CHAPTER -I

INTRODUCTION
1.1 INTRODUCTION

Teaching is a noble profession. Great men of the world went through the hands of great teachers. Great teachers of the world turned the world upside down with their philosophies and great ideas. Enumerate, by making a list of great men whose inventions and discoveries have shaken and civilized the world, and you will find that all of them taught by particular individuals to whom they give credit. Teaching is one of the oldest professions. It has no specific history because all through human history people have learnt and have gone through the hands of teachers.

However, it was in the Gurukula system where teachers (gurus) interacted with students in an organized way. The teachers instructed the students in various disciplines, and the students did for their teachers. The Greeks had a similar system where teachers and philosophers were approached by individuals to gain knowledge. In our days, it seems that the teaching profession is the least respected profession. You ask any child what he wants to become in future, and you will be surprised to know that it takes one out of thousand children to mention the teaching profession.
Why is it that many feel shy to be known as teacher? In fact, there are many who are teaching now because, for them teaching is the profession of the last resort. With this revelation, it is imperative to assess the responsibilities of a teacher and to see if we need to do more for the profession to be recognized, and shake off the shackles of disrespect and neglect. On this note, this investor will examine the professional responsibilities of a teacher.

Education has been undergoing rapid change in the last several years. New modes of learning have been espoused and new communication techniques/strategies are being encouraged as alternative methods to the traditional classroom model. However, "the traditional view of education, a view that still prevails, holds that learners must submit themselves to teachers" (Menges, 1977, p.5). As Menges further suggests, this view means that the teachers' authority is not to be questioned. The underlying assumption is that without the communication of power by the teacher over the student, the student cannot learn.
In formal school setting students and teachers spend a considerable amount of time in classrooms interacting with each other. Educators believe that good relationships between teachers and students are important in the learning process. There are numerous variables which determine, to differing degrees, the ‘success’ of any particular learning environment and one of the key variables is the nature of the student-teacher interaction. Arends (2001) is of the view that establishing authentic relationships with students is a prerequisite to everything else in teaching. Getzels and Thelen (1960) suggested that teacher-student interaction is a powerful force that can play a major role in influencing the cognitive and affective development of students. Further, Walberg (1976) and Winne and Marx (1977), emphasized that students’ perceptions of their teachers’ behaviour should not be underestimated, rather it should be considered an important mediator between the instructional characteristics and academic achievement. Wubbels and Levy (1993) reaffirmed the role and significance of teacher behaviour in the classroom environment and in particular how this can influence students’ motivation and ultimately, achievement.

From this it follows that it is important for teachers to have a caring disposition towards their students, believe in their students’ ability to learn and establish a harmonious relationship with their students. Because, it is from these relationships between the teacher and his/her students that student motivation to engage in learning can be realized.
The importance of effective communication in the classroom cannot be overstated. Communication is central to the teaching process. Some even argue that communication is the teaching process. As Hurt, Scott and McCroskey (1978) have stated it that, there is "a difference between knowing and teaching, and that difference is communication in the classroom".

Teachers develop different expectations for their students. A teacher's expectation can be thought of as his or her estimate of a child's probable academic performance within the classroom. When individuals know what other people expect from them, their behaviour will conform this pattern. Thus what a teacher expects in the classroom can influence pupils' perceptions and behaviours. Rosenthal and Jacobson (1999) suggest that if teachers expect certain children to have high academic performance, those children will perform well, and if teachers expect certain children to perform poorly, those children will perform poorly.

Teachers develop different achievement expectations for individual students early in the year. Students are treated in accordance with teachers' expectations of them. Simultaneously, students perceive different treatments received by other students with different achievement levels. If the teacher's treatment is consistent over time, it might begin to affect student's self-concept, aspiration, motivation, and interpersonal relations. (Good, T.L.B, 1994)
1.2 COMMUNICATION

Weinstein (1985) found that students perceive differential teacher treatment toward high and low achieving students. Interviews with elementary students indicate their awareness of their teachers as projecting higher achievement expectations and providing more opportunities to higher achievers. By contrast, teachers were perceived to structure activities of lower achievers more, offering them both more help and more negative feedback (Weinstein, 1985; Weinstein, Marshall, Brattessani & Middlestadt, 1982; Weinstein, Marshall, Sharp & Botkin, 1987; Weinstein & Middlestadt, 1979).

