INTRODUCTION

Psychologists have suggested various approaches to the explanation of human behaviour and these, in turn, have been reflected in classroom practice.

The behaviouristic school of psychology views man essentially as a product of past and present environments. Behaviourists believe that it is circumstances that determine whether man will be basically evil or good in his life.

The psychoanalytic school views man as governed essentially more by emotions than reason and by unconscious rather than conscious forces. Psychoanalysts believe that human nature must be controlled by the individual and by society if it is to be more good than evil.

In contrast, humanism focusses on the individual in his wholeness and uniqueness. Humanistic educators believe that the educational process must understand and involve the inner affective life of the student. Accordingly to them learning is a deeply human, personal, affective experience. Hence, it is profoundly influenced by student self-concepts, values, personal need and feeling of belonging. Humanistic education focusses on the person in the process, to produce healthy, responsible people the society needs.

The nature of curriculum construction is therefore determined by views on the nature of the classroom process. The central element in this process is the relationship between teacher and taught as the key participants.

To a large extent the teacher's behaviour sets the pattern of atmosphere, as it is his role to organise and facilitate learning experiences.

Different factors influence the teacher's efforts to teach. The na-
ture and degree of teacher's effectiveness in sustaining a positive learning environment is the subject of the study.

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