

CHAPTER - 3

REVIEW OF RELATED LITERATURE AND RESEARCH STUDIES

3.0 Introduction

The Chief objective of any research endeavour in reviewing related literature is to justify the rationale of an ensuing study. The off-shoot contribution of such an activity has many holds. It provides an over view of historical perspective. The development of research in that area, deviations, new departures, and modes of approach adopted. In a way, it brings to light, the research trends and problems; critical awareness toward the methodology employed; and an estimation of relationships working along with the variables. And finally the review helps in providing placement and direction for the study to be fitted into the existing body of knowledge. With this end in view, review of related studies have been reported in the following section.

3.1 Studies on Teacher's Encouraging Behaviour and Student's Responding Behaviour

3.1.1 Background of the Studies

Teacher's encouraging behaviour is perhaps the most basic of all influences on Students' behaviour and the systematic use of attention should characterize every teacher's classroom repertoire. Lemlech (1979) reported that "Classroom Management is the orchestration of classroom life, i.e., planning curriculum, organizing procedures and resources, arranging the environment to maximize efficiency, monitoring student

progress and anticipating potential problems. The classroom of successful teachers often looks like magic shows, because students seem to glide from one activity to the next. The teachers' behaviour appears effortless and slick. In these classrooms, the teachers have mastered specific technique for planning an optimal number of meaningful activities, for anticipating potential problems, and for creating an enriched, inviting environment".

Children have always had behavioural or emotional problems, but until the early part of the 20th century their problems were not considered worthy of any special attention. Witmer, (1911) pioneered the practices of collaborating with other disciplines such as social work, neurology, and education, but the teacher was always central in his collaborative efforts. He felt that the teacher should be aware of many facets of the child's life.

Watson and Rayner (1920) and the Mowrers (1938), used behaviourally - oriented treatment procedures that most therapists felt necessary for treatment of the total individual, i.e., his attitudes, habits, thoughts, and feelings. A critique of psychoanalytic procedures and a reconceptualization of learning principle with implication for many human problems was made by Skinner in (1953) in his book *Science and human behaviour*. This book was a major impetus for a drastic reconceptualization of procedures for changing behaviour in schools.

Since the early 1960s, the application of learning principles to change the social and academic behaviour of children and adolescents was developed at an extremely rapid pace. Wahler (1969), pointed out that the parent or the teacher can exert a greater influence on the child than the psychologist. Philip Jackson (1968) showed that teachers

were so completely involved in classroom activities that they were hard pressed to explain specifically what they do or what they plan to do. Good and Brophy (1974) pointed out two major purposes. The first was to help teachers and students to develop ways of looking at and describing what goes on in the classroom. And second was to provide teachers with concrete suggestions about ways in which they can behave for a positive influence on the interesting learning, and social development of their students.

The work of Madsen, Becker, and Thomas (1968) was a classic demonstration of the effects of using teacher attention systematically. The study of Kirby and Shields (1972) focused on changing on academic rather than social behaviour.

The systematic use of teacher attention is a very effective way to change children's behaviour. In spite of its relatively, simple and natural appearance, the procedure requires skill to implement with maximum success. Teachers should consider altering their patterns of interaction with children. Even a simple feedback procedure can lead to significant improvement in classroom behaviour. The systematic use of teacher attention is the one that we feel all teachers should use routinely with all their students.

Classrooms are busy places, filled with people, activities, materials, and conversations. Skillful management is required to gain and maintain the cooperation of students in this complex environment. The basic management task for teachers is to achieve order by gaining and maintaining student cooperation in class activities (Doyle, 1986).

Kounin (1970) studied classroom management by comparing effective teachers, whose classes were relatively free of problems, with ineffective teachers, whose classes

were continually plagued by chaos and disruption. Kounin noted that effective teachers were skilled at leading groups and keeping activities moving. Kounin concluded that effective classroom managers were especially skilled in four areas : (1) “Withitness” : It means communicating to students that you are aware of everything to students that you are aware of everything that is happening in the classroom that the back of their head. (2) “Overlapping activities” : It means keeping track of supervising several activities at the same time (3) “Movement Management” : It involves keeping persons and the group moving with smooth transitions, an appropriate pace, and variety and (4) “Group Focus” : It means keeping as many students as possible involved in appropriate classroom activities and avoiding narrowing in on just one or two students.

The area of teaching involving the management of human affairs is possibly the most important aspect of teaching, because everything else, teachers do depend upon how well they perform in this area. The management aspect of teaching involves establishing and maintaining an internal environment which encourages the release of human potential, and which enables children working together in classroom groups to perform effectively and efficiently to attain educational objectives.

It was believed that, it is impossible to teach effectively without considering classroom discipline carefully. Good classroom discipline is more than having the student obey you. It is the total process of teaching children to participate voluntarily and fully in the classroom educational activities.

3.1.2 Major Findings of Teacher's Encouraging Behaviour and Students Responding Behaviour

For many years, educators have been concerned with finding the important determiners of teacher effectiveness in the classroom. The broad general area, that have been examined relate to teacher personality, the tasks and functions of teacher, and the effect of teacher practices upon the behaviour of his class groups.

A number of research studies have been undertaken in the area and important observations have been made. The following studies summarise the major findings on teacher's encouraging behaviour.

Studies Conducted in India

Patel (1974) studied the effectiveness of the influence of teachers' classroom behaviour on (i) pupil's personal anxiety, (ii) pupils' motivation and classroom organization, (iii) pupils' attitudes towards reward and punishment, (iv) the development of independent behaviour on the part of pupils, (v) pupils' attitudes toward teacher, (vi) classroom climate, and (vii) pupils' attitudes toward school.

The sample consisted of 100 teachers of primary schools who had at least sixty percent of teaching work in class VII. The Flanders Interaction Analysis Category System (FIACS) was used.

