REVIEW OF RELATED LITERATURE
CHAPTER-II

Review of Related Literature

In the present chapter an attempt has been made to give a detailed description of the studies related to classroom interaction and the variables which have been probed along with it. This review has been regulated in terms of the problems studied, the objectives formulated, methodology used and the major findings thereon as reported by the investigators concerned. Most of the research studies have been accessed from the fifth survey of educational research (1998-92) and for the surveys conducted afterwards as available through internet. Needless to mention that the findings emerging from these studies have been the basis for placing the results of the present investigation in a proper perspective and on a suitable plank for analysis and interpretation of results emanating from this research.

2.1 Studies conducted in India

- **Basi Satpal Kaur (1991)** conducted research on a study of the teaching competency of language teachers in relation to their Job-satisfaction, locus of control and professional burn out (Ph.D. Edu-Punjab University). The study focused on measuring the teaching competency of language teachers of Ferozpur, Ropar and Ludhiana districts and it was intended to ascertain the difference between the more competent and less competent language teachers in relation to the measures of job satisfaction, locus of control and professional burnout. It also attempted to study the difference between various groups of language teachers on the basis of sex,
background of school, type of school, the language taught by the teachers and venue of service.

The objectives of the study were

i. To measure the teaching competency of language teachers of Ferozepur, Ropar and Ludhiana districts.

ii. To ascertain the difference between the more competent and less competent language teachers in relation to the measures of job satisfaction, locus of control & professional burnout.

iii. To study the difference between various groups of language teachers on the basis of sex, background of school, the language taught by the teachers and their tenure of service.

iv. To study the relationship between the various criterion measures of teaching competency and

v. To study the significance of difference among the language teachers.

The methodology along with the sample and research tools as reported comprised an incidental purposive sampling, involving 440 trained graduate male and female language teachers and 2000 students from high and higher secondary schools of three districts of Punjab, namely Ropar, Ludhiana and Ferozpur. The tools used included the self-rating scale for teachers, pupil’s ratings of teacher’s scale of Grewal, Rotter’s Internal-external scale, and the Maslach Burn out inventory. Mean, SD, and Analysis of variance, Pearson’s coefficients of co-relation and factor analysis were employed to analyze the data.
Major findings were as follows:

- The findings indicated that language teachers had a moderate sense of personal accomplishment and success, and so they did not experience any professional burnout.

- There was no difference between the teaching competency and job satisfaction of teachers on the basis of their locus of control.

- Female teachers, urban school language teachers, higher secondary level language teachers were found more externally controlled and satisfied with their jobs than the rural and high school language teachers.

- There existed a positive correlation between the measures of job satisfaction and the criterion measures of teaching competency and a negative correlation between locus of control and teaching competency, professional burnout variables and criterion measures of teaching competency.

In another study Bawa M.S. (1989) conducted a probe into the Interaction analysis and its implication for teacher education.

The problem of this study focused on describing interaction analysis, the purpose of interaction analysis and its implication for teacher education.

The Objectives as mentioned were:

i. To study the concept of interaction analysis.

ii. To study its structure and type.

iii. To study the purpose of analyzing teaching behaviour
iv. To study the funding of researchers on interaction analysis.

v. To study the limitations of the technique and

vi. To study the research possibilities based on its use.

It was an independent study in the nature of a library research in which research studies on interaction analysis and its effectiveness in modification of teacher’s behaviour were reviewed and the systems of interaction analysis were described.

It was found that interaction analysis holds great promise as a research and training technique for effective improvements in verbal communication, especially when used in conjunction with other techniques for teacher training.

➢ **Chaudhary Kamlesh (1988)** conducted an investigation to find out the efficacy of the concept attainment model for training of pre-service teachers. It was an independent study and reported through Pune Adarsha Comprehensive college of education and research

The problem was concerned with finding out the efficacy of concept attainment model in training of pre service teachers.

**The Objectives of the study were:**

i. To help students acquire new concept in science and enrich the clarity in their thinking on known concepts using the Concept Attainment Model (CAM) of Bruner, developed by Bruce Joyce and Marsha Weil (1972)
ii. To find out the effect of peer practice feedback on the Teaching Analysis Guide (TAG) and the effect of practice as measured on TAG.

iii. To find out the feasibility of integrating training in CAM in the practice teaching programme for Pre-service teachers in terms of reactions of pre-service teachers after each stage of training.

