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* CHAPTER- III *
* REVIEW OF THE LITERATURE *

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REVIEW OF THE LITERATURE

The literature on pupil-teacher relationship is too extensive to be surveyed adequately in just one chapter. The present survey is confined, therefore, to only the most relevant studies that are expected to provide a proper perspective for the present investigation, i.e. studies which have a bearing either upon the matter at hand or the method of studying the problem. The investigator inspite of her best efforts could not find any study relevant to the present investigation that had been carried out in India. Hence the survey is bound to include such researches also as have been carried out in some educationally advanced countries abroad.

It is clear from a survey of the literature that few evaluations of teacher's characteristics made by children have been undertaken in the U.K. recommendations to do this were by no means new. James ward (1926), lecturing towards the end of the nineteenth century on the application of mental science to education, had suggested to teachers, "surely one of the first steps towards the understanding of the young is to know how they regard us". Evans (1954) has pointed out that studies of the kind mentioned above were undertaken in the U.K. and elsewhere in the last decade of the nineteenth century. However, by the mid-thirties of this century, such
studies had petered out children - evaluation of the teachers do crop up, but as incidental rather than central themes in researches.

Studies dealing with pupil - teacher relationship appeared for the first time in 1930. Most of the studies were concerned with student's attitude towards school subjects and the schools. Some investigators studied students attitude towards teachers while others attempted to relate attitude with certain factors such as intelligence, school achievement, conduct and marks, rural or urban background, sex and socio-economic status. Still other investigators studied the attitudes of teachers toward students and also related these attitudes to educational qualifications and length of experience of the teachers.

In one of earliest investigations Pritchard (1935) studied the relative popularity of secondary school subjects among a large number of students both male and female. Each pupil was provided a list of subjects and asked to rank the subjects in order of his preference, mentioning the reasons for the first and the last choice. The investigator found that the school work, liked best by students of both the sexes, was of the kind in which there was self - activity, or in which they could prove things and discuss and argue. The investigator also found evidence of strong desire on the part of the pupils for variety, to link up the school subjects with everyday life and to consider
them as mature persons. In a rather similar study, Shakespear (1936) found that students in higher classes generally liked those subjects which permitted physical activity. At about the age of eleven plus, pupil showed some devotion to subjects where noticeable results could be obtained, and achievement in a subject influenced its popularity.

Tenenbaum (1940) held that children's attitude to a school was not intimately correlated with other variables, namely intelligence, achievement in school work, conduct and marks. He concluded, therefore, that the theory that failure is always associated with resentment was not borne-out. On the other hand, Drummond (1947), using a simplified type of attitude questionnaire in which the statements to be checked took the form of a discussion around certain points between a group of boys and girls, found the attitude to school on the part of the backward adolescent rather luckeworm. She suggested that more attention might be given to them.

Stacey (1949) compared the attitude of girls and boys and also those of town and country children towards the school. He noticed little difference between the two sexes and none between children drawn from town and country. The attitude of the pupils remained stable for over a year except for a change among twelve-year olds. This change in the attitude of twelve year olds might have been due to the warning of the
interest in new surroundings and new subjects.

Arvindson (1956), in a study of factors determining school achievement of first year secondary pupils, found evidence that home background was by far the most important single non-intellectual factor. It was much more important than attitude to school as such, although Arvindson noted an instability of attitude at that stage. He showed that home background had almost as much to do with school success as intelligence itself and sometimes more. This confirms what was found earlier by a number of other investigators that the direct correlation between attitude and school achievement is low, at any rate among young children corresponding to those in early years of the secondary school. It is suggested that given a minimum basic willingness to learn the required material, attitude to school in itself does not greatly influence school achievement at that stage unless possibly the attitude is strongly adverse. Given the ability and a favourable home, pre-adolescent and young adolescent pupils will succeed at school whether they like the school or not and, in most cases, liking or disliking for school is neither very strong nor very stable. This may well because the material concerned may be acquired almost as much through what goes on outside the school as through what they learn inside.

It, however, seems more likely that as the material to be learned gets more complex and structured, attitude to school, which includes attitudes to learning in the school, assumes
greater importance as determinant of success. Also as time goes on, such attitudes will presumably become more positive.

In a similar investigation Allen (1960) measured the attitude of fifteen year old pupils of central London secondary modern school through interview and Likert and Thurstone attitude type of scales. The results show that girls were less favourably inclined towards the school than the boys at the fourth year stage, at the end of which they were to leave the schools. The results also show that in the beginning the girls are more favourably disposed than the boys, but that at the end of two years, there was nothing to choose between these two sexes. Towards the end of the school life, however the attitude of the two sexes showed signs of decline in interest. The results obtained through interview reveal that both boys and girls were equally concerned as to whether the teaching imparted to them was interesting, useful and effective? The pupils liked competent teachers and appreciated teachers friendly to them and treating them as their equals in certain respects. They like competent teachers but also complained of punishment.