Wubbels, Creton, Levy, and Hooymayers (1993) adapted the Leary model and developed the Model for Interpersonal Teacher Behaviour. The model is drawn in the following figure.

Figure 1. Levy’s Model for Interpersonal Teacher Behaviour

The description and examples for each Scale is explained as;
- Leadership [DC] - Extent to which teacher provides leadership to class and holds student attention.

- Helping/Friendly [CD] - Extent to which teacher is friendly and helpful towards students.

- Understanding [CS] - Extent to which teacher shows understanding/concern/care to students.

- Responsibility/Freedom [SC] - Extent to which students are given opportunities to assume responsibilities for their own activities.

- Uncertain [SO] - Extent to which teacher exhibits her/his uncertainty.

- Dissatisfaction [OS] - Extent to which teacher shows unhappiness/dissatisfaction with student.

- Admonishing [OD] - Extent to which teacher shows anger/temper/impatient in class.

- Strict [DO] - Extent to which teacher is strict with and demanding of students.

Teacher’s behaviours in the classroom can also take on new significance when they are viewed as models for certain student behaviour by the students. Effective teachers have a knowledge base that guides what they do as teachers in the classroom. With the use of this knowledge base they can provide leadership to a group of students under their charge. But at the same time it is important that this “teacher as leader” concept does not lead to excessive attention to control, orderliness and efficiency at the expense of giving responsibility to students for their own learning, and to be creative and spontaneous in behaviour. So there has to be a balance between control and freedom.
The quality of interpersonal teacher behaviour and relationship with his students is an indication of the quality of leadership in the classroom.

Though often time teachers engage in a systematic reflection on a lesson delivered, seldom teachers reflect on their interpersonal skills. Also, very few teachers ever venture to find out what the students think of their interpersonal behaviour in the class. Arends (2001) says that “effective teaching requires careful and reflective thought about what a teacher is doing and the effect of his or her action on students’ social and academic learning”.

According to Good and Brophy (2003), some personal qualities are basic to successful management of classrooms. There is evidence that teacher’s interpersonal behaviour, communication style and personal qualities can affect the development of authentic human relationship with their students. However in the process of analyzing themselves some teachers think that they are lenient in taking disciplinary action against students while some others think that they are already giving enough help to students in the class. There could be differing opinion of one’s own assessment and the view of the others.
A general argument that can be made is that teacher–student interpersonal behaviour is a crucial element in the teaching–learning process, and hence the learning environment, in any country. Teacher–student interpersonal behaviour is a major component of classroom management (e.g. Doyle 1986) and many experienced and inexperienced teachers experience problems in this domain (Veenman 1984).

Research has shown that students’ perceptions of teacher–student interpersonal behaviour are strongly related to student achievement and motivation in all subject areas (den Brok et al. 2004; Wubbels and Brekelmans 1998) and those healthy teacher–student interpersonal relationships are a prerequisite for engaging students in learning activities (Brekelmans et al. 2000; Wubbels and Levy 1993). Moreover, healthy interpersonal relationships between teachers and students are positively related with teachers’ satisfaction with their profession and with prevention of burn-out (e.g. Ben-Chaim and Zoller 2001; Wubbels and Levy 1993).

1.3. PERCEPTION

Perception is the process of integration and interpretation of what the mind receives. Perception involves responding to the world through our senses. It is not a total response to everything outside with all our senses simultaneously. The response is something specific and serves
some purpose on the particular occasion. Therefore, our response is selective, purposive and relevant to our needs. We select and organize those things which are needed for our purpose and leave the rest at the background of our perceptual field.

According to Moskovitz and Orgel (1969) perception is a wide range of response to a stimulus or set of stimuli which integrates the information beyond that what the stimulus contains. The meanings of other stimuli obtained from past experiences may also be added to this. Wickens and Meyer (1961) defined perception as a process which gives significance to the stimuli making the perceiver to react to the event in an adaptive manner. Murphy (1964) says that perception is a way of coming in terms with the environment playing certain features up and down. He emphasizes four different aspects in perception such as similarity, quality, past experience and set. According to Stagner and Karwoski (1952) perception is the process of obtaining knowledge of external objects and events by means of senses.