The study involved 10 volunteer student teachers having science and English as their method of teaching and teaching in the English medium, belonging to the Adarsha Compresensive college of Education and Research. They were all female and their percentile ranks were obtained on Raven’s standard progressive matrices which ranged from 50 to 95. School students of classes VI to X of various volunteering schools in pune were also involved. The student-teachers were first given orientation in the theory aspect of the model of teaching and CAM by the investigator followed by feedback on TAG. Peer Practice started in quadros and diads. The teaching Analysis Guide (TAG) (Bruce and Joyce) and Reaction scales RS\(_2\) and RS\(_3\) (NCERT) were the tools used for the study.

**Major Finding were as noted below :**

- The concept Attainment Model was found to be effective for teaching of the concepts in science to students. However, though it developed critical thinking and the students were actively involved, most teachers and students felt that the model was time-consuming and only bright students participated.

- There was a disagreement discerned as to whether CAM was better than the traditional teaching method employed by the regular teachers.
However most students felt that they would like to be taught at least a few of the topics through CAM.

- **Chaudhary Namita Roy (1990)** studied the personality of the teacher and classroom discipline

- **The Problem of the study:**

  The study attempted to assess the effect of the personality on classroom discipline.

  The objectives were to find out the effective personality factors of teachers for maintaining classroom discipline, to find out the correlation in the discipline and to compare the two groups of teachers as effective and non–effective for maintaining classroom discipline.

  The sample consisted of 500 secondary school pupils and 50 secondary school teachers of Bombay city. The random sampling technique was used. A 10 point rating scale was used as tool of research. Mean ,SD and bi-serial correlations were computed for the treatment of data.

  **Major findings were as indicated below:**

  - The teachers who scored high on the basis of the assessment on the teacher’s personality rating scales were found ineffective.
  - A Significant correlation was found between the personality factors of teachers and classroom discipline.

- **Desai Susheela S [1992]** investigated the Interaction effect of sources of feedback and student teacher personality on student-teacher competence.
The problem of the study related to determining the interactive effect of feedback and student teachers’ personality on student teacher competence of high and low neurotic student-teachers and high and low extrovert student teachers’ competence, controlling the intelligence as a co-variate.

**The Objectives as enunciated were as follows:**

i. To compare the teaching competence of student-teachers in the audio and supervisory groups.

ii. To compare the teaching competence of high and low extrovert student teachers

iii. To assess the differential effect of audio feedback on high and low neurotic student teachers

iv. To find out the interactive effect of sources of feedback and student teacher competence and

v. To find out the interactive effect of sources of feedback and student-teacher extrovert personality on student teacher competency.

The study had a 2x2 factorial experimental design with intelligence as the covariate. The sample of the study involved 32 male student-teachers from a college of education in Bijapur. The tools of the study were Eysenck’s Personality translated into Kanada to measure student-teacher personality, Raven’s standard progressive Matrices to measure intelligence (the covariate) N.C.E.R.T’s Teacher assessment Battery to assess teacher competence and Passi’s feedback observation tools of occurrence schedule and rating scale (suitably modified) for each skill. The
collected data were analyzed through computation of mean, SD and ANOVA.

**Major findings as reported were:-**

- Student-Teacher personality factors of neuroticism and extroversion were not related to either student-teacher acquisition of teaching competence or competence in each of the four skills.
- Supervisory feedback was more effective than audio feedback in facilitating student-teachers acquisition of both teaching competence and individual skill competence.
- Although interaction was not significant, the trend of the relationship lent support to the hypothesis that low, neurotic students would perform better under audio and high neurotic student would perform better under supervisory feedback. [KRO583]

> Despande Shashikala [1991] investigated evaluation of teaching : A multi dimensional approach being an independent study was used.

The study attempted to evaluate teaching from the multidimensional approach. Further, it attempted to evaluate teachers by using a modified version of Popham’s performance test as well as the conventional methods of evaluation such as student rating, heads rating and observation of teachers classroom behaviour to obtain a comprehensive picture of teacher effectiveness.

**The Objectives were as follow :**

i. To determine the effectiveness of teacher through the modified version of popham’s performance tests.
ii. To determine the relationship of student rating with heads’ ratings and students’ achievement.

iii. To determine the relationship between head’s ratings of teachers and students achievements.

iv. To determine the relationship between teacher behaviour indices and pupil achievement.

v. To determine the relationship of students rating with heads’ rating of teachers and students achievements and

vi. To predict students’ and achievement by student ratings, heads’ ratings’ and teacher behaviour indices.