The study revealed that : (i) indirect teacher influence had favourable effect on motivation and classroom organization and also an attitude towards teacher, (ii) when

teacher influence without content emphasis was taken into consideration, indirect teachers had favourable influence on personal anxiety of their pupils on the development of independent behaviour among pupils and the classroom climate, (iii) teacher classroom behaviour didn't influence pupil's attitude towards reward and punishment, and (iv) teacher classroom behaviour didn't influence pupil's attitude towards school.

Lulla (1974) studied the effects of teachers' classroom behaviour on pupils' achievement. The sample consisted of 48 teachers teaching class VII, 1800 pupils of class VII. They were randomly selected from Baroda city schools. The tools used for the study were : (i) the Flanders Interaction Analysis Category System (FIACS), and (ii) the Desai Bhatt Group test of Intelligence for age group 12-18. The study revealed that the pupils who were taught by the teachers trained in using indirect behaviour scored higher, as compared to their counterparts studying under the teachers who were not provided any training. It was also implied that the indirect teacher behaviour may raise the interaction potential of the classroom climate resulting in free communication and open interaction between the teacher and the group of pupils. It was found that such an atmosphere not only stimulated the learner in learning but also provided a congenial climate to the teacher for conducting his teaching.

Raijiwala (1976) studied the changing teacher behaviour in the teaching of science and its effect on pupil. The main objectives of the study were : (i) to study the effects of change in the behaviour patterns of teachers on the development of the pupils, and (ii) to study the relationship between the teacher influence and pupils' academic achievement, classroom trust and initiative. The sample consisted of 7 seventh grade classes of which 5 classes were experimental and 2 classes formed as the control groups.

15 teachers were trained through Flanders Interaction Analysis Category System (FIACS) to increase the indirect behaviour. The study revealed the following findings : (i) the training in FIACS modified the teachers' indirect behaviour positively, (ii) the training and feedback which were given to the teachers of the experimental groups affected pupils' adjustment, classroom trust and initiative level positively, and (iii) the training and feedback which were given to the teachers of the experimental groups affected the academic achievement of the pupils positively and significantly.

The objectives of Vasishtha (1976) study were : (i) to explore the classrooms behaviour of secondary science and mathematics student teachers trainees through the Flanders Interaction Analysis Category System (FIACS); (ii) to evaluate the effect of training in the verbal interaction analysis technique through the Minnesota Teacher Attitude Inventory, rating of self perception and classroom rating; and (iii) to examine the change of patterns of verbal behaviour of science and mathematics student teachers through the training of Flanders technique in terms of verbal interaction components. The findings revealed that (i) The training in Flanders verbal interaction technique contributed significantly to the attitude towards teaching, self-perception and classroom performance. (ii) Teachers trained in FIACS made more use of interaction categories of acceptance of student's feeling, praise, accepting pupil ideas, pupil initiation. (iii) Student teachers trained in FIACS became more indirect in dealing with their students.

Maheshwari's (1976) study was designed to explore the classroom verbal interaction pattern of effective and ineffective teachers.

The sample consisted of 200 teachers (100 effective teachers and 100 ineffective teachers). Flanders Interaction Analysis Technique was employed for encoding and decoding the classroom verbal behaviour. The findings of the study were as follow : (i) Effective teachers used the categories of acceptance of student's feeling, praise, uses student idea, questions, student response and initiation, whereas ineffective teachers employed lecture, direction and authority, categories in the classroom, (ii) The effective teachers involved more indirect influence, student initiation, teacher response ratio and pupil steady state ratio, whereas ineffective teachers involved more direct teacher talk, silence or confusion, steady state ratio and non-stimulating situation in classroom behaviour, and (iii) The effective teachers involved more creative teaching models.

Desai (1977) studied the changing of teacher behaviour in the teaching of mother tongue and studied its effects on pupils. The main objectives were to help the teachers to perceive their own classroom behaviour, modify it, sustain the modified behaviour and to study the effects of behaviour of such teachers on the pupils' academic achievement, adjustment, initiative and classroom trust.

The sample consisted of 7 classes out of which 5 classes of primary schools served as experimental group and 2 classes as control group and their entire group of teachers. Teachers who formed experimental group, were trained for seven days in Flanders Interaction Analysis Category System (FIACS). The major findings of the study were : (I) training in FIACS modified teachers' indirect behaviour positively, (ii) the training and feedback which were given to the experimental group of teachers, affected the academic achievement, and (iii) the training and feedback affected pupils' classroom trust, initiative and adjustment towards home, school, peers and teachers also positively.

Goel (1978) studied behaviour flow patterns of extrovert and introvert teachers in classrooms of secondary level. The main objective of the study was to obtain the behaviour flow patterns of extravert and introvert teachers. The sample consisted of 200 teachers, out of which 100 teachers were as extrovert and 100 teachers were as introvert. The Flanders Interaction Analysis Category System (FIACS) was used to observe the classroom behaviour of the teacher. The study revealed the following : Extrovert teachers had larger transition from pupil response to the categories of teachers praise, encouragement, acceptance and questioning as compared to introvert teachers. Introvert teachers seemed to have greater content emphasis, whereas extrovert teachers seemed to provide more opportunity for pupil participation. Introvert teachers had more transition from pupil response, to pupil direction. The extrovert teachers' tendency was to break the silence by asking question more frequently whereas introvert teachers' tendency was to give direction in the same state of situation.

Misra (1985) investigated to find out the effect of self-rating and class-rating as feedback on teachers' classroom behaviour and was aimed at formulation of a classroom teaching feedback system for teachers. The sample consisted of 74 teachers and 2671 students drawn from twelve intermediate colleges in Sultanpur district. To supply feedback to the teachers through self-rating a tool was prepared by the researcher. The main findings of the study showed that : (i) the teaching behaviour of teachers could be changed in a positive direction if they were appraised with sum total of their teaching in the form of feedback information by way of self-rating and class-rating. (ii) The difference between feedback affected by self-rating and class-rating was highest for

language teachers (iii) Experienced teachers showed significant but low effect as compared to fresh teachers.

