CHAPTER 1

INTRODUCTION

1.1 THE SCHOOL SETTING

The arrangement of education on formal basis implies an institutional network which is represented basically by a school. In this frame of reference the school and its total environmental ethos, thus, becomes a significant determinant for the quality of education. Dr. Harris has rightly observed that in the school setting, teaching occupies the major part. It matters little that specific organisational patterns are made for education. As a matter of fact, teaching can be seen as one part of the total operation geared to produce certain learnings. We can also think of the school setting as a learning producing enterprise with the instruction as the basic production technique. As such the various organizations at national, regional, state area, community, school and class-room level can also be included in the total operation where non-instructional endeavours are also made to make it more comprehensive.

1.2 DIMENSIONS OF CLASS-ROOM TEACHING

Teaching in the context of the school setting focuses on the central goal of production of learning
and congruent learning experiences. The two major dimensions which may be considered pertinent here are behaviour related to instruction and the input characteristics of learners who constitute for the process of education.

These two dimensions help us to define a series of functions that cover all the aspects of the school setting. This can be explained with the help of figure 1, which presents the two dimensions. On the one side of the rectangle, we have indicated instructions related directly or indirectly related to pupils; on the other side, we have pupil related directly or remotely and the rectangle denotes all the behaviour related to the school setting. All the functions of the school setting whether they are supervisory, management, special service function or general administrative functions they focus the two major dimensions teaching and learning operation.

**FIGURE - 1**

**FUNCTIONS OF THE SCHOOL SETTING**
In the figure - (1) remotely pupil related behaviors are those behaviors that have a remote influence upon the learners. It is not by direct interaction but such behaviors are the result of the influence through other people, hence they are remotely pupil related behaviors. Directly pupil related behaviors on the other hand are the behaviors that have a direct influence upon the learners and they are the result of the direct influence and they influence them directly. Such behaviors occur in the presence of the learner.

Indirectly instruction related behaviors are those that have indirect influence to accomplish major instructional objective of the school. In accomplishing the major objectives of instruction they may play very important role indirectly.

Directly instruction related behaviors are those that have direct influence to accomplish major instructional objectives of the school. The efficiency of teaching and learning is directly influenced.

All the functions of the school setting is the frame work whether they are supervisory or management, special service functions or general administrative functions, they focus on the two major dimensions of
teaching and learning operations. The teaching function is central to the primary purpose of the school setting whereas the other four functions help the teaching function in order to achieve the major objectives effectively.

1.3 ANATOMY OF CLASS-ROOM TEACHING

The teaching function in a classroom aims at changing the behaviour of pupils resulting in the learning outcome. The classroom behaviour of the teacher influence the learning behaviour of the pupils. The extent to which the learning behaviour is influenced, depends upon the acceptance of the teachers by the pupils. If the teacher is accepted by the pupils, the learning behaviour of the pupil is greatly influenced. The allround development of the pupil is also influenced by the teaching behaviour of the accepted teachers to a great extent. In fact, the teacher is a model before the pupils to be followed and his qualities to be inculcated. The degree of acceptance of the teachers by the pupil depends upon the qualities of teachers. The effectiveness of teaching learning process is the result of the qualities that a teacher possesses.

A teacher affects eternity, "he can never tell where his influence stops", is the remark of the historian philosopher Henry Adams. Thus, the learning behaviour of
the pupils is the result of the classroom teaching behaviour of the teachers and it is assumed that the acceptance is also one of the factors affecting learning behaviour which is the purpose of the present study.

Teaching is a bipolar process organized in an interactional setting between the teacher and the pupils. While teaching, the teacher establishes a kind of relationship with his students and a rapport that affects many kinds of learning. As defined by Ryan "teacher behaviour is the behaviour or activities of persons as they go about doing whatever is required of teacher" particularly those actions which are concerned with the guidance or direction of the learning of others. Karl Openshow in his study of teacher behaviour has concluded four major dimensions:

i. A source dimension

ii. A direction dimension

iii. A function dimension, and

iv. A sign dimension.