In this quasi-experimental study, the sample consisted of 27 randomly selected science teachers of Hubli Dharwad city, their students in class IX and the heads of the schools. The final sample of the study was reduced to 19 teachers and 638 students because of incomplete data. Raven’s Progressive Matrices, Flander’s Interaction Analysis Categories system, an investigator–constructed achievement test on nitrogen and phosphorus (split-half reliability of 0.735), a head’s rating scale with content validity and a 48 item Likert-type student rating scale were the tools used. One-way analysis of covariance with pre-test scores as the covariate, product-moment co-efficient of correlation and multiple correlation were computed.

Major findings were as summarized here under-

- It was possible to evaluate teachers by using the modified version of Popham’s Performance tests.
Teacher effectiveness as evaluated by the performance test in terms of student achievement was not related to other types of assessment like student ratings, heads’ ratings or teacher behaviour indices. 

Ganapathy S (1992) studied self concept of student-teachers and their attitude towards teaching profession.

It was an attempt to study the self confidence of student teachers and their attitude towards the teaching profession.

Objectives of the study were:

i. To measure the attitude of student-teachers towards the teaching profession and assess their self concept

ii. To find out the relationship between the self concept of student teachers and their attitude towards teaching and

iii. To find out the relationship between self concept of student-teachers and their attitude towards teaching.

The sample of the study constituted 723 student-teachers from nine selected colleges of education in Tamil Nadu. The Tamil version of the Teacher Attitude Inventory by Ahluwalia and the self concept scale by Mukhta Rani Rastogi were used. The statistical techniques used included Pearson’s product-moment correlation and other parametric tests.

Major findings were as follows:

- Both male and female student-teachers had a favourable attitude towards the teaching profession.
• Both male and female student teachers had a positive self confidence and it was related to their attitude towards the teaching profession [MKU1088]

➤ Khatoon Tahira (1990) investigated teacher classroom instructional behaviour and their perception of work value.

The study attempted to find the relationship between teacher’s perception of work values and their classroom instructional behaviour.

The sample comprised 150 teachers. Flanders Interaction Analysis Category (FIAC) system (1970) was used to assess teacher’s classroom instructional behaviour. Work values tool was used to collect data about the work values. Pearson’s product–moment correlation was used to analyze the data.

**Major findings were as follows:**

• High status was significantly and positively related to motivation and silence behaviour, and negatively related to lecture.

• Opportunities for social services were significantly and positively related to lecture and negatively to motivational behaviour and questioning.

• Opportunities were further processed and positive correlation with motivation and questioning and negative correlation with lecture was found.

• Freedom of work had a positive and significant correlation with SSR.

The Study focused on exploring the relationship between factors of teaching aptitude and teacher behaviour component which may bring to light observations helpful to teacher-educators.

The Objectives were as follows:

i. To explore the classroom verbal behaviour of student teachers through Flanders' technique

ii. To find out if there is any relationship between teacher behaviour and teaching aptitude

iii. To study the relationship between various aptitude factors and different components of classroom behaviour

iv. To study if there is a significant difference among teacher behaviour of teacher trainees in different disciplines

v. To compare the behaviour of student–teachers who have secured high scores in the aptitude test with those who have low aptitude scores and

vi. To estimate the statistical significance of relationship and draw inferences.

A random selection of 80 students teachers undergoing the B.Ed. course at the Avinashilingam Institute for Home science and Higher Education (a deemed university) Coimbatore constituted the sample. There
were 12 student teachers from each of the five disciplines-English, History, Biological Science, Physical Science, and Mathematics in the sample. The tools used were Flander’s (1970) ten category system of interaction analysis and the teaching Aptitude test of Thiagham. Pearson’s product-moment correlation and Flanders’ test were used in the treatment of the data.

Major findings were as follows:

• The average TTR, PTR and SCR of the sample closely followed the norms suggested by Flanders.

• Large variations occurred in TTR, TQR and PIR were much less than the norms.

• Teacher Talk Ratio (TTR) was significantly correlated with three of the teaching aptitude factors and the total teaching aptitude score

• There was a significant negative correlation between silence/confusion ratio and the three aptitude factors and the total aptitude score.