Hans (1986) studied the relationships among teaching style, learning gains and teaching effectiveness.

The sample consisted of 60 teachers, 300 civics students and 300 biology students from class XI. Tools used for study were : Progressive Matrics (Raven), Teacher-Pupil Interaction Scale (Flanders), and the Teaching Effectiveness Rating Scale.

The major findings of the study indicated that (1) in case of indirect teaching style, teachers in general were characterized by higher scholastic mental capacity, higher ego and a high self concept. (2) The teacher with normal teaching style had been found to have an average position. (3) Teachers teaching through an indirect teaching style were able to develop greater learning gains among their pupils than teachers teaching through a direct teaching style. (4) Teachers having indirect teaching style, were perceived by their students to be more effective in teaching than the teachers having the direct teaching style.

Studies conducted abroad

Loucks (1975) designed a study to explore the relationship between how teacher uses particular innovation and achievement of their students. The sample of this study was thirty seven second grade teachers. They were interviewed to determine their level of use of individualized instruction for reading. In the study California Achievement Test was applied. The major conclusions of this study were : 1. Students of teachers in this

sample, who individualized reading instruction had higher achievement than students of teachers who did not. There was no difference in achievement between these groups for mathematics. 2. There was a tendency for student achievement to differ with teacher level of use of innovation. This increase appeared to be curvilinear.

Hunt (1975) in his study was to determine, whether an organizational pattern or not (in this case ability grouping) would affect the classroom behaviour of pupils and teachers. Five teacher behaviours (teacher correction, teacher normative social control, teacher normative task behaviour, teacher conformity and teacher retreatism), and the three student behaviours (student normative task behaviour, student confirmity and student rebellion) were examined to determine, if they occurred significantly more often in classes of any given ability level. The sample was gathered from a seventh grade having 107 students and four teachers. Data was collected by PICCAS category system. Chi-square was used to determine if the eight behaviors varied significantly among classes and teachers. An inspection of the data was then done to determine the direction of the differences. The hypotheses were supported for this sample.

Jackson (1975) studied the nature of the classroom teacher interaction with the miscues made by low-average and average readers during oral reading lessons, which were a regular part of reading instruction. The population sample for this study consisted of five second-grade teachers. Each teacher taught a heterogeneous group in a self contained classroom. The data was obtained through oral reading lesson. The findings of this study, for six different types of responses were made by the teachers in relation to the students miscues during oral reading lessons were as follows : (1) Provided the word, corrected the word, (2) corrected the pronunciation, (3) indicated a mistake that

was made, and (4) gave cues to none respondents. Nearly half of all the cues given to a reader involved phonic cues. Most of the remaining cues involved structural analysis skills. The investigator indicated that, a teacher should consider what types of responses would help the reader become more skilled and independent. The rate of student self-correction indicated that teachers should let the reader proceed beyond these types of miscues allowing a chance for self correction before responding to a miscue. The guideline for responding to omissions and insertions should be the consideration of the consequence of the miscue.

Blackwelder (1976) investigates to determine the effect of individual teacher-student conferences on reading achievement, attitude toward reading, and the amount of reading done.

The sample for this study was 196 third and fourth grade pupils in a suburban elementary school of a metropolitan area. Gates-McGinitie Test and Gates-McGinitie Reading Test were applied for collecting data. The major findings of this study were : 1. There were no significant differences found in reading achievement between those students in the third grade, who had the teacher-student conferences of their independent reading and those students who didn't have the conferences. 2. There were, however, significant differences found in reading achievement between those students in the fourth grade who had the teacher-student conferences of their independent reading and those students who did not have the conferences. 3. There were significant differences found in attitude towards reading for both third and fourth grade students. 4. There were no significant differences found in number of books which were read by third grade students who participated in the conferences and those who did not, and 5. There were significant

differences found in number of books read by fourth grade students who had the conferences which the experimental group significantly out-performing the control group.

Peak (1976) investigated the function of different types of educational setting with regard to the nature of the interactions occurring between students in those settings. Also investigated the function of attractiveness of the space with regard to the interactions occurring in each setting. Observations were made in five elementary schools by a team of three independent raters. The students observed were enrolled in grades one, three and five of schools defined as open concept, modified open concept or traditional. Results of this study indicated that significantly more educationally facilitating interactions occur in open concept settings than in traditional settings. Significantly positive correlations were obtained between the schools attractiveness level and educationally facilitating interactions.

Hiatt(1977) investigated personalized interaction in elementary school classroom. The purpose of his investigation was to study six hypotheses of personalized interaction in the complexities of urban classroom. The six hypotheses studied involved the relationship of seven variables. These variables were : (1) teacher liking of pupils, (2) personalized interaction, (3) pupil satisfaction, (4) pupil esteem for the teacher, (5) clarification of specific barriers to learning, (6) classroom control, and (7) academic achievement.

The sample of this study was thirty-six teachers, and eight hundred fifty children. Flanders Interactional and Galloways Analysis technique used for obtaining data.

Statistical analysis for the study was based on the Pearson product moment coefficient of correlation. The findings of this study indicated significant relationships between the variable of personalized interaction and pupil satisfaction; between pupil satisfaction and classroom control; between pupil esteem and classroom control. Findings between variables of teacher liking of pupils and personalized interaction; personalized interaction and clarification of barriers of learning and between clarification of barriers of learning and academic achievement were inconclusive.

The purpose of a study done by Barker (1977) was to determine, if a significant difference existed in listening achievement among 185 3rd grade and 176 5th grade students randomly assigned to direct, indirect, and regular instruction groups. Treatment was confined to lessons which developed ability to listen for details, details in sequence, main ideas, directions, inferential responses, and fact and opinion. Listening was measured by pretest and posttest gains on the Stanford Achievement test and six listening Tests constructed by the researcher. The finding of this study was pupils who received either direct or indirect listening instruction made significantly larger gain than those, who received no specific listening instruction.