Man makes use of his sensations and arrives at certain conclusions about the objects and events of the world. If the objects and events are real and well established he does not doubt his knowledge too much. But still while dealing with physical objects he resorts to probability for accurate knowledge. The physical objects and events may be new and unfamiliar and also not well established and they are further away from him. In such cases his knowledge is subjected to verification as chances of error are possible in it.
William James (1981) said that the child’s world is a big booming, buzzing and confusion. Perception takes place when a part of the stimulus is used to predict the presence of the total stimulus situation. In other words, it is like the prediction of the object flower or dinner from the smell without seeing it. In our everyday life, we are making several perceptual reactions to things and events. “When dark clouds are collected in the sky and cold wind blows we understand that there is going to be rains and immediately run for shelter. You are waiting for a train and the railway bell is ringing, you make all the preparations to get into the compartment thinking that the train is arriving at a distance”. In all these incidents we are combining several things in our perceptual process. Perception reduces chances of our failure to achieve something and simplifies our life process and makes our adjustment more easy and defective. Therefore, perception may also be defined as the process of knowing the objects and events in the external world through our senses and making them a meaningful whole with the help of past experience and learning

1.4. CHARACTERISTICS OF TEACHING

A teacher teaches. He is the one who imparts knowledge and instructions in students. This responsibility must be handled in a professional way. In the words of Degmarti Bhaskrarao(2001)’the role of teacher has been well recognized in the traditional Indian thought trough the cencerise T.Guru(Teacher) is to be revered as an imparter of
knowledge and a guide (p.45). To perform in a professional way, the teacher must consider the following points:

(a) **Maintaining attention:** To maintain attention involves maximizing time on task. A solid plan must be made, so that sequence is maintained and time is not wasted. He should also use suitable moves to get attention. This is very important. Various methods can be used to capture the attention of the students from the beginning of the lesson itself. However, a well-planned out introduction fulfills this need.

(b) **Maintaining momentum of lesson:** For this the teacher has to provide materials for the lesson, being able to manage two or more groups, handling intrusions with a minimum of disruption to the flow of the lesson. He can also maintain momentum of lesson, by anticipating trouble spots and being flexible in presentation if difficulty develops. Lastly, he can maintain momentum by preparing students for transitions, that is, a shift from one topic to another, or from one lesson to another.

(c) **Communicating expectations:** This can be done by providing adequately for quantity and quality of work and informing students of expectations for performance and learning with a positive expectancy. The teacher is also required to give prompt and appropriate feedback to students in their quest for answers. In addition to this, he should communicate routines which are planned out, and explain work habits and work procedures. These together will help the teacher to
maintain high standards. While emphasizing the role of the teacher as a communicator, S.P. Sharma (2004 obines), “he should have high degree of communication skill, clarity, precision and logic” P.No131.

(d) Demonstrating clarity of presentation: To do this, the following points must be taken into consideration: viz., checking for understanding, trying to unscramble confusions, using a variety of explanatory devices and techniques, using appropriate speech, stating objectives of lessons, providing for linkage between ideas or a coherency in the presentation of objectives. Clarity of presentation may also involve using the appropriate teaching strategies, which go a long way to enhance learning. (J.C. Agarwal) state the role of the teacher as follows. “Successful teacher are clear and consistence in articulating the expectations (P.No.394).

(e) Demonstrating efficient use of time and space: In doing this, the teacher must provide enough time for the students to learn the skill which is taught. This will involve a sufficient interactive time with students. Focus should also be on the beginning of the lesson to the ending of the lesson. Adequate space should be arranged to suit learning activity.

(f) Evaluating students’ progress: It is always nice to for the teacher to check the progress of students through observation, work examples, tests, and interviews or even through student self evaluation. Tests should be matched to what is taught. He should also indicate the
criteria for success of the students. Evaluation results should be kept in well organized records. The evaluation should be continual process.

1.5. PROFESSIONAL RELATIONSHIPS OF A TEACHER

For a teacher to be called a professional, he must maintain relationships. The direction for this relationship and how he structures these relationships will determine, whether he is a professional or not. According R.V.Naidu( 2006),” the Values of possessing appearance, a pleasing manner, a sense of humour may initially impressed the pupils. But Honesty, Reliability, Bitermination and Efficiency on the part of the teacher or qualities which will most influenced the response, obedient and expression of the pupils”(P.No.92). The most important he maintains is the teacher student relationship.