• There was a significant correlation between teaching aptitude score and content cross ratio

• Two of the aptitude factors namely mental ability and general information were significantly correlated with CCR.

• The teacher-talk for the subject of English were less and they were found to have responded less than the mathematics teacher.

• The English teacher’s instantaneous response and content emphasis also were less compared to the mathematics teachers.
A comparison of history and biological science teachers showed that there was more pupil talk in the biological science class than in the history class.

The pace of teacher pupil interaction was reportedly rather slow in the science class as compared to the history.

The physical science teachers were also observed to have responded less than the history teacher and the pupil talk whose percentage was higher in the physical science class than that of the history class.

The high aptitude group and the low aptitude group differed significantly in four behaviour components.

Teacher-talk, teacher response and content emphasis were significantly higher in the high aptitude group.

Reddy Ramachandra B. (1978) conducted a probe under the caption ‘study of verbal classroom behaviour of high school science teachers in relation to certain personality characteristics and their attitudes towards pupils and certain classroom practices’.

The problem related to studying the verbal classroom behaviour of high school science teachers in relation to certain personality characteristics and their attitude towards pupils and certain classroom practices.

The Objectives were:

i. To identify the verbal classroom behaviour patterns of high school science teachers
ii. To compare these behaviours patterns with the variables such as sex, experience, social extraversion–introversion, thinking extraversion–introversion and attitude of teachers towards pupils and certain classroom practices.

In this study random sampling procedure was employed for selecting 116 high school science teachers in the S.V. University areas in Chittor and Nellore district of Andhra Pradesh. The observational system for the analysis of classroom interaction – a 16 category modification of Flanders system of interaction analysis was used to measure the verbal behaviour through direct classroom observation. Guilford’s STDCR Personality inventory was used to measure the social extroversion introversion and thinking extroversion introversion of the teachers and an attitude scale developed by the researcher was also used to collect the data. Percentage ratios, measures of central tendencies, measures of variability, coefficients of correlations, chi-square and ‘t’ test were used while treating the data.

**Major findings may be summarily indicated as follows:**

- Most of the male and female teachers having less than ten years of teaching experience used the direct style of teaching rather than the indirect style.

- Female teachers having more than ten years of teaching experience used the indirect style of teaching.

- Socially extroverts and thinking extroverts used more of the direct style and also indirect style of teaching than the social introverts and thinking introverts.
• The teachers resorted to positive criticism which indirectly encouraged the students to learn better.

• On the basis of these results it was suggested that teachers should offer positive comments towards teaching and towards students to make their teaching successful in the classroom.

• The teacher must devote much of his time in involving the students to participate in classroom discussions and in thinking of new ways of solving problems.

➤ *Harminder Singh (1989)* studied the effect of training through Flanders interaction analysis technique on classroom behaviour of in-service secondary school teachers in relation to some presage variables.

The study examined the effect of training through Flanders interaction analysis technique on classroom behaviour of the in-service secondary school teachers in relation to some presage variables.

**Objectives of the study were as follows:**

i. To assess whether the training of the teachers through FIACS modifies their behaviour.

ii. To study whether the teaching subjects influence the classroom interaction pattern.

iii. To see the effects of the qualification on the modification of the behaviour of the teachers.

iv. To examine whether personality traits (extroversion-introversion) influence the classroom behaviour of teachers.
v. To study whether the achievements of the students are affected by the teaching behaviour of the teachers

vi. To ascertain the role of teaching experience in modification of behaviour of the teachers and

vii. To compare the students’ liking towards their teachers having different classroom interaction patterns.

The study was conducted with an experimental design in which the sample was constituted by the multi stage stratified random sampling technique. Six schools were randomly selected from which 20 science and 20 social studies teachers were randomly selected. Ten teachers from each group were assigned to the control group. Next two science and two social studies teachers (one each belonging to the direct and indirect category of teaching behaviour) were selected and the students taught by this teacher formed the student sample. The tools used were Flanders’ interaction analysis technique (FIAC), Eysenck’s Maudsley personality inventory—the Hindi version of S Jalosa and S.D. Kapoor, the achievement tests in science and social studies developed by the investigator and the student’s liking scale (SLS) of S.P. Malhotra and B.K. Passi. The measures of central tendency such as Mean, median, S.D, skewness, kurtosis, t ratio, analysis of variance and finally median test were calculated while treating the data.