The major question of a study by Hodges (1978) was : What approaches (including time instructional activities, materials, and classroom organization) did fourth grade teachers in elementary schools use, to help children understand; what they had read as formal reading in social studies, or science instruction ? The second major question was what were the teachers concepts of comprehension including their definition of comprehension, their sources of information about comprehension and their assessment of it in their classrooms. Data were gathered through specially designed surveys,

interviews and observations of reading comprehension lesson. The sample of this study was forty-four teachers - both male and female and their entire classes. It appeared that the task ahead for reading, researchers and teacher educators entails the dissemination of both current and future research findings about reading comprehension in ways that illustrate to teachers that they are both effective and efficient. It was suggested that reading courses provide more instruction in reading the multiple factors which influence comprehension, the practice of asking questions, the development of reading study skills to enable children to learn effectively and for diagnostic teaching.

Thompson (1978) conducted a study to find out the effects of controversy on cooperative groups in an elementary school classroom. Research indicated that constructive controversy in the classroom might lead to more effective problem solving, decision-making and learning. It was the intent of this reviewed study to add to the previous research and to determine whether controversy of structured nature into cooperative groups in classroom learning situation could lead to - (1) higher achievement, (2) more positive attitudes towards the subject studies, (3) toward conflict and peers relationship, and (4) increased motivation to learn.

Sample was forty fifth-grade and forty sixth-grade students from a small Suburban elementary schools were randomly selected for the treatment groups. Pretest-Posttest design was used for this study. The findings of this study were as follow : (1) In a cooperative setting, where controversy is accepted, encouraged and structured into the lesson, students who were trained in controversy skills achieved higher on cognitive tests and retention tests than students working in a cooperative setting without controversy training in skills. (2) Students, who experienced controversy in the

learning group, had a significantly more favourable attitude toward the subjects studied and toward conflict itself. (3) Students involved in controversy were highly motivated than those who were not involved in controversy.

A study by Ruthmatz (1979) attempted to determine whether practice in reading improve reading accuracy, as measured by oral reading test. If in fact, it does, which of three methods (unison, oral, or silent) will be most effective for second and third graders.

The sample for this study was forty-four second graders, and thirtysix third graders. The findings of this study were as follow : (i) The practicing of reading improved the oral reading accuracy of all students, (ii) Unison and silent reading approaches were more effective than oral reading, (iii) Second and third graders appeared equally successful with the three methods, (iv) The reduction of reading errors differed from classroom to classroom, (v) Boys and girls appeared equally successful with the three methods of practicing reading, (vi) The lower the initial reading level of the students, the greater the improvement from pretest to posttest, and (vii) The accuracy scores on an oral reading test with practiced and non-practiced material were similar.

A study by Lassiter (1979) addressed the question of the nature of decision-making activities in the elementary school classroom. To accomplish this study an inquiry was used to explore both - (i) the opportunities for decision-making activities by children, and (ii) the decision-making activities practiced by children in the elementary school classroom. By observing each of two classrooms over six to eight weeks, information was collected about decision-making activities within the context of the classroom.

Findings of the study were as follow : the evidence collected from one of the classroom indicated limited numbers and kinds of opportunities for decision-making activities. The limitations seemed to be congruent with the teacher's beliefs and other practices. Teacher influence appeared to be a significant factor. Student awareness of opportunities for decision-making was difficult to gauge in this setting. Additionally it had facilitated some understanding of classroom patterns and the factors that may influence, these patterns.

Powel (1979) studied the relationship of teacher's reinforcement to pupil behaviour and reading achievement. Two major questions answered in this study were :

- (i) how were teachers reinforcing behaviour related to pupils on task behaviour ? and
- (ii) how were teachers reinforcing behaviour related to pupil reading achievement ?

The sample of this study was forty eight second-grade teachers and their pupils who were evaluated by a frequency count of behaviour during group instruction insight vocabulary, word recognition and comprehension skills. Reading achievement test was applied for this study. The findings of this study were as follow :

- (i) Teachers positive and negative reinforcing behaviour were categorized as being either academically or non-academically oriented.
- (ii) Pupils on task behaviours consisted of three different behaviour categories.
- (iii) Teachers negative reinforcement behaviour on non-academic was related to pupils on-task behaviour.
- (iv) None of other reinforcing behaviour categories were related to pupils on task behaviours.

A study by Emilia (1981) sought to determine the effect of teacher modality on student learning modes and achievement. Null hypothesis stated : 1. Teacher modality

would have no significant effect upon student learning modalities, and 2. student achievement would not be significantly affected by teacher modality. Swassing Barbe Modality Index Achievement was used for collecting the data. The result of this study indicated the following : 1. Teacher modalities and students taught by kinesthetic teachers achieved significantly higher reading scores than those taught by other modes. However the small number of teachers might have distorted the results. 2. Student modality had no significant effect upon student achievement. The level of confidence was 0.01 for each area tested.

Bistoechi (1981) suggested that motivation in the form of warm-up attaches itself to many types of activities, within the context of testing creative thinking. The objective of this study was focused toward how the pre-test environment differentially affects students' creative production. The evaluation of creative thinking in this study was associated with Guilford's structure of the intellect model. Subjects for the study were 236 third grade children who were initially pretested in a controlled environment using the "Torrance Test of creative thinking" (1) Creative movement warm-up (2) guided fantasy warm-up, (3) test-like, and (4) control. Results indicated that a level of significance was obtained in the effect of the four pre-testing environments on the factors of fluency originality and elaboration. It is important to note that varied testing environment can elicit different individual responses in the activation and subsequent testing of creative potential.

Rosenholtz (1981) examined the relationship of classroom task arrangement of children perceived by the teacher to be low achievers in mathematics. Data for this field study was collected in nine elementary bilingual classroom in the San Jose area.

