CHAPTER 1.5.

FORMULATION OF GENERALIZATION

The main objective of the present investigation is to present a comparative study of classroom behaviour of accepted and non-accepted teachers. On the basis of obtained data and their analysis the following generalization of classroom behaviour of accepted and non-accepted teachers have been formulated which are presented as below:

(A) General classroom behaviour of teachers of Secondary Schools:

1. Teachers talk is fairly high in secondary school teachers (about 70%).

2. Pupil talk is found low in secondary school teachers (about 11%).

3. Most of the teacher talk is direct rather than indirect.

4. Most of the pupil talk is the response to teachers question.

5. Teachers show a preference for elaborative lecture in comparison to narrow lecture.
6. Teachers show a preference for narrow questions in comparison to elaborative questioning.

7. There is a very little tendency to praise or encourage pupils ideas found in secondary school teachers.

8. There are extended period of silence or confusion.

9. Pupil initiation is found negligible in the classroom of secondary school teachers.

10. Most of the pupil initiation is teachers directed.

11. Most of the classroom interaction is limited to question-answer pattern.

12. Most of the interaction in the classroom of secondary school teachers is limited to steady call (elaborative lecture, narrow lecture, direction, narrow question, pupil response and silence) and pupil response to narrow questions.

13. The extent of silence or confusion is found highest in classroom teaching of mathematics teachers.
14. The teachers tendency for narrow lecture is found more in male teachers than in female teachers.

15. The tendency for narrow lecture is more in Mathematics teacher than other groups of subject teachers.

(b) Class-room behaviour of accepted teachers:

1. Accepted teachers show a tendency to praise pupil's ideas less and to criticise students behaviour, more.

2. Amount of pupil initiation is found highest in class teaching of accepted mathematic teachers.

3. Amount of pupil initiation is found more in accepted group of male teachers than accepted group of female teachers.

4. The extent of silence or confusion is found more in accepted female teachers than their male counterpart.

5. Tendency of accepted mathematics teachers to criticise students behaviour is found highest.

6. Accepted female teachers show tendency to praise pupil's ideas more than male accepted teachers.
7. Accepted mathematics teachers show a minimum tendency to praise pupil's ideas.

(c) Classroom behaviour of Non-accepted Teachers:

1. Extent of silence is found more in non-accepted male teachers than their female counterpart.

2. Amount of pupil response is found more in non-accepted group of female teachers than male one.

3. Amount of direction given by teachers is found more in non-accepted group of female teachers than their male counterpart.

4. Amount of teachers direction is found more in non-accepted group of language and social studies teachers than non-accepted group of mathematics and science teachers.

5. Non-accepted male teachers show a tendency for narrow question, more than female ones.

6. Amount of narrow questions is found highest in mathematics and science non-accepted teacher than language and social studies teachers.

7. Tendency to praise is found more in non-accepted male teachers than their female counterpart.
8. Tendency to criticise student's behaviour is seen less in non-accepted male teachers than female one.

9. Tendency to criticise student's behaviour is found maximum in non-accepted mathematics teachers.

10. Amount of pupil initiation is found less in classes of non-accepted male teachers than their female counterpart.

(d) Comparative classroom behaviour of accepted and non-accepted teachers:

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

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

3. Accepted male teachers created a condition for pupil initiation more than that of non-accepted male teachers.

4. Accepted teachers show a higher tendency to remain longer time in the same category than non-accepted teachers.

5. Extended indireciveness is found less in
the case of accepted male teachers than female ones.

6. Accepted male teachers show a less tendency to react to the ideas and feelings of the pupil than non-accepted male teachers.

7. Accepted male teachers show a tendency to praise or integrate pupil ideas and feelings into class discussion at the moment student steps talking more than their non-accepted counterpart.

8. Accepted male teachers show a less tendency of teacher pupil interchange when pupil talk is average or above average than non accepted male teachers.

9. Accepted mathematics teachers create a classroom climate for pupil initiation more than non-accepted mathematics teachers.

10. Accepted mathematics teachers show a less tendency for teacher pupil interchange when pupil talk is average or above average than non-accepted mathematics teachers.

11. 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 than non-accepted language teachers.
12. Amount of teacher-talk is found less in accepted group of Social Studies teachers than non-accepted group of Social Studies teachers.

13. Amount of Pupil talk is recorded higher in the accepted group of social studies teachers than their non-accepted counterpart.

14. Tendency in accepted Social Studies teacher to emphasis on the content is less than that of non-accepted Social Studies teachers.

15. Accepted group of Social Studies teachers have a tendency of openness more than non-accepted group of social studies teachers.