Major Findings are as indicated below:

- Teachers trained in FIAC became indirect in teaching behaviour, whereas teachers without training remained direct in their teaching behaviour.
• Science teachers were found more indirect in their teaching behaviour than social studies teachers irrespective of the treatment which may be due to the nature of the subject.

• Postgraduate trained teachers were more indirect in their teaching behaviour irrespective of the treatment which may be due to the nature of the subject.

• Teachers with fewer numbers of years in service were indirect in their teaching behaviour pattern significantly.

• Extrovert and introvert teachers did not differ in their teaching behaviour pattern significantly.

• Students taught by indirect teachers achieved significantly more and showed greater liking for their teachers than students taught by direct teachers.

➢ **S.K. Singh (1988)** conducted a probe into the relationship between verbal interaction of teachers in class and attitude towards teaching.

The study aimed at developing a category system for systematic observation of teachers and for determining the relationship between observed behaviours and measures of teacher attitude.

The objective of the study was to develop a category system for the systematic observation of teachers and for determining the relationship between observed behaviours and measures of teacher’s attitude. The sample consisted of 500 B.Ed. students (250 male and 250 female) selected from the training colleges of Gorakhpur University. All the pupil-teachers taught their lessons through the question-answer method but variables such as academic qualifications, training and knowledge of theory and practice
were not controlled. The tools used were the Minnesota teacher attitude inventory and the Flanders interaction analysis category system (FIACS). The percentages and correlations were used for the analysis of data.

**Major findings were as follow:-**

- Indirect influence, pupil talk, indirect to direct ratio, pupil interaction ratio, teacher response and question ratios appeared to be significantly related to attitude towards teaching in male and female groups, teaching subject groups and teaching classes.

- There was a significant relationship observed between attitude towards teaching and classroom verbal interaction of student-teachers at the secondary level.

- Lecturing, criticizing and justifying authority which form direct influence and restrictiveness were found to be negatively correlated with attitude towards teaching in male and female groups and in language, social studies, science and mathematics groups.

- Pupil talk and pupil initiation ratio were found to be associated with attitude towards teaching in male and female groups and teaching classes.

- Teacher response ratio, teacher question ratio and instantaneous teacher response and question ratios were found to be related to attitude towards teaching.

- Restrictions, restrictive feedback and negative authority were found to be negatively associated with attitude towards teaching.
• Teacher’s talk was found to be independent of attitude towards teaching at any level.

➤ Tassew Zewdien Mekuna (1992) studied classroom verbal behaviour of teacher trainees in Ethiopia in relation to their intelligence, self-concept and attitude towards teaching.

The study focused on the problem of the classroom verbal behaviour of teacher trainees in Ethiopia in relation to the three variables as indicated earlier.

The objectives of the study were to disclose the salient features of the pattern of classroom verbal behaviour of science teacher-trainees of Addis Abada University and to investigate the extent of the impact of the presage variables of intelligence, self concept and attitude towards teaching upon classroom verbal behaviour.

The total trainees sample was 650 but the effect of presage variables was studied on 120 subjects only. The tools used included Flanders interaction Analysis, Raven’s Standard Progressive Matrices, Deo’s Personality word list and Ahluwalia’s Teacher attitude Inventory. Frequency charts, Mean, S.D, Percentages, product-moment Correlation and analysis of variance were employed to analyze the data.

**Major findings were as shown below:**

• The science teacher-trainees were found to be very talkative.

• Most of the classroom verbal interactions were limited to the question-response pattern and silence and confusion.
• The flexibility in communication was observed to be higher in the classes of female teacher trainees.

• Female teacher-trainees exerted extended direct influence more than male science teacher trainees. The interaction effect of the intelligence, self concept and attitude was found to be significant on I/D,ITT, PT and SC and

• The interaction between levels of intelligence and types of attitude towards teaching was found to be non-significant.

*S.K. Thakur (1988)* investigated teaching behaviour in relation to personality characteristics.

The study attempted to analyze in specific terms the degree of association between teacher’s personality and teaching behaviour.

**Objectives were:**

i. To see whether teacher’s personality is the source of teaching behaviour.

ii. To examine the relationship between the personality of teachers and their teaching behaviour.