Manipulation Science and maths programme were used. The analysis was conducted using contingency table, T test Spearman and Pearson correlations. Results of the study showed that as complexity of the classroom task arrangement increased the student need, and significantly increased with lateral relations. The indicator of delegation of authority in low complexity task arrangement. Student engagement was significantly correlated with teacher task, directions and teacher instruction in high complexity task arrangement was positively correlated with lateral relation.

Grinstead (1982) tried to find out the effect of group participation procedure signals to respond error correction and a warm-up game on student's verbal academic responding during mathematics instruction, was investigated within a multiple baseline design, a cross-classrooms student response to individual and group questions, student participation during group questions and student response to the teacher's error correction procedures were recorded for the students in one third and two fourth grade classroom. Teacher and student interaction during instruction were recorded by an observational system, enabling sequential coding of these interactions. The results of this study indicated, increased student participation on group questions and decreased incorrect responding on questions directed to individuals, in addition, the probability of correct student response occurring after an error was found to be differentially sensitive to the error correction strategies used by the teacher. The strategies that were more likely to produce a correct response were those in which the teacher told the individual/group the correct answer.

Marie (1982) studied the interactional patterns of 36 elementary children as they proceeded through their morning schedules in the classes of language, arts and maths.

The children attended one of the three schools selected for study within the Cincinnati metropolitan area. Data was collected through observation schedule.

The context within which the classroom interactions took place was highlighted in order to study the effect of certain organizational factors upon these classroom interactions. Three major variables of interest were isolated from study. They included (1) classroom task structure; (2) teaching style and the projected classroom atmosphere, and (3) classroom language. The study was intended to be exploratory in nature. It attempted to investigate the influence of certain organizational variables with the total school climate. The result indicated that there was a relationship between the variables.

Suzanne (1983) in her study described the interaction of the variables of attitudes and achievements at the third grade level in two different classroom environments. This study sought to determine whether it was possible to predict students achievements, by knowing the type of classroom environment and his/her attitude towards school. Regression analysis was computed to predict the relationships among these variables. The results indicated no statistically significant relationships. Hence it was concluded that the type of classroom environment should be the privilege of the individual teacher.

Anderson (1987) conducted a study to elicit elementary school teacher's schemas or intellectual structures concerning responsibility and its development in students. A research design including interviews of 21 1st, 3rd and 5th grade teachers and observations in their classrooms, allowed exploration of the relationship between elaborateness of schema and observed responsible student behaviour. Elaborateness of the schemas, was judged in two parts, (i) concept of responsibility and (ii) strategy to

enhance the development of responsibility. Other results indicated no statistically significant relationship between total schema scores and observed responsible student behaviour or between the scores for strategy to enhance responsibility and observed responsible student behaviour. A moderate positive aspect of schemas and observed responsible student behaviour was found. A moderate positive correlation between elaborateness of schemas and years of teaching experience also was obtained.

Sanders (1987) investigated the relationships among motivation orientation - extrinsic or intrinsic, academic achievement and emotion. The study examined : (1) the relationship between motivation orientation and academic achievement, (2) the relationship between the degree of congruent perception of motivation on the part of the student, teacher, parent and academic achievement. (3) the change in the relationship between the motivational component of reward and academic achievement across grade levels, (4) the change in motivation orientation, across grade levels, (5) the relationship between student motivation and emotional response to classroom tasks, and (6) the relationship between academic achievement and emotional response to classroom tasks. The sample was 174 students in fourth, sixth and eighth grade, their teachers and their parents participated in this study. Comprehensive test of Motivation orientation in the classroom was applied for collecting data. The result indicated a positive relationship between academic achievement and motivation orientation. Additionally they supported the academic achievement. To an extent tested results supported the reward aspects of the cognitive evaluation theory and competence aspects of the expanded effectance motivation theory. The results don't support notion of relationship between motivation orientation and emotional responses.

Morgan (1989) studied the relationship between administrative leadership behaviours and reading achievement to determine whether differences existed between the leadership behaviours of administrators for elementary schools ranked above and below the state mean on the Metropolitan Achievement Test, with respect to total reading achievement. Additional analysis examined the relationship between demographic variables of elementary administrations and reading achievement. The sample included six administrators of high-achieving schools and six administrators of low-achieving schools. The findings suggested that, in a high-achieving school the administrator : (a) involved the teachers in making curriculum decisions, (b) created a school climate that facilitated learning, (c) set high expectations for faculty and students, (d) supported reading and be knowledgeable about the reading process, (e) facilitated a school culture that emphasized learning for all children, and (f) encouraged the teacher in building unity to promote a sense of purpose.

Coville (1991), in his research made an effort to determine whether an attribution training module for teachers could change helpless children's, self-perception of locus of control to increase their achievement, increase their persistence at task, and decrease their helpless behaviour. The attribution training was a communication system that teachers used to teach students to take responsibility for outcomes of learning behaviour in a manner which helped them build realistic expectancies of success. Students were taught to attribute failure to a lack of effort and success to ability and effort. The subjects for this study were third, fourth and fifth grade students exhibiting helpless behaviours in a chapter 1 language arts programme. The sample size consisted of 125 students with 71 in the experimental group and 54 in the control group. The findings provide support for the

conclusion that attribution training can be used effectively by teachers to modify helpless students attributions of achievement - related behaviour.

Harris (1993) tried to explore the teacher-pupil relationship as a helping relationship. This study investigated the relationship of teacher-emotional support and pupil disequilibrium on pupil tension, pupil effort, and pupil achievement. This study had three parts, including a pilot study. All the three studies were conducted in intact Suburban. New England classroom, the pupil's teachers delivered the main interaction. The pilot study involved 17 pupils in a private school classroom. First study involved 96 pupils in four classrooms. Second study involved 40 pupils in two classrooms. Standardized Achievement test constructed by the researcher was used together the data. The researcher hypothesized that teacher emotional support helped pupils mobilize their inner resources, resulting in a decrease in pupil tension, and an increase in pupil effort, and achievement. The results of this study suggested that teacher support slightly reduced pupil tension and slightly increased pupil effort. The finding was on interaction effect between teacher support and test difficulty on reading achievement was close to statistical significance, teacher support increased achievement when test difficulty was high, and decreased achievement when test difficulty was low.

