a result of a complex interaction between individual characteristics of pupils and environmental factors.

The formal definition of learning has two important implications: first the word "change" means there is a difference in behaviour over time. Use of the word "behaviour" suggests that learning can be observed and measured.

Because of the complex nature of learning, there are distinct approaches that view the learning process differently.

According to the humanistic view of learning, effective learning is deeply influenced by student feeling of belonging or being cared for. One need but compare the words we use to describe our feeling of belonging and those we use to describe our feeling of alienation. For most people the experience of belonging is accompanied by feelings of excitement, interest, desire to be involved, and the like. Feelings of alienation, on the other hand, are often accompanied by desire to avoid embarrassment or humiliation and by feelings of dejection, apathy, disappointment or anger or hostility. Which of these sets of feelings will result in effective learning is self evident. As such, conditions that induce feelings of belonging should be apparent in the classroom.

4. TEACHER BEHAVIOUR:

According to Ryans (1965), 'Teacher behaviour may be defined simply as the behaviour or activities of persons as they go about doing whatever is required of teachers particularly those who are concerned with the guidance or direction of the learning of others'.

The above definition implies that teacher behaviour is social behaviour, because in addition to the teachers, there are the learners who are influenced by the teachers. The pupils communicate with the teacher and with each other. Secondly, the definition implies that teacher behaviour is relative. This means that there is nothing good or bad in any given teacher behaviour or set of behaviours but it becomes good or bad, right or wrong, depending on what a particular society expects of a teacher, what kind of pupil learning is desired and what methods are to

be employed to bring about that learning.

Since teacher behaviour is a function of the condition under which it occurs it implies that:

(a) Teacher behaviour is characterised by some degree of consistency and as such it can be predicted;
(b) Teacher behaviour is characterised by a limited number of responses;
(c) Teacher behaviour is always probable rather than certain;
(d) Teacher behaviour is a function of general features of the situation in which it takes place as well as the specific situation in which it takes place;
(e) Teacher behaviour is a function of personal characteristics of the individual teacher;
(f) Teacher behaviour is observable;
(g) Teacher behaviours are distinguishable;
(h) Teacher behaviours are classifiable qualitatively and quantitatively;
(i) and lastly, teacher behaviours are revealed through overt behaviour and also by symptoms or correlates of behaviour.

5. CLASSROOM RELATIONSHIP BETWEEN THE TEACHER AND THE STUDENTS:

"Relationship" implies that two people are concerned and each treats the other as a person.

Ned A. Flanders, in the book 'Teachers and the learning process' points out that the teacher and his students communicate generally under three types of relationships, which are (a) Authoritarian, (b) Democratic, and (c) Laissez-Faire.*

1. **Authoritarian Teacher:** He/she centralises all powers in himself/herself

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and firmly directs the actions of his/her students. The teaching is completely teacher centered. All planning for the class is done by the teacher. Students are passive listeners of the information which is imparted in the class. There is no free discussion and expression on the part of the students. Students under such a teacher exhibit the following type of characteristics:

(a) They develop apathy and dependency in work;
(b) They lack the capacity for initiation and group action;
(c) In the absence of the leader they show no interest in their work;
(d) Hostility and aggression develop towards the fellow group members.

2. **Democratic Teacher:** A democratic teacher respects the individuality of his students. He does not impose orders and restrictions on his students. He creates such an environment in which students freely communicate with each other. The teacher works as a leader of the group. He leads his students in the study of significant problems in which he is interested. The teacher and the students work on the principle of give and take and respect each other's ideas. They mutually discuss the problems and arrive at some conclusions. The teacher holds an outlook toward learning that emphasises purposiveness in human experience and behaviour.

The following characteristics are developed in a democratic classroom:

(a) Friendliness and more confiding atmosphere;
(b) Mutual co-operation and recognition;
(c) High level efficiency and habit of independent work;
(d) Initiative of working effectively in the absence of the leader.