(A) Teacher-Student relationship: To maintain this relationship, the teacher must recognize the student as an individual, who maintains effective communication with students. To nurture this kind of a rapport, the teacher can use students’ previous and current teachers’ resources where appropriate, rapport with the students help them to increase their self-image, which helps them to establish goals, develop a sense of responsibility and self discipline. The teacher must also communicate high expectations in performance of behaviours, be available for individual with students and counsel students.
Good relation with students also means helping the students to develop as group members. This can be done by helping each student interact freely and effectively in groups, helping them to adapt to and socialize within the classroom environment.

The classroom atmosphere should be such that encourages acceptance of others rights to have different attitudes and values, and also to help the students recognize the value of his/her own uniqueness, demonstrate and encourage for all cultures, races and religions.

A professional teacher, seeking to maintain relationships must also communicate and maintain standards for discipline through a positive approach. In trying to do this, he must be direct, be specific through a positive approach. He must repeat those standards for discipline, have positive expectancy, uphold standards consistently, have tenacity and also employ a variety of strategies matched to the situation.

Maintaining teacher-student relationship also involves being fair, presenting a professional appearance, having a sense of humor, being courteous, showing respect and of course listening attentively to the students and attending to their needs.

**(B) Staff Relationship:** This relationship should be maintained and nurtured professionally by a teacher. To do this the teacher must consider the following points.
(1) Sharing the responsibilities for supervision of students outside the classroom during the school day. The teacher must note that all the students in the school for that school hours.

(2) Sharing ideas, suggestions and resources with other teachers. Professional teachers are not selfish. They like to interact with their colleagues, learning from them. They are transparent, and do not hide any good thing which benefits others.

(3) Attempting to promote good relationships with the staff. He takes the initiative to make sure that there is a good rapport among the staff. A professional teacher is always a man of peace and tranquility.

(4) Sharing responsibility to participate in school system—engaging in wide range of activities with colleagues. For a professional teacher, the classroom is not the limit. He takes part in all other co-curricular activities, which enhance the development of children and help in the achievement of the goals of the institution.

(5) Being positive and supportive of colleagues towards the school system with the public. A professional teacher is always ready to defend the institution, when attacked by the public. He should not contribute to anything that will tarnish the image of the institution of which he is a part. To parents and public, he should speak good things about the institutions.
(6) Cooperating when reasonable requests are made by administration. When called upon to help out in a particular responsibility, the teacher should be willing to do so. In fact, a professional teacher should be able to go a second mile.

(7) Seeking to maintain effective working relationship with all school system personnel. The school system personnel include those whose ranks are above, below or at par with the teacher. He should be able to relate to all the personnel, without bias of reservations.

1.6. PROFESSIONAL RESPONSIBILITIES OF A TEACHER

Apart from teaching and maintaining relationships, a professional teacher also needs to fulfill some professional responsibilities. Digumarti Bhaskararao (2003) remarks, “the role of a teacher has never been limited to the acquisition of knowledge and the development of skill” (P. 45). Some of the responsibilities are mentioned as follows:

(a) Keeping abreast with current professional training. This may include course work revision of notes, adding new materials, referring to new books, etc. It also includes in-service work, attending conferences, professional reading, and being a member of a professional organization.
(b) Considering suggestions from supervisors, peer students and parents, in a democratic set-up. The teacher should be able to exchange ideas with this supervisors, colleagues, students and parents. He should not claim to be all known all.

(c) Assisting others in the profession, when the opportunity arises. This assistance is usually given to (neophytes) newly-appointed teachers. It may be helping them to overcome the anxiety of standing in front of students in the classroom, or, helping them with the constructions of lessons plans, or with their teaching methods.

(d) Actively contributing to the enhancement and improvement of school, through consistent participation in some activities, such as, sharing in the overall development of programs and policies of the school or the school system, participating in the formulation and development of curriculum for the school system, involvement in the leadership of Teachers Association, attendance of athletic and musical events and other social activities, involvement in teacher councils and committees and participation in orientation meetings.