Baker (1993) in his study found out the effect of two motivational factors on accuracy and persistence. This study hypothesized that : (a) feedback had a greater motivational effect on persistence and on accuracy for second grader than offering no feedback, (b) knowledge of results feedback had greater motivational effect than providing pleasant feeling tone feedback. The study compared two forms of feedback and the absence of feedback. One group received praise in the form of general positive

statements - classified as feeling tone about their work. A second group received specific statements classified as knowledge of results about their work. A third group received no feedback at all. It was found that, there was no evidence that providing feedback created more motivation to continue with a task than in case of without feedback. Furthermore, there was no evidence that the provision of knowledge of results statements provided more motivation to continue with a task than what occurred with pleasant feeling tone statement. There was an evidence that the provision of feedback produced greater accuracy than in the cases of without the feedback. However, there was an evidence that the provision of knowledge of results statements produced greater accuracy than what occurred with pleasant feeling tone statements.

Fraker (1993), in his study was to determine the effect of a staff development programme designed to provide teachers with better understanding of motivation theory, and to train them in the use of classroom strategies for improving specific aspects of student motivation. The population studied consisted of grade fifth students and teachers in two large elementary schools (School A and School B). The teachers and students in school A participated in the intervention strategy, while the students and teachers in school B formed as the control group. The results of this study indicated that the total gain scores of the treatment group were significantly higher than the total gain scores of the control group. The study suggested that specific aspects of student motivation can be improved, when teachers focused on particular aspects of student motivation.

The purpose of Ayers (1994) qualitative study was to gain an understanding of how seven elementary level teachers made sense of their goals for students, their role as teacher, the diversity of their students, and their instructional practices. The seven

teachers were all recognised for using current approaches that designed to accommodate student diversity (eg., cooperative learning, whole language, inclusive education, character development, multicultural education). Data were collected through participant observation in each of the classroom, and in-depth interviews with teachers.

The findings of this study indicated that while teachers had both academic and social goals for students, their thinking and actions were guided by their perspective on reading. Three teachers perspectives were identified as : (a) teaching as caring about students, (b) teaching as increasing academic skills and social growth of students. Each perspective influenced how the teachers understood their role, students, and instructional practices. Acknowledging teachers, perspective could assist in understanding the discrepancy that often existed between teachers' goals and their daily practices.

Ming (1994) determined the relationships between teacher behaviour in classroom learning environment, student engagement, and student science process skill achievement. The subjects were chosen from elementary schools, included 12 six grade science teachers and their entire class for a total of 512 students. Of these 512 students, 48 were randomly selected as a target student for observation. The behavioural data was pooled over a five week period during science hand - on minds - on teaching-learning activities. Test of integrated process skills and my class inventory were used for data collection.

Findings of the study indicated that : (1) when teachers behaviour were to illustrate a point, such as using audio/visual material, students were engaged in the learning tasks for the most part. When teachers were engaged in "active observation"

behaviour. Students were less likely to be engaged in the learning task, (2) Classroom environment had little impact on student engagement, (3) None of the variables of teacher behaviour, student engagement, or classroom learning environment appeared to have a significant impact on process skill achievement, and (4) Teacher behaviour variables did not appear to have a significant impact on classroom learning environment.

Taylor (1994) tried to understand the student's perspective of how classroom environments can be structured to enhance intrinsic motivation to learn. To reach this goal, the researcher utilized a qualitative methodology, the insider perspective, approach to make a deep look inside the classroom experience and examine the broad view of the students' collective perspective. Specifically, the researcher became a fulltime student in a cooperatively structured, fifth grade classroom for the first three months of the school year. This study involved 65 visits, 300 hours of observant participation, audiotaped interviews with all 26 students, and writing samples on eight different occasions. The findings of this study suggested that classroom, which was cooperatively structured, provided opportunities for students to utilize their intrinsic motivation to learn. Specifically, the students desired to "get better" and "have choices" in their fun, learning and relationships. This study contributed to intrinsic motivation theory by suggesting that, in the classroom, students desired to interact effectively in their world through two dimensions : (i) their learning and (ii) their relationships. Therefore, classrooms which supported students' need for competence and control in their learning and in their relationships were likely to tap into and enhance intrinsic motivation.

The purpose of a study by Junghyo (1994) was to portray the holistic picture of what the students experienced through working with or in the presence of other peers.

Three research questions were generated : (1) what types of students' interaction occurred in both instructional and non-instructional settings of the classroom ? (2) Why did the types of students' interaction occur in the classroom ? and (3) How did the students interaction had an impact on their learning ?

Through a naturalistic case study of a second grade classroom, these research questions were investigated and it was found that, through interaction among students developed social bonds with peers and it helped each other to participate in the social life of the classroom, in groups, or individually. On the other hand, through the students interaction in instructional sections the students; (1) actively participated on constructing and maintaining the social norms of classroom collectively, (2) vitally participated in learning the academic content of the curriculum, and (3) also had a chance to evolve peer relationships. The effects of the students interaction on their learning were as follow : (1) Functionally, the students interactions bolstered the classroom process. (2) Morally, some aspects of the interaction hindered the students fostering the values intended by the teacher. (3) Academically, through making the presented content life related for meaningful knowledge, the students interaction supported their learning. (4) In personal relationships with peers, the students interaction prevented the students group from being satisfied by a single variable such as academic achievement, instructional structure or the teacher's expectation. In conclusion, the students interactions served as an important mediator in the classroom learning process and peer culture evolving through the students social interaction were supportive for learning.