Oeser and Hammond (1954) found that inspite of the authoritarian character of the class room, children did not reject school or the teacher, though they did not favour situations in which they were closely controlled.

Oeser and Eméry (1954) have thrown further light on the way children see the school and the teachers. In a
way children see the school and the teachers. In a rural
community in Australia, a school ideology test was given on
the lines suggested by Baveals. The conclusions of their study
are handicapped by the fact that they were drawn from results
in the only school in the community studied. Nevertheless, it
was found, as might be supposed, that children saw the teacher
as possessing the greatest potency in the school situation.
Their behaviour was directed principally towards the teacher
and not towards the school work itself. The relative potency of
the teacher was seen as greater by the children in the lower
grades than those in the higher. Older children were a little
more aware that behind the school demands stand the parents and
other adults. There seemed, too, a slight though insignificant
tendency for school work to be less attractive in the eyes of
senior children. Even so, there did not seem to be very great
difference with increasing age.

In one of the earliest studies in the U.K. dealing with
children's evaluations of teachers behaviour, Hollis (1935)
obtained data from a large number of children of different ages
in both mixed and single sexed schools. Children were required
to rank seven statements descriptive of a teacher's behaviour
and it was found that the quality of "explaining difficulties
patiently is conclusively the most popular". "Being friendly
and sympathetic" was ranked second, with "just and fair" third,
fourth and fifth were "humour" and allowing pupils to ask
plenty of questions. The teacher having wide interests was ranked sixth while "discipline" was ranked as least important.

Tschechtelin (1940) devised an attitude test for measuring the attitudes of some elementary school children in America towards their teachers. The major aspects of the teachers personality were found as the investigator put it. "through logical analysis subsumed under seven general areas, i.e. they were aspects chosen as the weakness, since important areas of judgement on which the subject's attitudes are partly based, may be overlooked.

The seven chosen aspects were:

1. Liking for the teacher;
2. Ability to explain;
3. Kindliness and friendliness and understanding;
4. Fairness in marking;
5. Keeping order with children;
6. Amount of work required;
7. Liking for lessons.

Two tests were devised, one of which was administered to over 1,300 children from grades IV to VII, i.e. from nine to thirteen year old. The results revealed that the average attitude of children towards their teachers was substantially favourable, and it was rather more so with rural than the city children. No consistent trend was found in regard to age or grade; and no appreciable correlation was found between attitudes as measured
and intelligence test score, or between attitude and achievement. As the scores of boys and girls did not appear to be separated it was not possible to observe any difference between them. If they had been separated it might also have been possible to see a trend with age. It was quite possible, say, for a trend on the part of girls to be cancelled out or marked by a trend as compared to the attitude the boys and vice-versa. No trend could be discernible either way if the scores were mixed.

Jersild (1940) in a study of characteristics of teachers, was concerned with adult recollection of teachers while we may not find very much that is relevant to our study in hand, there are some interesting conclusions drawn from children's accounts of their teachers in both elementary and high schools. Here the major headings under which teachers are characterized appear to be provided by the actual data, and are not predetermined by the investigator.

These headings are:-

1. Human qualities as a person
2. Physical appearance, grooming voice
3. Characteristics as a disciplinarian or director of the class
4. Performance as a teacher (teaching)
5. Participation in activities; providing gaiety or entertainment
6. Miscellaneous and general
Children mentioned discipline more negatively in relation to teachers they disliked than otherwise. Physical appearance of teachers was mentioned more frequently by girls than boys.

Reyans in 1951 recorded classroom observation related to four dimensions of pupil classroom behaviour (alert - apathetic, responsible - obstructive, confident - uncertain, initiating - dependent) and eighteen teacher behaviours (fair - partial, democratic - autocratic, responsive - aloof, understanding - restricted, kindly - harsh, stimulating - dull, original - stereotyped, altered - apathetic, attractive - unimpressive, responsible - evading, steady - erratic, poised - excitable, confident - uncertain, systematic - disorganized, adaptable - inflexible, optimistic - pessimistic, integrated - immature, broad - narrow).