**Methodology employed:**

Two groups of 50 teachers each who showed distinct interactional patterns designated as direct and indirect were selected and their personality structure differences were studied. In the course of the study more than 200 teachers were observed in the live classroom situation thrice for a period of 20 minutes each using the Flanders’ Interaction Category (FIAC) system. Their interaction patterns were analyzed through 10 X 10
matrices and interactional variables as envisaged by Flanders. The two contrasted groups of teachers were drawn on the basis of statistical test and subsequently values for each interactional variable were calculated. Each teacher of the two groups was administered Cattell’s 16 PF test which was scored. A factorial analysis using the principal axis method and varimax rotation were conducted for each group of teachers separately.

**Major findings were:**

- The rotated and un-rotated factor matrices for each group indicated that the factor structure for direct and indirect teachers was unique.

- The study concluded that the personality of the teachers could account for the assessment of teaching behaviour.

- **Gopal Krishnan, Vasudev 1990** made a study of verbal behaviour of teachers in relation to democratic attitude and personality.

**The problem of the study:**

The research was focused on studying the verbal behaviour of teachers in relation to democratic attitude and personality.

**The Objectives were:**

To study the effect of personality and democratic attitude and the interactive effect of the two on the following behaviours:

i. Total teacher talk behaviour ratio (TTB)

ii. Indirect teacher Talk (ITT)

iii. Direct Teacher Talk (DTT)

iv. Pupil Talk (PT)
The research used an experimental design. The sample consisted of twenty two social science teachers from high and higher secondary schools. A non-probability cluster sample was formed for the purpose of this study. The tools employed were an attitude scale developed by the investigator, the Eysenck and Maundsley scale revised by Jalota and Kapoor and Ned Flanders category system. A Two Way Analysis of Variance technique was used for the treatment of the data.

**Major findings were as follows :**

- In indirect teacher talk category pupil talk ratio, Indirect/direct talk ratio and instantaneous teacher question ratio and in the high group on democratic attitude was higher than the low group on democratic attitude.

- In direct teacher talk category the low –democratic attitude group was higher in respect of these variables when compared to the high-democratic group.
• With respect to the remaining behavioural ratios, no significant differences could be observed between the high and the low groups.

• Teachers in the various personality groups did not exhibit significant difference with respect to the behavioural ratio, except for the ratio pertaining to restrictiveness.

• Low-democratic, introverted, neurotic teachers talked significantly more in their classes as compared to the high democratic extroverted stable ones. Hence the verbal behaviour of the teacher was practically independent of the personality of the teacher.

Ghamandilal, Yadav (1992) investigated the impact of teacher training on certain personality characteristics of trainees.

The study focused on the self concept, social maturity and attitude of teachers before and after teacher training.

The Objectives were:

i. To compare the self concept of teacher trainees before and after the teacher training program

ii. To compare the social maturity of teacher trainees before and after the teacher training program and

iii. To compare the attitude of teacher trainees towards teaching professions before and after the teacher training program.

The study was of a longitudinal nature. In the first phase the sample was 383, in the second phase it consisted of 400. The candidates present in both the phases were 300, so the total sample included 300 teacher trainees. The tools used in this survey included the self-concept Inventory.
of R.P. Bhatnagar, the social maturity scale of Nalini Rao and the Teacher Attitude Inventory of S.P. Ahluwalia. The Mean, S.D. and C.R were used for the treatment of data.

**Major Findings were indicated as follows :**

- All the dimensions of self concept increased through teacher training except the feeling of inadequacy which decreased through this program.

- Social maturity of the teacher-trainees increased in all the dimensions except for self direction, personal adequacy and enlightened trust.

- The teachers' training had a significant influence on their self concept, social maturity and attitude towards the teaching profession.

2.2 **Researches conducted abroad**

The following description relate to researches conducted in other countries during the period 2000 to 2010.

**Kechen (2007)** studied primary classroom interaction with reference to gender imbalance in the primary classroom

The objectives were to examine the classroom interaction, particularly the attention allocation of primary teacher and the different concentration periods of pupils in mixed–sex classroom. Based on the observation, the implications of classroom interactions for the construction of pupils’ gender identities were also discussed.