A study conducted by Becker et al (1967) found that (i) rules alone had little effect in improving classroom behaviour; (ii) the functional status of ignoring

inappropriate behaviour needed further clarification, (iii) the combination of ignoring and praising was very effective in achieving better classroom behaviour, and (iv) praise for appropriate behaviour was probably the key teacher behaviour in achieving effective classroom management.

Studies by Becker, Madson, Arnold and Thomas (1967), Walker and Buckley (1968), Bandura (1969), Iwata and Bailey (1974). O'leary (1977), demonstrated that teacher attention in the form of praise could reduce disruptive classroom behaviour, and increased the academic achievement.

Kounin (1970), Rosenshine and Furst (1971) concluded that student behaviour was affected by the clarity of the language, teachers used to give directions to students before they went to work, and it increased students' achievement.

Studies by Forest (1978), Doyle (1984), Good (1986), concluded that teachers who presented information accurately, gave instructions, paid attention to the meaning and conceptual development of content, looked for signs of student comprehension and confusion and provided successful practice opportunities, appeared to have more achievement gains than teachers who were less active and who relied more upon seat work and other classroom activities.

Brophy and Good (1970), Good, Sikes, and Brophy (1972) indicated that, the students often received no feedback after they had responded in the classrooms were low-achieving students.

Tennyson (1978), Feldman (1980) found that using a combination of examples and none examples together with a definition resulted in greater learning than using a definition only or examples only.

Morgan and Saxton (1991) found that questioning in a way kept pupils attention during a lesson, and engaged them actively in the process of learning. It allowed pupils to verbalize their thoughts and ideas. It was a way to keep pupils behaviour, and the pace of instruction, and its used to reinforce important points and ideas.

3.1.3 Methodological Trends in Researches on Teacher's Encouraging Behaviour and Students' Responding Behaviour

To measure the different components of teacher's encouraging behaviour, the following tools were used in reviewed studies by the investigator :

1. California Achievement Test.
2. PICCAS Category system.
3. Oral Reading Lesson
4. Gates - McGinitie Test
5. Gates- McGinitie Reading Test
6. Flander's Interactional Analysis Category System
7. Galloway's Analysis Techniques
8. Stanford Achievement Test & Self Constructed Test.
9. Reading Comprehension Lesson
10. Oral Reading Test
11. Decision Making Activities

12. Swassing Barbe Index Achievement
13. Observational Schedules
14. Comprehension Test of Motivation Orientation in the Classroom.
15. Standardized Reading Test
16. Torrance Test of Creative Thinking
17. Metropolitan Achievement Test
18. Chapter one Language Arts Programme.
19. Two forms of Feedback and the absence of Feedback.
20. Test of Integrated Process Skills
21. My Class Inventory
22. Classroom Approaches of Interaction among students.

Methodology

The sample were drawn from elementary schools ranging from 1st standard to 7th standard in the reviewed studies.

Methodology of research adopted were varied in nature. Eighteen studies were of survey type in nature, Eight studies were of experimental in nature, while one study was of exploration in nature, one was of inquiry in nature, and one was of case study in nature.

Major Findings of the Reviewed Studies

The classroom behaviour of teacher will influence the learning outcome of students. This was explored by various researchers like Patel (1974), Lulla (1974),

Loucks (1975), Hunt (1975), Desai (1977), Goel (1978), Ruthmatz (1979), Emilia (1981), Suzan (1983), Misra (1985), Sanders (1987), Covil (1991), Hrris (1993), Ming (1994).

From the studies reviewed, it is evident that different aspects of teaching and teacher behaviours have been explored in the content of Students' Responding Behaviour.

Lulla (1974), Patel (1974) and Hans (1986) found that there was a positive and significant relationship between pupils' favourable attitude toward teacher and teacher talk with a high percentage of indirect talk and low percentage of direct talk.

Raijiwala (1976), Vasishtha (1976) and Desai (1977) found that training in FIACS modified teachers' indirect behaviour positively, which further affected pupils' achievement, pupils' classroom trust, initiative, and adjustment towards home and peer.

Maheshwari (1976) and Desai (1977) found that indirect behaviour of teachers influenced achievement motivation, value orientation, classroom trust and dependency.

Raijiwala (1976) found that pupils by indirect teacher behaviour scored higher on adjustment to school, adjustment to teacher, dependency and classroom trust.

Goel (1978) found that extrovert teachers had larger transition to the pupil response and more opportunity for pupil participation than introvert teachers.

Misra (1985) found that providing feedback influenced teacher behaviour into a positive form.

Loucks (1975), Baker (1977), Hodges (1978), Thompson (1978), Ruthmatz (1979), Emilia (1981), Bistoechi (1981), Morie (1982), Sanders (1987), Morgan (1989) Coville (1991), Fraker (1993), Ayers (1994), Taylor (1994), and Junghyo (1994) found positive relationship between teacher's encouraging behaviour and student's achievement. Suzanne (1983) found no relationship between classroom arrangement by teacher and student's achievement.

Hunt (1975), Jackson (1975), Lassiter (1979), Powel (1979), Rosenholtz (1981), Grinstead (1982), and Harris (1993) found a significant relationship of teacher's encouraging behaviour and students' behaviour.

Hiat (1977), found relationship between teacher's encouraging behaviour and student's satisfaction. Backer (1993) found relationship between teacher feedback and student's motivation. Ming (1994) found relationship between teachers encouraging behaviour and student's engagement in learning.