Various studies and comparisons of the attitudes, educational viewpoints, verbal understanding, and emotional adjustment of teachers were undertaken in the course of the development. Some of the trends which were observed included the following:-

1. The attitudes of elementary teachers toward pupils, toward administrators, and also toward fellow teachers and non-administrative personnel in the schools were markedly more favourable than were similar attitudes of secondary teachers.

2. The attitudes of teachers who were judged by their principals to be superior in teaching performance were significantly and
distinctly more favourable toward pupils, and also toward administrators, than the attitudes of teachers who were judged by their principals to be unsatisfactory or poor.

3. Neither amount of teaching experience nor age appeared to be highly associated with teacher attitudes, although there was a slight tendency for the attitudes of secondary teachers of greater experience to be slightly more favourable toward administrators and somewhat less favourable toward pupils than other experience groups.

4. More favourable attitudes toward pupils were expressed by women teachers in the secondary school, but among elementary teachers there was a tendency for men to possess more favourable pupil attitude than did women.

5. Teachers whose observed classroom behaviour was judged to be more characteristically warm and understanding and more stimulating possessed more favourable attitudes toward pupils and also more favourable attitudes toward administrators.

6. Actual pupil behaviour in the classroom (based upon Reyan's assessments) did not appear to be related to the attitudes held by teachers.

7. The educational viewpoints expressed by secondary teachers were of a more traditional or learning-centred nature, while those of elementary teachers learned more in the direction of
permissiveness, within the secondary school, science and mathematics teachers appeared more traditional in their viewpoints and English and social studies teachers more permissive in theirs.

8. Teachers judged to be more warm and understanding in their classroom behaviour, and to a somewhat lesser extent, those judged to be more stimulating expressed more permissive educational viewpoints. Teachers judged to be more businesslike and systematic showed a slight tendency toward more traditional viewpoints.

9. The verbal understanding scores obtained by secondary teachers were significantly higher than those of elementary teachers, English and foreign language teachers excelling other subject-matter groups within the secondary school.

10. Men teachers at both the elementary and secondary levels appeared to be markedly more emotionally stable than women teachers.

11. There was a tendency for elementary teachers who were judged to be warm and understanding in classroom behaviour, and also those judged to be stimulating in their classes, to manifest superior emotional adjustment.

12. There seemed to be no observable relationship between scores on the validity of response scale and the classification of teachers by amount of teaching experience, age, sex, grade or subject taught, or observed classroom behaviour.
Morris (1955) studying the moral values of adolescents, incidentally studied the changes in attitudes to teachers using a role comparison method. He found a tendency among older pupils to choose more in personal roles while deciding their like for the good teacher.

A.B. Fitt (1956) describes the construction of a thurstone-type attitude test scale concerning children's attitude to school and gives the results after experimenting it with over 1,200 children of different age, social, economic and school type groups in New-Zealand. At all levels girls showed a more favourable attitude to school than boys. This was more marked in the lower primary school pupils. Brighter pupils liked school better than duller ones, and this was especially the case with boys. Children from the more favoured areas tended to like school more than the others, again more so in the case of boys, but it was difficult to distinguish the relative effects of ability from the environmental factors connected with it.

Coster (1958) observed that the response of pupils of different income levels to an attitude questionnaire was more likely to vary on items referring to the subject's relations with teachers and other pupils than on items requiring objective appraisal of the school or the school work employed.

Taylor (1962) asked 800 children from primary and secondary schools to rank items descriptive of a "good teacher" in four scales. The items of each scale were chosen from statements
made by children in short essays about a good teacher. The four scales were so organised as to sample three hypothesized areas of the good teacher's classroom behaviour, discipline, teaching and personal qualities. These three areas for comparative evaluation were put together in the fourth scale.

The analysis of his data reveals that children in junior schools trend to emphasise the good teacher's personal qualities, notably his patience and kindness, sympathy and understanding. All children of both sexes and in all schools evaluated most highly the good teacher's teaching which they probably perceived as a means to satisfy the need they have in the society, to be taught and to learn.

However children at different levels of maturity have different needs. Thus, fourth year secondary school children, especially the boys, emphasise much more than the younger children the good teacher's personal qualities, particularly his cheerfulness, good temper and sense of humour.

The analysis of the remaining scales indicate that the item ranked sixth, i.e. the teacher's care for discipline in each scale is common for all children at all stages. This suggests his being permissive; of his teaching his timing of lessons and his personal qualities, his appearance and his dress etc.

Friendliness, cheerfulness and good temper are ranked highest within the area of personal qualities by both boys and
girls in the fourth year of the secondary school and by girls in the second year. Junior school children and second secondary school boys gave first preference to the good manners, patience and kindly understanding of the "good" teacher.