3. **A laissez faire teacher:** A laissez faire teacher is quite opposite to authoritarian teacher. He does not guide or direct student activities.
Students are left free to do what they like. He may answer to the questions put by the students, but he does not impose anything from his side.

The following are the characteristics developed in a laissez faire classroom:

(a) Students are co-operative;
(b) Students show less tendency to direct their resentments towards their fellows;
(c) Insecurity was reported by the group;
(d) Students show dissatisfaction against the teacher.

6. CLASSROOM INTERACTION ANALYSIS:

One of the important requirements of classroom teaching-learning is the analysis of classroom interaction of teacher's behaviour. This technique of analysing teaching behaviour has been evolved to improve classroom teaching. It provides insight into the nature of classroom communication and helps in modifying teacher's behaviour.

Observation of a classroom, when teaching is going on, reveals that some one is talking and chances are that it will be the teacher more than 70% of the time. This makes one feel that teaching is a one way process. It is a two way process. Both teachers and students influence one another. Teacher influences students when he manages class activities by giving directions, expresses his ideas by lecturing, stimulates students' participation in learning by asking questions, classifies students' ideas by applying them to the solution of the problem, praises and encourages students from time to time, diagnoses the attitudes and feelings expressed by students or inferred from their behaviour, criticizes the behaviour of the students, and so on. Students also influence teacher by their talk.
which generally consists of responses to the teacher, initiation and some other activities. Therefore, teaching is naturally an interactive process where teacher and learner participate in a reciprocal manner. Although most of the functions associated with teaching are implemented by verbal communication, yet classroom interaction cannot be understood as only verbal in nature. Non verbal communication also does exist. The nod of the head of the teacher encourages student participation, the finger to the lips warns against talking, the smile and frown also communicate much to the students. Students also influence in a non verbal fashion.

**Objectives of studying classroom interaction:**

1. Classroom interactive techniques provide objective data, systematic record of the teaching behaviour of the teacher which may be helpful in giving definite instructions and guidance to the teacher for the improvement of his teaching;
2. Enables to identify the pattern of teacher behaviour;
3. Helps to evolve remedial strategies and reconstruct our teaching methods.

**Flanders Interaction Analysis System:**

Ned A. Flanders has been a pioneer in devising a technique to observe and analyse classroom communication systematically.

In Flanders' interaction analysis system the total classroom interaction is put into three major sections:

(a) **Teacher talk - indirect influence:**

1. Accepts feelings;
2. Praises or encourages;
3. Accepts or uses ideas of students;
4. Asks questions.

(b) **Direct influence:**

5. Lecturing;
6. Giving directions;
7. Criticising or qualifying authority.

(b) Student talk:
8. Student talk-response;
9. Student talk-initiation;

(c) Silence:
10. Silence or confusion.

The categories are numbered so that an observer may listen to classroom talk and tally a number every three 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 Flanders categories. The teacher who has been observed (and teachers can evaluate themselves by using audio or video tapes of their own teaching) can then use the matrix to learn for example the percentage of the time he talked compared with that of his pupils, whether he followed pupils' contribution with praise, acceptance or 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.

7. TEACHER-PUPIL RELATIONSHIP AT PERSONAL LEVEL:

Teacher-pupil relationship at personal level is one which is intimate. It is a relationship where teachers are not like blank spots in the memories of students, where students completely forget teachers with whom they have spent thousands of hours. Relationship at personal level can prevent a teacher from being a cardboard cutout, but a real person in the life of the student. Personal relationship can be fostered by teachers
who are transparent, honest, real people - people with whom students can have meaningful relationships. Teachers who wish to develop relationship at personal level are those who develop a sensitivity to how things seem to pupils with whom they are working. There is a world of difference between understanding a child and understanding the child himself. Even a great deal of human knowledge of growth and development need not necessarily help to understand a given child. The kind of understanding expected where the relationship is personal is not a knowledge about but a sensitivity to the pupil. It is a kind of empathy, the ability to put oneself in another's shoes, to feel and see as the pupil does.