These dimensions of teaching are observable and quantifiable. It analyses what a teacher does and he behaves while teaching. The source dimensions of teaching provides in interaction of the relationship of student and teacher at a basic level. Teaching is the interaction between a projector entity called teacher and a receptor
entity called pupils within a classroom situation in a small group as well as inanimate objects with which the teacher interacts.

The direction dimensions of teaching provides the identification and classification of the nature of receptor entities.

The function dimension refers to three tasks, one related to subject matter or content in the field of knowledge second to establish and maintain interpersonal relations among persons within the classroom in order to release the content task and third task is to facilitate the learning process.

The mode of communication makes up the sign dimension of teaching. Thus it gives meaning to total behaviour.

1.4 QUALITIES OF ACCEPTED AND NON-ACCEPTED TEACHERS

The learning behaviour of the pupil is influenced by the qualities of the teachers. It is the quality of the teacher that is acceptable or non-acceptable by the pupils that makes the classroom interaction effective or ineffective. The pupils are directly concerned with the teachers. They feel the impact of his personality. They are sometimes better judges and
their appraisal of the teacher is based on their first-hand opinion.

The teacher-taught relationship is effective in learning. In our Vedas the intimate relationship between the teacher and taught is highlighted in the following words:

"आपार्थ अपनामार्थी अपनार्थिवे दृष्टि कर्मणा!"
— अनुवादः 11/5/1.

The Upnayan ceremony has been compared with the conception of child in the mother’s womb. In the same way the teacher accepts the pupil. As the mother protects the child in her womb from outer effects the teacher also does the same. As long as the child is in the womb of mother, its life with the mother is one. She cares for her child and does everything good for it. In the same way the same motherly relationship should exist between the teacher and the taught. And such qualities in teachers are liked by the pupils and accepted by them. Even in Gurukul’s the interaction between the teacher and the pupil was of higher degree irrespective of learning objectives of the society at that period. The opening of Navodaya Vidyalayas in the country is a landmark in order to achieve the learning objectives taken into account the ancient teacher-taught relationship.
Adaval (1952) explored the qualities of teachers liked by the students. These are the followings:

1. Gentleness, kindness, lenient, does not punish, non-violent.

2. Teaching ability, competency, efficiency, helpful in studies, gives and checks home work, prepares lesson well, methodical, systematic, proper method of questioning and correction of mistakes, gives suitable examples, and uses illustrative aids.

3. Impartial, just

4. Loving, affectionate, interested in children, understands them.

5. Maintains discipline in the class, commands fear, strict

6. Power of elucidation, explanation, classification

7. Knowledge of subject matter, studious

8. Imparts general and useful knowledge, looks to posture and health of pupils, their etiquette and manners.

9. Leadership, courageous, fearless, frank, does not flatter, impressive, inspiring, encouraging, independent in thought and action.


11. Punctual, regular in work, industrious
12. Ideal, exemplary, no weakness, no addiction, commands respect.

13. Considerate, respectful towards pupils, pays individual attention, sympathetic, well wisher, not envious of pupils.

14. Healthy, physically strong, interested in sports, energetic, forceful, active, enthusiastic, not lazy

15. Dress clean, decent and simple

16. High moral character, self control, life of celebrity

17. Emotional stability, not irritable or quarrelsome, balanced in strictness and leniency

18. Honest, not a hypocrite, truthful

19. Conduct and behaviour good, cultured in etiquette and manners, no mannerisms

20. Patience, perseverance, tolerance, forgiveness

21. Self disciplined, dutiful

22. Community minded, not selfish, love for institution and country, generous, not greedy, helpful in need, sacrificial

23. Possessing power of expression and speech, language simple and command over it, pleasing and well regulated tone, power of writing.

24. Reserved, sober, quiet, does not talk unnecessarily or indecently, clarity of ideas, far sighted, power
of imagination, wise, thoughtful.