(e) Submitting reports and required materials on time. A Professional teacher must be time conscious. Being time-conscious means fulfilling or accomplishing all duties and responsibilities on time, especially when it comes to submitting reports, grades, question papers etc.
According to Vipin Sastri (2009), “Teacher professional Responsibilities is absolutely essential if technology provided to school is to be effectively (P.No.175)

1.7. PERCEPTION AND SENSATION

While explaining perception we have been using the concepts senses and sensation. This naturally infers that there is relationship between perception and sensation. Sensation is a response to specific stimulus such as visual, auditory and the like. Perception is a response not only to the specific stimulus, but to the whole situation. Perception relates our behaviour to a complex pattern of stimuli. Sensation refers to the function of sense organs with their nerves and nerve centers. Perception refers to the objects of the world known through the sense organs. Robert A. Baron (2001) states, “Perception is the process through which we select organize and interpret input our sensory reception (P.No.14).

For example, in an experiment on sensation we present a simple stimulus to an observer and try to measure what reaction the stimulus has aroused in the observer. In an experiment on perception we present objects to the observer and find out how well they are observed by the observer. The observer is attentive to what is presented in both sensation and perception and the responses in both cases are also verbal. In sensation we are interested in relating the verbal report to the stimulus whereas in perception we relate the report to some facts.
1.8. ATTENTION AND PERCEPTION

In the perceptual process both attention and perception are taking place in an organism. Attention takes place first and then perception occurs. Attention makes the organism to be aware of the occurrence of the event for perception. Therefore attention is active, quick and rapid. Since attention shifts rapidly it exists only for a short period. An event may exist only for a short duration or appear and disappear, because of this our sense organs must be very attentive to the events or movements or appearances of the objects. For example, in a race in a sports event we watch very attentively to know who comes first and who comes second. Our attention is fixed at a particular place and we do not turn our attention even for a second. After everything is over we provide the complete note of everything that has happened there may be called perception.

Therefore attention may be stated as the part of perception and it is attention that provides information for perception. The attentive processes are mediated in perception. Attention is always selective in the perceptual field. Sometimes in a situation we may be in the midst of many noises, but we may be attentive to one particular voice in which we are interested, neglecting all others. There is several attention getting characteristics in the stimulus. They are mainly intensity, contrast, change, size, novelty, repetition and duration. These all are also contributing factors of perception as antecedent causes. Sensation, attention, and perception are having many common characteristics.
Therefore, it is very difficult to accurately differentiate attention from perception and attention from sensation and also sensation from perception.

Many may say that the teaching profession is an easy one, where no particular expertise is required. Even though this may be the belief of many, it is just an assumption and an illusion. Everyone can be a teacher, but not all teachers are professionals. The teaching profession has its own ethics and norms, which must be upheld. For a teacher to be considered as a professional, he must commit himself to some basic norms of the profession. The status of a teacher in the society is quite low, because of the way teachers who call themselves as professionals, behave, bringing shame to the quality and nobility of the profession.

1.9 SIGNIFICANCE OF THE STUDY

Perception is the process by which individuals organize and interpret their sensory impressions in order to give relevance and significance to their environment. Human beings are blessed with sensory organs and through these organs they generate various impressions and expectations.

Perception helps in understanding human behavior in the organization. It also helps in understanding perceiver’s own mindset and tendency in judging others. In countries like India Student Teachers seek admission in District Institutes of Education (DIETs) and Teacher Training Institutes run on Government Aid and self – financing
basis. They undergo training for a period of two years mastering theoretical concepts and undergoing training in practical aspects such as preparation of records, instructional aid and teaching competence. After successful completion of the course of study and passing the theory and practical examinations, they become eligible to be appointed as secondary grade Teachers in elementary schools (Std I - V), middle schools, (I-VIII Standard), high schools (VI – X Std) and higher secondary schools (VI – XII Std).

During their formation as teachers a number of factors influence their behaviour and performance. Chief among them are the material resources such as buildings, classrooms, Laboratories, library and human resources such as Headmaster, Teachers, peer groups and others. In Teacher Training Institutes Teacher Educators are taken as role models by student teachers. Very often student teachers emulate their teachers in learning skills related to successful teaching. They very closely observe their teachers behavior and build a picture of their teachers as per their observation and perception.