The analysis of the check-list suggests that a significant characteristics of the "good" teacher in the eyes of children may well be his readiness to join with them in their activities.

Michael (1957) attempted to ascertain the attitude of 976 students randomly drawn from eleventh and twelfth grades of high school students towards factors considered to be of importance in the promotion of classroom enjoyment and towards various methods employed by the teachers in instruction and evaluation. The relative importance of six factors ranked with respect to their significance in contributing to classroom enjoyment were (a) teacher's method of teaching, (b) teacher's personality (c) confidence in teacher's knowledge of the subject (d) good marks obtained in the courses (e) short assignments and (f) no special emphasis on discipline. For both boys and girls and within each school, the order of the importance of the above factors remained constant.

In the questionnaire students were asked to specify other factors that they considered to be of importance in making classes enjoyable. Four factors mentioned by more than ten
students may be grouped under the following categories:—

1. Lack of favoratism on the part of teacher;  
2. Special interest of teacher in individual student;  
3. Opportunity for group discussions and participation of the teachers in them; and  
4. Morale of the class.

Taylor (1964) had undertaken an investigation to ascertain whether there is significant agreement as to the nature of the teacher-student relationship. Teachers with different training were asked to sort statements descriptive of teacher-student relations. It was found that there was much agreement as to the nature of the ideal teacher-student relationship.

The most ideal teacher-student relationship is heavily weighed with positive communication statements and the least ideal is weighed with distance statements.

There is a great similarity between the ideal teacher-student relationship and the ideal therapeutic relationship.

Non-teachers can describe the ideal teacher-student relationship in about the same manner and as well as the teachers. Also, there was considerable variation in background of the sorters, and theory training does not specifically or directly determine the concept of an ideal teacher-student relationship.

Boydell (1974) is an exploratory study examined the nature of the teacher-pupil contact in informal junior classroom in terms of the teacher's method of talking to children and the
teacher's conversational approach. The results of this exploratory study showed that talking to children privately, one at a time, was by far the most popular teaching method and in accord with the Plowden Report maxim that "any class", however homogenous it seems, must always be treated as a body of children needing individual and different attention.

The image of the teacher's role which emerges here may be somewhat at variance with the popular view of the informal teacher. A teacher who stimulates children to formulate their own ideas, probes and extends their levels of understanding by detailed questioning, praises their efforts whenever appropriate, and refrains from using simple directives preferring in the words of "Plowden Report" to collaborate with children to lead from behind.

Tuppen (1966), designed Guttman scale to study attitudes of teachers in junior schools of the one thousand teachers involved in this study, half belonged to the streamed and half came from the non-streamed schools. It was found that teachers in non-streamed schools were more progressive than teachers in the streamed ones. Younger teachers tended to hold more progressive opinion than older teachers.

Moskowitz (1975) studied "best" typical and first year teachers in three urban junior high schools. A number of significant differences in found in teaching behaviour during
the first contact with classes and this behaviour became more dissimilar with time. The best teacher's behaviour was concerned with student feelings, joking and giving suggestions to students that could be of benefit to them. They are set expected, standard, and oriented students about subject matter while new teachers tended to concentrate more on administrative and routine matters. In a study of relationship between 11th and 12th grade students (16 - 17 years olds) and their teachers, Michael Herrold and Cryan (1951) asked students to rank a number of matters concerning their enjoyments of classes. The results showed that both boys and girls within each of the several schools ranked the items concerned in the same order. There was no difference in ranking as between one school and another, one age or ability level and another.

It is difficult to say precisely how much value to attach to the particular tests of items ranked in this way since the items appear from the report to be simply what the investigator considered important. However, the important thing found was that their ranking did not vary. In brief, the list as ranked is as follows:-

1. Teacher's method of teaching
2. Teacher's personality
3. Confidence in teacher's knowledge of the subject
4. Good marks
5. Short assignments
6. No special emphasis on discipline
Since that time there has been an increase in efforts to ascertain the casual factors which are responsible for the connection between personal relations of students and teachers and the total learning accomplishment of students. One technique which has been used extensively is that of sampling the opinions and attitudes of students. Baxter's study 1941, is an example of the use of this technique. Other earlier studies such as those of Hart, 1934 and Hopkins are in substantial agreement on the attitudes of students concerning the personal and professional qualities they desires in teachers. In general, the qualities admired in teachers by their students are those qualities which are universally admire and relate well to teachers who are fair in their dealings with their students, who are understanding and accepting in their relations, and who respect personalities of students for their intrinsic worth.