The observation took place in a primary school in the North East of England between January 2007 and March 2007. The class observed was one of the year one classes in the school. The majority of the class pupils
were five years old, a small number of them (3 out of 27) were six year old. Throughout the two months period 11 primary sciences teaching sessions were observed. Each observation lasted for 30 minutes. In fact each class proceeded approximately for 45 minutes, but the teacher normally left the last 10 to 15 minutes for group activities in which the interactions between teacher and pupils were minimized. Therefore the observation only focused on the first 30 minutes which promised continuous and sufficient classroom interactions.

- By observing classroom interactions in a class of a local primary school in England, the present study demonstrated some interesting findings. Firstly, the traditional view of gender inequity in classroom was observed to have been challenged in the present study.

- Another finding of the present study was that boys and girls tend to vary their concentration levels at different stages of class.

*Kasuya, Michiko (Japan)* investigated whether classroom interaction was affected by power distance in Japan’s high school.

**The Objectives were:**

i. To study the relationship between culture and language learning, especially the power dimension and language learning.

ii. To study how classroom interaction is affected by the power dimension based on several research studies.

iii. To study the effects of the power dimension on the communicative approach and to bring out the importance of communicative activities in language learning.
The study made certain assumptions to the effect that it was meaningful for teachers to spend plenty of time to explain to students the significance of communicative activities which in turn can facilitate improvement of language competence. Second, considering that Japanese students have a cultural barrier against speaking English in class, it was deemed essential to deliberately select materials related to current and interesting topics which are easy to lead to a discussion. Last, teachers’ attitudes toward teaching should be altered. Japanese teachers are accustomed to whole class teaching using a deductive approach to finish the assigned materials in a given time. However, to lead students to participate positively in communicative activities the teachers’ stances needed a change into a more inductive one. As observed by Richards and Lockhart the interactional dynamics of a classroom are largely a product of choices the teacher makes about learning arrangements and this was considered as an important lead for the study.

**Major findings were recorded as follows:**

- If teachers are conscious of the cultural factors in teaching, they may lead students to participate more positively in communicative activities.

- In large power distance societies, teachers tend to dominate students and deprive them of free and active classroom interaction.

- Dr Abdullah Abu-Tineh: (2011) studied teacher self-efficacy and classroom management styles in Jordanian schools.
Objectives of this investigation were identified as follows:

i. To ascertain the degree to which Jordanian teachers practice classroom management styles in their classrooms and the level of their self-efficacy.

ii. To explore the relationships between classroom management styles and teacher self-efficacy.

This study was quantitative in nature and was conducted using a survey design. The survey was cross-sectional because the data were collected at one point in time. A variety of statistical techniques were utilized in this research. The Pearson's product moment correlation coefficient (r), means and standard deviations were used as the main statistical techniques.

Major findings may be highlighted as follows:

- The study revealed that Jordanian teachers practice the instructional classroom management style more than the other management styles such as behaviour management and people management.

- The behaviour of children must be controlled and it may be assumed that children are unable to adequately monitor and control themselves.

- The correlation between instructional management style and personal teacher efficacy is likely to be cyclical, such that instructional management style affects a teacher’s belief in his or her personal efficacy and vice versa.

- The more the teachers have personal teaching efficacy the more they practice classroom management styles and vice versa.
Julia Raymond Lorenz (2000) conducted a study on early childhood pre-service teacher’s locus of control and self concept as compared to for their approach to discipline.

The Objectives of this research were as follows:

i. To study the relationship between the locus of control of early childhood pre-service teachers and their approach to guidance in a given situation.

ii. To study the relationship between the self-concept of early childhood Pre-service teachers and their approach to guidance in a given situation.

iii. To study a significant prediction of locus of control of early childhood pre-service teachers’ approach to guidance in a given situation.

iv. To study a significant prediction of self concept of early childhood pre-service teacher’s approach to guidance in a given situation.

v. To study relationship between locus of control and self-concept in early childhood pre-service teachers.

In examining locus of control and its possible relationship to specific guidance techniques, both qualitative and quantitative research techniques were employed.

Although these two paradigms have been considered philosophically incompatible by some academicians (Norton, 1997), many investigators now view a combination of methodologies and data (triangulation) as a logical method of conducting educational research (Anderson & Burns,
1990). In this study triangulation was achieved through the use of the following measures:

(1). Numerical indices of locus of control

(2). Numerical indices of self concept

(3). Content analysis of written paragraphs answering a specific question related to guidance strategies in a particular situation converted to percentages.

