CHAPTER 1

INTRODUCTION
1.1. PROBLEM AND ITS SIGNIFICANCE

Teaching acts, which are said to be older than even the age of Socrates, bears no meaning without teacher. Inspite of having its roots deep into distant antiquity, teaching has a newness not to be found ever before as it has become rather more complex today. Flanders' (1970) view in saying that "The challenge of current teaching practices is that they can be improved only by creating a change in environments that are much more powerful than those which have thus far been made available to teachers"¹ - is remarkable. There will be no exaggeration even in saying that it has proved more to be a challenge for the present society. Gage (1965) has rightly said "What else it may be, teaching is an intriguing, important and complex process. Because it is intriguing, it attracts scientific attention. Because it is important, it merits careful research. Because it is complex, research on teaching needs many sided preparation"².

Since teaching is itself a system of activity, designed and approximately executed in a class which is nothing but a social environment, there is always some educational goal too


behind the whole process of execution. The term educational goal is itself significant because it is related to the output for which a teacher is expected to be concerned with the classroom interactions which in their turn are subject to the situations that arise in the class. These situations also are closely concerned with the resourcefulness of the teacher. Thus teacher is obviously responsible for the output as compared to the input investment. Biswas and Aggarwal (1968), agree with this view in saying that, "Teacher is more important than the method..... In the final analysis, we must inevitably conclude that the education can be imparted only by a teacher and never by a method..... Mere a method shall bring us no salvation".

The traditional and age-old curriculum produced by the government machinery or some Board, as we may call it, has proved a burden on both the teacher and the taught. The moment the class is over, teacher feels relieved of his responsibility till the next morning. He is hardly found keen to bother about his past achievement or the result of his teaching act in terms of the fulfilment of job satisfaction and the impact on the students who were exposed to him in the class room situation. Also as a common complaint prevalent in the society, most of the teachers are found reluctant to their improvements and take the least trouble to evaluate them from students' point

1. Biswas, A., and Aggarwal, J.C., "Seven Indian Educators", Man Singh, Arya Book Depot, Karol Bagh, New Delhi-5, Chapter 4, p. 120.
of view. Obviously this causes a lack of coordination among the teachers and the taught. Also the teacher today rarely thinks of any need of keeping up with the body of knowledge. Instead, being got tempered with the advancements and ideas in the field of education and teaching-learning situations developed in the classroom, the teacher remains satisfied with what he has performed or what he has been performing owing to the recurring deterioration of social values in all walks of human life. Even our young and fresh teachers can't claim to be unquestioned as regards scientific approach in the class room behaviour. Apart from this, it is not very likely that the next teaching in the same class of the same subject and by the same teacher should be the same, modified, improved or changed in a desired manner. Besides, the teacher is once trained, he becomes licensed for ever. These exists nothing like check or control for such type of teaching except the examination results which too are not even beyond doubt. The performance of students, in the present system of examination depends on several factors. Apart from being an indirect index of teaching ability, if accepted in any way, the examination results have proved to be unreliable. Thus a permanent lacking and deeprooted laxity are prevalent in the traditional approach to the teachers' class room behaviour. Hence an intention to modify teachers' behaviour to make the teaching effective and to provide teaching behaviour with a bridle for better and scientific output becomes obvious.
1.2. RATIONALE OF THE STUDY

Despite a good number of researches on teacher behaviour which did emerge during the last few decades, Indian approach towards the studies on teachers' behaviour, happens to be remarkable one. Mostly, the investigators are found to have laid more emphasis either on student-teachers, students' achievement, tool-construction or problems of teachers than on the achievements of the teachers already in service regarding their attitude towards classroom behaviour.

An observation into the researches performed in India and based on the data given in the Second Survey of Research in Education on this aspect of teaching and teacher behaviour reveals that work on feedback result for bringing change in classroom teaching or teacher behaviour has not covered to the extent of satisfaction.