The secret of teacher-pupil relationship at personal level is friendship. The child needs a special friend in whom he can find guidance and in whom he can confide in the problems which perplex him. He needs some one who can tell him things without undermining his self respect, who can share his jokes, his dreams, his aspirations, who can shed a tear with him and who can when the occasion demands, correct him firmly when he errs in behaviour.

The popular teacher-child interaction models may be classified into three ideological camps: The non-interventionists, interactionists and the behaviourists.

According to the non-interventionists' approach the function of the teacher is to provide a facilitating environment for a child to give feelings free expression. The teacher then verbally reflects the child's emotions.

Moustakes (1971) expressed this point as 'personal interaction between teacher and child means that difference in children is recognised and valued... Relations must be such that child is free to recognise, express, actualise and experience his own uniqueness. Teachers help to
make this possible when they show they deeply care for the child, respect his individuality, and accept the child's being without qualification.*

This view is also evident in the writings of Rogers (1969) and Postman and Weingartner (1969) and Gordon (1970). Humanist educators like Carl Rogers contend that teachers ought to establish loving relationship with their students. He has identified caring for or prizing the learner as one of the criteria for a sound student-teacher relationship, one which in fact, facilitates learning. Speaking of the teacher's attitudes Rogers says: 'I think of it as prizing the learner, prizing his feelings, his opinions, his person. It is a caring for the learner but a non possessive caring.**

Postman and Weingartner in their book 'Teaching as a subsersive activity' also subscribe to this belief in the importance of loving the student. They report a scene in which a student complains that many school problems flow from a lack of love between teachers and students.

Gordon says that students are freed to learn when the teacher-student relationship is good. He goes on to explain that teacher-pupil relationship is good when it has 'openness or transparency, so each is able to risk directness and honesty with each other; (2) Caring, when each knows that he is valued by the other; (3) Interdependence, as one on 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.***

8. PROFILE OF AN ADOLESCENT:

An adolescent is a young person who is on the threshold of adulthood - a boy or a girl who is changing rapidly - one who is no longer a child but still is not a man or a woman. No clearly defined chronological boundaries separate adolescence from other periods of growth and development. However, generally speaking, adolescence extends from the age of 12 to 20 years.

The marked changes that come with puberty make the adolescent act differently, look differently, and feel different than he/she ever has before. His/her attitudes towards other people, towards life and towards himself/herself change. In the process, he/she may amuse, amaze, bewilder, confuse and arouse a variety of other feelings in adults at one time or another. He/she not only is perplexing to other people but is also perplexing to himself/herself.

The most direct and effective way a teacher can become involved in helping adolescents prepare for a world of change, it seems, is to establish and continually improve positive relationships. Adolescents value such relationship highly.

The adolescent has many personal concerns that can inhibit his ability to learn. He cannot be expected to acquire academic knowledge until he is psychologically free to learn. The emphatic teacher can do much to aid the pupil in achieving this functional freedom. It appears that teachers who care and who offer a helping hand can give the young adolescents a new lease on school life by instilling a feeling of belonging, of being wanted and respected as a person.

The Encyclopaedia dictionary of psychology explains the concept of adolescence as 'An individual may be said to enter adolescence when
he or she no longer views him/herself as a child or when others begin to expect more mature behaviour from him or her, than they do from a child. Physical changes or psychological changes either in oneself or in one's peers may precipitate this change in psychological status, which may then bring with it further psychological adjustment and modifications of social relations'.*

In conclusion, it can be said that the teacher is the key figure in the educational system. It is the teacher's behaviour in the classroom situation that must eventually be the focus of our attention, if we are to understand how society through its agent, the school, and in turn, the school through the person of the classroom teacher, influences the lives of children. This means that how the teacher behaves in the classroom in addition to what is being taught is more important in the sense that it sets patterns of pupils' behaviour, giving rise to a certain kind of teacher-pupil interaction.

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