25. Makes teaching interesting.
26. Interested in teaching, teaches wholeheartedly.
27. Does not abuse, scold or threaten, scolds judiciously, not very critical.
28. Possesses broad general knowledge.
29. High intelligence, good memory
30. Possesses ideals, strength of conviction, spiritual development, religious outlook, virtuous.
31. Humility, not conceited or proud, not dominating, allows freedom.
32. Attractive, young, popular
33. Careful, diligent, resourceful, self-confident, watchful, alert.
34. Breadth of interests, interested in all school activities, music art etc.
35. Knows value of time, time well utilized.

Witty (1948) has listed the traits of accepted and non-accepted teachers as follows:

**Accepted Teachers:**

1. Cooperative democratic attitude
2. Kindliness and consideration for the individual
3. Patience
4. Wide interests
5. Personal appearance and pleasing manners
6. Fairness and impartiality
7. Sense of humour
8. Good disposition and consistent behaviour
9. Interest in pupils' problems
10. Flexibility
11. Use of recognition and praise
12. Unusual proficiency in teaching

NON-ACCEPTED TEACHER:
1. Bad tempered and intolerant
2. Unfair and inclined to have favourites
3. Disinclined to help pupils
4. Unreasonable in demands
5. Tendency to be gloomy and unfriendly
6. Sarcastic, and inclined to use ridicule
7. Unattractive appearance
8. Impatient and inflexible
9. Tendency to talk excessively
10. Inclined to talk down to pupils
11. Overbearing and conceited
12. Lacking sense of humour

1.5 PROBLEM OF THE PRESENT STUDY:

As pointed out earlier, the teaching function in a classroom aims at changing the behaviour of pupils resulting in the learning outcome. The classroom behaviour of the teacher influences the learning
behaviour of the pupil. The extent to which the learning behaviour is influenced depends upon the acceptance of the teacher by the students. If the teacher is accepted by the pupils, the learning behaviour of the pupils is greatly influenced. The allround development of the pupils is also influenced by the teaching behaviour of the accepted teachers to a great extent.

There is no denying the fact that quality of instruction depends upon the degree of involvement of the teacher, which in turn depends upon the degree of acceptance of the teacher by their students. Thus, it is observed that the level of acceptance is directly linked with the efficiency of the teacher.

Where accepted teachers do much to create environment for pupil initiation, creativity and discipline, non-accepted one may prove a potential cause to the problem of indiscipline among the students.

The irrefutable conclusion, therefore is that the crucial issue before an educator and teacher for that matter is concerned with studying his classroom behaviour, the qualities accepted by the students, and determining as to how for the acceptance of teachers influence the classroom behaviour and the behaviour of the accepted and non-accepted teachers.
The acceptance and non-acceptance of teachers in performance of his professional obligation is of utmost significance in so far as quality of learning experiences and learning outcome is concerned. The investigator could not identify researches done on these lines and as such an attempt has been made through this study on systematically examining the patterns of classroom interactional behaviour of the accepted and non-accepted teachers. The ambit of the present investigation has, thus, been relatively narrow in as much as it focusses on the empirical behaviour of teachers in relation to instructional settings of our classroom.

1.6 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 classroom behaviour of accepted teachers.

(b) To describe the classroom 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.

1.7 HYPOTHESIS

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

1. Accepted and non-accepted teachers do not differ on the criterion variables of classroom
2. Accepted and non-accepted male teachers do not differ on the criterion variables of classroom behaviour.