These findings have been reinforced by Witty, 1950 in his study of 12,000 letters submitted in a radio contest in which students were invited to write letters dealing with the topic. "The teacher who has helped me most". Witty showed that there was great consistency as the traits most admired. Generally speaking, warm friendly relations with students and a well adjusted personality were the most important traits in the eyes of students. Specific skill in teaching was in item of some frequency in the letters. A study of Bush, 1957 showed that no
single factor can be the cause of successful teaching. But he maintained on the basis of his findings that the student teacher relationship is among the most important. Bollinger's data indicate that students are responsive to such traits in teachers as fairness, good command of subject matter and high ideals.

Tiedman found that the teacher who was disliked by student was the domineering, authoritarian person. The older the student the more intense they dislike. Evidence collected by Tenenbaum, 1946 indicates that 20% of children in school greatly dislike their teachers and 28% hope that when they go to work they will not have a "boss" like their teacher. 6% dislike all teacher. The evidence indicates that when the student dislikes school it is largely because of the teacher.

Brook over, 1948 was able to show that a student who had a high degree of person to person interaction with a given teacher, as determined by a rating scale, also tended to rank that teacher high with respect to general teaching competence as measured by the Purdue Rating scale. Further his evidence indicated that teachers who show a high degree of person to person interaction with many students tend to be rated high as instructors.

The question of whether increasing the teacher's knowledge and understanding of students problems will improve learning in the classroom has received attention. Ojemann and Wilkinson
used two equated groups with an increased knowledge of students by the teacher as the variable. The knowledge dealt with understanding of motives, psychological equipments, attitudes, emotional control and the like of the students in the group studied. A comparison was made of the experimental and control groups using pretests and final tests and planned observations. The author concluded that there was a significant difference in favour of the experimental group. Members of this group — whose teachers had superior knowledge of their students — made greater gains in achievement, had better attitude toward school, enjoyed school more, showed more mutual acceptance, exhibited feelings of personal inferiority, revealed a decrease in personal maladjustments and possessed a more logical motivation toward school work. Ojemann and Wilkinson also concluded that the attitudes of teachers toward their students were improved as a result of increased knowledge of their problems of adjustment.

It should be noted, however, that there are limitations in the degree to which knowledge of this kind can function. Eberman 1952 and Jenkins have reported that when a teacher unaware of complexity and interdependence of the factors at work in the group, a gap is created between the teacher's knowledge and understanding and his ability to apply his knowledge to specific problems. Although there is evidence that understanding of students is an essential aspect of teaching method, there is a
reason to believe that this attribute is not found among many teachers, even among those of substantial experience. Data collected by the commission on Teacher Education of the American Council of Education indicate that among teachers there is a wide spread lack of skill and appropriate attitude needed for the study and understanding of the children. The study was indicated that teacher student relations can be improved through intensive child study activities.

Further evidence with respect to this problem was provided by Bush 1958 who reported surprising inconsistencies between teacher's perceptions of their rapport with students and the actual attitudes of those students toward the teacher - Bush found some teachers who had effective relationships with a large proportion of their students, while others were able to relate well to only a few students. He concluded that generally speaking those teachers who know most about their students and who are sympathetic and accepting with respect to individual abilities and needs of children have the best chance of establishing good relationships with a majority of students in their classes.

Evidence with respect to the relation between the social attitude of teachers and those of their students is inclusive, and more research is needed in this area. Bollinger using groups attitude tests, found no insignificant relationship between gains in social qualities made by students and the social
attitudes and qualities possessed by their teachers. On the other hand Maier and Schnierta reported data who indicate that the students of liberal teachers tend to become liberal in their view while the students of conservative teachers tend to become more conservative. The precise casual relationship remain obscure.

Charles Norris Johnson, 1974 found that the most ideal teacher student relationship according to the raters of his study, was heavily weighted with positive communication statements. The ideal teaching relationship may be summarized as good or excellent communication in a peer relationship which is emotionally close or very close.

The least ideal teacher - student relationship was heavily weighted on the status dimension at the level where the instructor feels superior or looks down on the students, and on the emotional distance dimension at the level where the instructor draw away from the student. The least ideal teaching relationship, according to the raters, can be characterized as no communication in a relationship where the instructor draws away from the students emotionally and feels very superior to him.

The present investigation, "a comparative study of teacher pupil relationship in public schools and others schools of U.P." reveals the different pattern of organization of schools, sex difference, different socio-economic backgrounds, and
social adjustment of different socio-economic groups, different social values and a comparison of teacher pupil relationship in two kinds of schools in India. This study also reveals the western impact and its social values on teacher pupil relationship.