CHAPTER 6

SUMMARY, CONCLUSION AND IMPLICATIONS

(a) SUMMARY

PROBLEM:

Learning outcome is the result of the classroom teaching behaviour of the teachers. Learning behaviour of the pupils is influenced by the classroom teaching. If the teacher is accepted by the pupils, the learning behaviour is influenced to a great extent. The level of acceptance is directly linked with the efficiency of the teachers.

Accepted teachers do a lot to create proper environment for pupil initiation, creativity and discipline while non-accepted ones become the cause of indiscipline among the students. Therefore, the problem before the researcher was to study the classroom behaviour on the basis of the qualities accepted by the students and to determine the influence of the accepted and non-accepted teachers.

Thus acceptance and non-acceptance of teacher is of paramount importance in so far as the quality of learning experiences and outcomes is concerned. The
researcher could not find researches done on these lines and hence the attempt has been made to study systematically examining the patterns of classroom interactional behaviour of accepted and non-accepted teachers. The ambit of the present investigation has, thus, been relatively narrow in as much as it focuses on the empirical behaviour of teachers in relation to instructional settings of our class-room.

OBJECTIVES OF THE STUDY

The objectives of the present study are as follows:

1. To identify the teachers as accepted and non-accepted groups in terms of pre-specified criterion.

2. (a) To describe the class-room behaviour of accepted teachers.

   (b) To describe the class-room behaviour of accepted male and female teachers.

   (c) To describe the classroom behaviour of accepted mathematics, Language, Science and Social Studies teachers.
3. (a) To describe the classroom behaviour of non-accepted teachers.

(b) To describe the classroom behaviour of non-accepted male and female teachers.

(c) To describe the classroom behaviour of non-accepted mathematics, Language, Science and Social Studies teachers.

4. (a) To compare the classroom behaviour of accepted and non-accepted teachers.

(b) To compare the classroom behaviour of accepted and non-accepted male teachers.

(c) To compare the classroom behaviour of accepted and non-accepted female teachers.

(d) To compare the classroom behaviour of accepted and non-accepted mathematics teachers.

(e) To compare the classroom behaviour of accepted and non-accepted Language teachers.

(f) To compare the classroom behaviour of accepted and non-accepted Science teachers.

(g) To compare the classroom behaviour of accepted and non-accepted Social Studies teachers.
HYPOTHESES

On the basis of above mentioned objectives following hypothesis has been formulated in a null form:

Different group and sub-groups (Male, Female, Mathematics, Language, Science and Social Studies) of accepted and non-accepted teachers do not differ on the criterion variables of class room behaviour.


SAMPLE

The sample frame of the present study consists of 350 teachers from 54 schools of Raipur Division. Sample was classified into accepted and non-accepted
teachers on the basis of their acceptance score.

**TOOLS USED**

To measure the acceptance score, Teachers acceptance Scale was administered. There was no appropriate tool available to measure acceptance of teachers by their students. Therefore this scale was developed by the present researcher himself.

The Modified Version of Flanders Interaction Analysis Technique has been used as a tool for observation of classroom behaviour.

**FINDINGS**

The results in respect of classroom behaviour of accepted and non-accepted teachers are summarized below:

- Accepted teachers show a lesser tendency to ask narrow questions than non-accepted teachers.

- Accepted male teachers show a lesser tendency to praise pupil's ideas than non-accepted male teachers.

- Accepted male teachers created a condition for pupil initiation more than that of non-accepted male teachers.
Accepted teachers show a higher tendency to remain longer time in the same category than non-accepted teachers.
Extroverted indirection is found less in the case of accepted male teachers than female one.
Accepted male teachers show a less tendency to react to the ideas and feelings of the pupil than non-accepted male teachers.
Accepted male teachers show a tendency to praise or integrate pupil ideas and feelings into class discussion at the moment student stops talking more than their non-accepted counterpart.
Accepted male teachers show a less tendency of teacher pupil interchange when pupil talk is average or above average than non-accepted male teachers.
Accepted mathematics teachers create a classroom climate for pupil initiation more than non-accepted mathematics teachers.
Accepted mathematics teachers show a less tendency for teacher pupil interchange when pupil talk is average or above average than non-accepted mathematics teachers.
Accepted language teachers have a less tendency to respond the pupil talk with questions based on his own ideas compared to his tendency to teach them non-accepted language teachers. Amount of teacher-talk is found less in accepted group of social studies teachers than non-accepted group of social studies teachers. Amount of pupil talk is recorded higher in the accepted group of social studies teachers than non-accepted counter-part. Tendency in accepted social studies teacher to emphasis on the content is less than that of non-accepted social studies teachers. Accepted group of social studies teachers have a tendency of openness more than non-accepted group of social studies teachers.
CONCLUSION

To sum up, it can be claimed that valuable information has been obtained in comparing classroom behaviour of accepted and non-accepted teachers. General classroom behaviour of teachers of secondary school led the researcher to conclude that teachers devote most of their time in lecturing, and allow very little time to their pupils. Very little, they do to praise or encourage pupils. So the behaviour is teacher-centred rather than pupil-centred. Pupil talk is only in response to the questions. The teachers prefer elaborative lectures in comparison to narrow lectures. They prefer narrow questions. They prefer narrow questions to elaborative ones. Initiation on the part of the pupils is negligible. It is mostly teacher directed. Silence or confusion is highest in the class teaching of Mathematics teachers. The tendency for narrow lecture is found more in male teachers than in female teachers and also it is found more in mathematics teachers than in other groups of subject teachers.

Classroom behaviour of accepted teachers show that they praise pupils ideas less and
criticise pupils more. Initiation on the part of the pupil is highest in mathematics teachers, while comparing sex wise the initiation is more in male teachers than female teachers. Whereas silence or confusion is recorded more in female teachers than male teachers.

Classroom behaviour of non-accepted male teachers in praising the pupil is more as compared to female teachers and tendency to criticise is more in female teachers in comparison to male teachers. Amount of pupil initiation is less in male than female teachers.

When we compare the classroom behaviour of these two groups accepted and non-accepted teachers, it indicates that there is only difference of degrees on the interaction variables. The pupils initiation in the classroom teaching of accepted teachers is striking being significant.
EDUCATIONAL IMPLICATIONS

IMPLICATIONS:

The present study is worthwhile if the findings attract the attention of the teacher educators and school teachers. Its educational implications lie in their special attention.

Teacher educators of the training colleges can use the findings for behavioural change in non-accepted teachers, so that when they go back to their institutions they would be able to tackle the problems of their students.

It may be useful to the teachers of secondary schools in self-rating and bringing change in themselves accordingly making their teaching effective.

The findings of the present study can be useful for the Administrators and Supervisors for bringing behavioural change in teachers from non-accepted to accepted pattern and helping them to discharge their Supervisory functions. Thus the competence of the teachers can be improved.
SUGGESTIONS FOR FURTHER RESEARCH:

Research in the area of class-room behaviour of teachers and their acceptance by the students can be done, taking a large sample of 1000 or more teachers. Out of which highly accepted and non-accepted teachers should be selected and difference in their class-room behaviour should be studied. This can further be investigated sex wise and subject wise independently.

Moreover the two variables of interaction categories i.e. pupils initiation and pupils participation of accepted and non-accepted teachers can be studied and the behavioural changes be analysed further.