The quality of output of teacher training institutes is a product of a number of factors such as institutional factors, teacher factors, student factors, home factors etc. A close examination of these factors reveals that the teacher factors play a crucial role in imparting effective training to the student teachers. Keeping the above stated factors and conditions in mind teacher behaviour have been chosen for investigation.
1.10 NEED FOR THE STUDY

The role of the present teacher has become very challenging, complex and multifacts on account of the following reasons. There is explosion of knowledge and radical changes are occurring in the content areas of all disciplines; the teacher has to keep in view new concepts in teaching like individualized instruction, microteaching, e-learning, virtual earning, etc; he has to handle children hailing from different socio-economic, educational and cultural backgrounds; he has to equip himself with the latest trends in the field of education; he has to be democratic and secular in his approach in educational institutions; he has to be thorough with the subjects and varied methodologies of teaching to fulfill the expectations of the students; he must be good at maintaining student discipline; he must be also a good guidance and counseling worker.

The above stated roles are to be insisted on and student teachers are to be trained in them during the course of the teacher and these roles training. May roles are to be learned from their teachers influence the behaviour of the student teachers. As student teachers spend most of their time with the teachers in training institutes they seem to have correct perception of the teachers. Perception may be positive or negative. Positive Perception means desirable impressions formed of their teachers and their behaviour. Even though teacher behaviour comprises a number of behavioural characteristics from the student
teachers’ point of view it can be reduced to the following dimensions: effective teaching, fair play, concern for students, human relations and guidance. Positive perception of their behavior implies students' liking of their teacher behaviour. These aspects are likely to exercise positive influence on their actions resulting in copying of their behavior to a great extent. On the contrary negative perception of their teacher behavior is likely to exercise negative influence on their actions and behaviour. This theoretical assumption can be tested through undertaking a study on student teachers perception of their teacher behaviour. Once the nature of perception of teacher behavior is understood substantial measures can be offered to improve teacher behavior which will ultimately result in preparation of effective teachers who lay the strong foundation at the school level for the prosperous future of India. Under these circumstances the investigation is planned.

1.11 STATEMENT OF THE PROBLEM

For the Present investigation the field of Teacher education is selected.

Students hailing from different socio, economic and educational backgrounds seek admission in teacher training Institutes. The training is meant for two years duration and the students are in constant touch with their teachers (teacher educators). They not only watch their teacher behaviour but also
like to follow them. Behaviour exhibited by teacher educators affect student teachers behavior either in the positive manner or negative manner Teacher Behaviour imprint lasting impressions on the student teachers.

Teacher Training Institutes play a significant role in the national development of a country. Effective teachers are shaped in these institutes. That is why there is a popular saying ‘Teachers are not born but made”.

Namakkal District is not only one of the revenue districts of Tamilnadu in India but also a district with top ranking educational institutions on the educational map of Tamil Nadu.

The present study is restricted to teacher behaviour namely effective teaching, fair play, concern fro students, human relations and guidance.

It includes student teachers doing two year course in Diploma in Teacher Education in Teacher Training Institutes in Namakkal revenue district focusing attention on their teacher educator (Teacher) behaviour.

1.12 TITLE OF THE PROBLEM

The title of the problem is “Students’ Perception on Teacher Behaviour in Teacher Training Institutes of Namakkal District”.

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1.13 DEFINITION OF TERMS

STUDENTS:

By “students” the investigator means the students studying in the D.T.Ed and Teacher Training Institutes in Namakkal District of Tamilnadu.

PERCEPTION:

Perception is considered to be a process that helps a person to become aware of things, situations and persons. "Perception" as the Oxford Dictionary suggests, can be classified as a mental impression, an intuitive understanding or insight of the way one may individually look at things in the world. It is more of a psychological process and can vary amongst individuals. The concepts dealing with the nature of individual are four. They are (i) individual difference; (ii) whole person; (iii) motivation and (iv) human dignity.

TEACHER BEHAVIOUR:

Teacher Behaviour in the present study includes ‘effective teaching, fair play, and concern for students, human relations and offering Guidance’.

All teachers have the key to provide a good environment for the students. The benefits of having a pleasant environment are for the teacher and students. But before that happens, a teacher needs to be well prepared so that students receive the best treatment. As humans, sometimes teachers make mistakes. However, we always have another chance to do it better, for
which teachers need to show respect, care, become role models, make a pleasant environment, treat all students fairly, instruct them but not be totalitarian and guide them to the road of success.