Thus an approach to the study of the feedback result through self-rating and class-rating on the classroom behaviour of teachers seems specific one and pin-pointed. Since feedback phenomenon has also proved its validity in the field of educational research, it must deserve our concentration towards modifying teacher behaviour through feedback. It is quite unfortunate that the 'input-process-output' studies pertaining to the employed teachers through feedback happen to be almost equal to naught. It is because of this urge, the researcher got interested in the study of the effect of self-rating and class-rating as feedback on teachers' classroom behaviour.
1.3. STATEMENT OF THE PROBLEM

A study of the effect of self-rating and class-rating as feedback on teachers' classroom behaviour.

1.4. DEFINITIONS AND THE TERMS USED

For the purpose of the present study, the terms frequently used are defined as under:

(a) **Rating**: This term as usual, conveys the meaning of an estimation of value. In the present context, it means the estimation of the value of teaching in terms of the degree of effectiveness on a five-point grade scale.

(b) **Self-rating**: Self rating of teacher means the rating of classroom behaviour made by the teacher himself.

(c) **Class rating**: The term class-rating stands for the rating of the teacher's classroom behaviour by students of the class.

(d) **Teachers' Classroom Behaviour**: This term means the verbal interaction of the teacher in the class-room as an act of teaching in its usual meaning.

(e) **Feedback**: The term feedback in the study, means the information as a part of the output that a teacher is given about his classroom interaction or verbal behaviour on the basis of self-rating and class-rating of his teaching by the investigator intending to note the changes in the subsequent class-room activity of the teacher or to exert a corrective influence.
(f) **Teacher Feedback System (TF System)**: The term **Teacher Feedback System** in respect of the study, stands for the procedural system under which the teachers will be given feedback on their performance in the classroom through self-rating and class-rating in order to check and control the teaching work as a whole if the procedural system is found suitable.

(g) **Parametric group**: This term stands for teachers in general when combined sample subjects are taken into consideration.

(h) **Mode**: This term depicts the form of rating viz., self-rating or class-rating.

1.5. **DELIMITATIONS OF THE STUDY**

The sample area of the study will be limited to the District Sultanpur of U.P. For the purpose of the study, teachers from the disciplines of languages, physical-sciences and social subjects will be included. Teachers teaching Hindi, English and Sanskrit, will comprise of the discipline of language, science subjects will be taken as the discipline of physical sciences, while teachers teaching History, Civics, Geography, Economics and Education will constitute the third discipline of social subjects for the purpose of study. Only two places of decimal will be taken into consideration as regards the statistical calculations.
1.6. ASSUMPTIONS

In relation to the study, following assumptions were made:

(1) Questionnaire for self-rating and class-rating assumes that the teachers and students would answer honestly.

(2) Opinionnaire to be administered among students, guardians, teachers and educational authorities assumes that responses have honestly been made.

(3) Teachers' classroom behaviour remains constant for the same subject, without feedback, in successive lessons.

1.7. OBJECTIVES OF THE STUDY

Following objectives of the study were formulated:

(1) To study the effect of self-rating and class-rating as feedback on teachers' classroom behaviour.

(2) To develop the possibility of an agreeable evaluating system of classroom behaviour for teachers.

(3) To formulate a Teacher Feedback System for teachers' classroom behaviour.

(4) To study the patterns of feedback effect on classroom behaviour of the teachers in respect to:

   (a) The subject group viz., language, science subjects and social subjects.

   (b) The teaching experience.

   (c) The sex difference.
1.8. HYPOTHESES

Feedback through self-rating and class-rating does not:

(1) bring significant effect on teachers' successive teaching.
(2) show any difference in language teachers' class-room-behaviour.
(3) change the classroom-behaviour of science-subject teachers.
(4) bring significant change in the classroom behaviour of social-subject teachers.
(5) significantly change the classroom behaviour of male teachers.
(6) affect female teachers' classroom behaviour.
(7) show any difference in the classroom behaviour of experienced teachers.
(8) affect the classroom behaviour of fresh teachers.