According to Norton (1997), this triangulation alleviates several traditional research concerns. The issues of validity, reliability, and generalizability have frequently plagued quantitative studies with small samples and qualitative studies in general. Triangulation with its multiple perspectives and data sources forms a network base of supporting, corroborative evidence. This network base enhances validity and reliability and allow to generalize the scope and application of the research findings to other populations with increased confidence.

**Major findings may be briefly put as follows:**

- The external locus of control correlated to a custodial or mandating approach to discipline whereas the earlier studies correlated with internal locus of control to a less custodial attitude and a less intrusive discipline styles.

- The locus of control of teachers is related to the level of university experience and the years of experience in an early childhood program.

- The participants with less experience in either area had more responses indicating significantly higher external locus of control on
the locus of control scale correlated to teacher participants with more experience.

- As the teachers gain more knowledge and experience, the feelings of being in control would get strengthened and enhanced.

Kelly A. Rocca (2010) studied student participation in the college classroom. This was an Extended Multidisciplinary Literature Review with intent of conducting Meta analysis.

The objective of the study was to integrate previous researches conducted on student participation in the college classroom.

This investigation was launched through online library and databases were searched for academic journal articles that were clearly investigating in-class student participation. Dissertations, conference papers, and book reviews were not included. Though out-of-class communication is clearly important, the effort here was focused on the communication that takes place inside the college classroom, and to a lesser extent that which takes place in the ‘in-class’ online environment. Research assessing participation in the younger grades was not included as this review is of college student participation, and there are fundamental differences between the two. For example, the amount of participation is likely to decrease as instructors lecture for longer periods of time while students progress from elementary school through college. Also professors have academic freedom in the college classroom and are interacting with adults rendering student participation significantly different.
Major findings as recorded were:

- It helps professors to increase engagement by working to increase student participation.
- It influences college students clearly by instructor communication patterns providing further evidence of the importance of the instructor’s role in facilitating student participation.

Rebecca Giallo and Emma Little (2003) surveyed the classroom behaviour problems focussed on the relationship between preparedness, classroom experiences, and self-efficacy in graduate and student teachers.

The Objectives were:

i. To find out whether there is a significant positive association between self-efficacy in behaviour management, preparedness and classroom experiences.

ii. To study whether preparedness and classroom experiences significantly predicted teacher’s ratings of self-efficacy in behaviour management.

iii. To assess for differences in self-efficacy and perceived preparedness between graduate and student teachers.

The participants in this study were 54 primary education teachers with less than three years of experience recruited from state schools in the Melbourne metropolitan area and 25 final year primary education student teachers from four Victorian universities. The teacher sample comprised of 12 (22%) males and 42 (78%) females, with the mean age ranging between 18 and 24 years (SD=.69) and a mean length of teaching experience of 1.6
years (SD=.71). Fifty percent of teachers taught lower primary grades (Grades Prepatory,1 and 2), 19% taught middle primary grades (Grades 3 and 4), 22% taught the upper primary grades (Grades 5 and 6), and 9% taught specialist classes to a range of grades in the school. The student teacher sample comprised of 2 (8%) males and 23 (92%) females with a mean age ranging between 18 and 24 years (SD=.33).

**Major findings were as follows:**

- Teacher training programs could be modified and enhanced to prepare teachers to teach and plan for children with behaviour problems better by providing additional training in the areas requested by teachers themselves.

- Training institutions should be urged to provide a formal subject on classroom behaviour management as it seems likely that teachers who receive explicit training in behaviour management will develop the necessary skills and confidence to deal with difficult behaviours in the classroom.

This study has identified preparedness and classroom experiences as factors that are significantly associated with levels of teacher self-efficacy in behaviour management.

**2.3 Summing up**

The survey of related studies as summarily presented were in respect of teaching behaviour and the personality characteristics specially related to the domains of self efficacy and locus of control forming part of this research indicates that a good many probes have been undertaken in the past three decades showing concerns for classroom interactional settings,
motivational dispositions and the personality characteristics of the participants who were either in-service teachers or pre-service B.Ed. trainees. The screening of these studies has undoubtedly provided a positive strength to the development of the plan and design of the study undertaken and reported this study. In the chapter which now follows the design of the present research has been explained at some length so as to highlight the strategies and policies adopted in respect of hypothesis formulation and the overall data analysis procedures adhered to.