3. Accepted and non-accepted female teachers do not differ on the criterion variables of classroom behaviour.

4. Accepted and non-accepted mathematics teachers do not differ on the criterion variables of classroom behaviour.

5. Accepted and non-accepted language teachers do not differ on the criterion variables of classroom behaviour.

6. Accepted and non-accepted science teachers do not differ on the criterion variables of classroom behaviour.

7. Accepted and non-accepted social studies teachers do not differ on the criterion variables of classroom behaviour.

1.6 OPERATIONAL DEFINITIONS OF KEY TERMS

1. CLASS-ROOM BEHAVIOUR OF TEACHER

Class-room behaviour of teacher is defined as Teachers verbal behaviour in the classroom which was operationally defined as that behaviour which is
confined to those patterns of verbal behaviour which are reflected in the interaction between the teacher and pupil inside the class and which are the result of praising, questioning, lecturing, criticizing by the teacher on the one hand and responding and initiating on the other, objective record of which is possible with modified version of Flanders Interaction Analysis Technique.

2. **School**

   by school, is meant an institution run either by government or a private body to impart formal education up to High School or Higher Secondary Level to the boys, girls or to both, recognised by Board of Secondary Education, Madhya Pradesh, Bhopal (M.P.).

3. **Accepted teachers**

   Accepted teachers are those teachers whose acceptance score is found above the median on Teachers Acceptance Scale (T.A.S.).

4. **Non-accepted teachers**

   Non-accepted teachers are those teachers whose acceptance score is found below the median on Teachers Acceptance Scale (T.A.S.).
1.9 **DELIMITATION OF THE STUDY**

The scope of the present study has been delimited in terms of the following:

1. It was limited to the study of teachers of secondary school level only.
2. It was limited to 150 teachers of secondary schools of Jaipur Education Division (J.E.D.) teaching languages, Mathematics, Science and Social studies to X grade students.
3. It was restricted to examining the verbal behaviour in classroom teaching.
4. In the present study only those aspects of their verbal behaviour were taken which were included in the modified version of the Flanders Interaction Analysis Technique developed at nodal Institute of Education and Research, Jammu by Gupta and Majid (1975).
5. In the present study the following teachers classroom behaviour were considered:
   (a) Interaction Categories.
      i. Praines
      ii. Narrow Questions
      iii. Broad Questions
      iv. Narrow lectures
v. Elaborative lectures
vi. Direction and Digression from main Contents
vii. Criticises
viii. Student's Response
ix. Student's Initiation
x. Silence or Confusion

(b) Behaviour Ratios:

1. Per cent teacher talk (T.T.)
2. Per cent pupil talk (P.T.)
3. Percent silence/confusion (S.C.)
4. Extended Indirect V/s Extended Direct (I/D)
5. Indirect V/s Direct (I/D)
6. Tendency of teacher to react to the ideas and feelings of the pupil. (T.R.R.)
7. Tendency of teacher to use question when guiding more content oriented parts of class discussion. (T.Q.R.)
8. Proposed condition to indicate what proportion of pupil talk was initiation. (P.I.A.)
9. Tendency of teacher to praise or integrate pupil ideas and feelings into class discussion at the moment student stops talking. (T.R.R. a, g)
10. Tendency of teacher to respond the pupil talk with questions based on his own ideas compared to his tendency to teach. (T.Q.R. a, g)
xi. Content area ratio isolates those teachers' statements which are least likely to be involved with certain process problems which every teacher must solve. (C.C.A.)

xii. The tendency of teacher and pupil talk remaining in the same category for a long time. (E.S.R.)

xiii. Index of teacher pupil interchange when pupil talk is average or above average. (P.S.E.R.)

xiv. Tendency to use questions when guiding more content oriented part. (R.C.I.)

xv. Tendency to use more open-questions when guiding more content oriented part. (R.C.I. II)

xvi. Tendency to use restricting lecture to factorial information only based on hook. (E.R.I.)

xvii. Tendency of elaborating the theory of lecture. (R.C.I. II)

xviii. Tendency of using open questions in comparison to close questions. (E.C.R.)

xix. Tendency of using close questions in total questioning. (E.C.R.)

xx. Index of openness of teacher in total teacher talk. (O. Index)

xxi. Tendency of using elaborative lecture in comparison to restrictive lecture. (E.E.L)

xxii. Openness/closeness ratio in terms of open and close teacher talk. (O/C)