Teachers need to think about what are the students’ feelings. As a teacher, one good way to do this is to look back in their school years and remember what they went through when they were students. We will realize that most of the kids have problems with their teachers. I do not believe that there are students who have not encountered a problem with their teacher. If teacher’s priority is to internalize the student’s feelings, he becomes their idol.

Often, there is a debate about if a teacher should be a role model for students. Teachers are respected by society because they know about different subjects. Moreover, teachers have the qualities to be or become role models for students. As they love, care, instruct and guide their student to become a successful person, the student views teacher as being wise.

Therefore, he looks up to them. Students know that if they need something, they just need to ask their teachers. Kids learn every lesson the teacher gives.

A teacher has an enormous responsibility. They still make mistakes. It is okay to make mistakes because it is a human nature. At the same time, students look to their teacher and imitate them, literally in words and deeds. Proper education is the need of the day if we want our country to progress. This is because every child must be given the best level of education.
1.14. OBJECTIVES

1) To develop a rating scale to assess students’ perception on teacher behaviour in teacher training institutes of Namakkal District.

2) To study students’ perception on teacher behaviour in teacher training institutions.

3) To study teacher training students’ perception on teachers behaviour in respect of their gender.

4) To study teacher training students’ perception on teachers behaviour in respect of their social status.

5) To study teacher training students’ perception on teachers behaviour in respect of their age.

6) To study teacher training students’ perception on teachers behaviour in respect of the class of study.

7) To study teacher training students’ perception on teachers behaviour in respect of type of teacher training institute.

8) To study teacher training students’ perception on teachers behaviour in respect of parental education.

9) To study teacher training students’ perception on teachers behaviour in respect of parental occupation.

10) To study teacher training students’ perception on teachers behaviour in respect of family income.

11) To study significance difference if any in students’ perception of teacher behaviour with reference

(i) Gender

(ii) Age

(iii) Class of study
Type of Institute

12) To study significant association in any between

(i) Parental qualification and students’ perception of teacher behaviour.

(ii) Parental occupation and students’ perception of teacher behaviour.

(iii) Family income and students’ perception of teacher behaviour.

1.15 HYPOTHESES OF THE STUDY

On the basis of the objectives the hypotheses are formed are:

1. There is no significant difference between teacher training boys and girls with regard to their perception on teacher’s behaviour.

2. There is no significant difference between teacher training students in the age group up to 18 years and above 18 years of age with regard to their perception on teacher’s behaviour.

3. There is no significant difference between the students of first Year and second year teacher training students with regard to their perception on teacher’s behaviour.

4. There is no significant difference between the Government and Private teacher training students with regard to their perception on teacher’s behaviour.

5. There is no significant association between father’s qualifications of teacher training students and their perception on teacher’s behaviour.

6. There is no significant association between mother’s qualifications of teacher training students and their perception on teacher’s behaviour.
7. There is no significant association between father’s occupations of teacher training students with regard to their perception on teacher’s behaviour.

8. There is no significant association between mother’s occupations of teacher training students with regard to their perception on teacher’s behaviour.

9. There is no significant association between family income of teacher training students and their perception on teacher’s behaviour.

1.16 SCOPE OF THE STUDY

The teacher’s behaviour does affect how pupils learn. His personality his philosophy, his ways of handling the pupils, his ways of instructing, all enter into the learning process and help to determine its directions and quality.

The teacher training school is considered a more conducive place for the cultivation of certain desired qualities that are more needed in the present day adjustment to the environment. With the increasing importance of teacher training schools in this direction in the face of the diminishing role of the family in molding behaviours, it would be more appropriate to expect the present day school going population to collect more varied experiences through their exposure to the diversified value complexes and attitude orientations in the multi-dimensional school setting for developing of such goals.

A close examination of the behaviours and characteristics of the teacher training school students who are in their later adolescent stage clearly bring out the fact they are socially not mature to which they alone are not responsible. As they take the teachers also as their models and learn from them, we first of all should know they look at their teachers; their behaviour
characteristics so as to develop in them deserved attitudes towards their teachers and their teacher behaviour. Under these circumstances a study on “Students perception on teacher’s behaviour in teacher training institutes of namakkal district” has been planned and under taken.