Table No. 3.1

Summary of the review of researches on Teacher's Encouraging Behaviour conducted in India

Sr. No	Year	Researcher	Sample	Nature of research	Tools used	Finding
1.	1974	Patel	100 teachers teaching in VII standard	Survey	Flanders Interactional Analysis Category System (FIACS)	<ol style="list-style-type: none"> 1. Indirect teacher influence had favourable effect on motivation and classroom organization. 2. Indirect teacher had favourable influence on Personal anxiety on the development of independent behaviour & classroom climate. 3. Teacher classroom behaviour didn't influence pupil's attitude towards reward & punishment. 4. Teacher classroom behaviour didn't influence pupils attitude toward school.
2.	1974	Lulla	48 teachers, 1800 pupils of VII class	Experimental	<ol style="list-style-type: none"> 1. FIACS 2. Desai Bhatt Group test 	<ol style="list-style-type: none"> 1. Students who were taught by indirect behaviour scored higher. 2. Indirect behaviour might raise the interaction potential. 3. Indirect behaviour provided a congenial climate.
3.	1976	Raijiwala	7 seven grade classes, 15 teachers	Experimental	<ol style="list-style-type: none"> 1. FIACS 	<ol style="list-style-type: none"> 1. The training on FIACS modified the teachers indirect behaviour positively. 2. Feedback given to teachers of experimental group affected pupils' adjustment, classroom trust and initiative level positively 3. The training and feedback given to teachers affected the academic achievement positively.

Sr. No	Year	Researcher	Sample	Nature of research	Tools used	Finding
4.	1976	Vasishtha	Secondary Science Classes	Experimental	FIACS	<ol style="list-style-type: none"> 1. Teachers trained in FIACS contributed significantly to the attitude towards teaching and classroom performance. 2. Teachers trained in FIACS made more use of interaction category. 3. Teachers trained in FIACS become more indirect.
5.	1976	Maheshwari	200 teachers	Survey	FIACS	<ol style="list-style-type: none"> 1. Effective teachers used the category of accepting feeling, praising initiation-etc. while ineffective teachers employed lecture, direction of authority. 2. Effective teachers involved more indirect influence, while ineffective teachers involved more direct behaviour. 3. Effective teachers involved more creative teaching models.
6.	1977	Desai	7 classes of primary school and their entire teachers	Experimental	FIACS	<ol style="list-style-type: none"> 1. Training in FIACS modified teachers' indirect behaviour positively. 2. Feedback given to training in FIACS affected the academic achievement. 3. Training and feedback affected pupil's adjustment positively.
7.	1978	Goel	200 teachers	Survey	FIACS	<ol style="list-style-type: none"> 1. Extrovert teachers had larger transition from pupil's response to the category of praise, acceptance. 2. Introvert teachers had greater content emphasis, while extrovert provide more opportunity for pupils' participation. 3. Introvert teachers had more transitions from pupil response to pupil direction.

Sr. No	Year	Researcher	Sample	Nature of research	Tools used	Finding
8.	1985	Misra	74 teachers, 2671 students drawn from 12 intermediate colleges	Survey	Feedback System Constructed by the researcher	<ol style="list-style-type: none"> 1. Feedback changed the teacher behaviour positively. 2. The difference between feedback was effected by self-rating and class-rating was highest² for language teachers. 3. Experienced teachers showed significant but low effect.
9.	1986	Hans	60 teachers, 300 civil students, 300 biology students from class XI	Survey	<ol style="list-style-type: none"> 1. Progressive Matrics (Raveen) 2. FIACS 	<ol style="list-style-type: none"> 1. Teachers with indirect teaching style, were characterized by higher scholastic mental capacity, higher ego and self-concept. 2. Teachers with normal teaching style had average position. 3. Teachers teaching through indirect teaching style were able to develop greater learning gains. 4. Teachers teaching through indirect teaching style were perceived by their students to be more effective in teaching.

Table No. 3.2

Summary of the review of researches on Teacher's Encouraging Behaviour conducted abroad.

Sr. No	Year	Researcher	Sample	Nature of research	Tools used	Finding
1.	1975	Loucks	37 2nd grade teachers	Survey and quantitative	California Achievement Test	<ol style="list-style-type: none"> 1. Students of teachers who individualized reading instruction had higher achievement than students of teachers who did not. 2. There was a tendency for students achievement to differ with teacher level.
2.	1975	Hunt	107 7th grade students and 4 teachers	Survey and quantitative	PICCAS Category system	Positive relationship between teacher's behaviour and student's behaviour.
3.	1975	Jackson	5 2nd grade teachers	Experimental	Oral reading lesson	No relationship between teacher's cues and students' responses.
4.	1976	Black - welder	196 3rd and 4th grade students	Experimental	<ol style="list-style-type: none"> 1. Gates-McGinitie Test 2. Gates-McGinite Reading Test 	<ol style="list-style-type: none"> 1. No significant differences between students who had the teacher-students conferences and students who didn't have conferences in 3rd grade, while in 4th grade there were significant differences. 2. There were significant differences on attitude towards reading for both 3rd and 4th grade. 3. There were no significant differences in number of book which were read by 3rd graders who participated in conferences and those who didn't 4. There were significant differences in number of books read by 4th graders who had the conferences.

Sr. No	Year	Researcher	Sample	Nature of research	Tools used	Finding
5.	1976	Peak	Ist, 3rd, and 5th grade in 5 primary schools	Survey and quantitative	Observation of Educational Facilities and None Facilities	<ol style="list-style-type: none"> 1. Significantly more educationally facilitating interactions occurred in open concept settings than in traditional settings. 2. Significantly positive correlations were obtained between the schools attractiveness level and educationally facilitating interaction.
6.	1977	Hiatt	36 teachers and 850 children	Survey and qualitative	<ol style="list-style-type: none"> 1. Flander's Inter-actional. 2. Galloway's Analysis Techniques 	There were significant relationships between personalized interaction and pupil satisfaction, between pupil satisfaction and classroom control, pupil esteem and classroom control.
7.	1977	Barker	185 3rd grade and 176 5th grade students	Experimental	Standford Achievement Test and Auther Constructed Test	Pupil who received direct or indirect listening instruction made significant larger gain than those who received no instruction.
8.	1978	Hodges	44 teachers and their intire 4th grade classes	Survey and quantitative	Reading Comprehension Lesson	Providing timely instructional activities materials, and classroom organisation by teachers were very effective and efficient for reading comprehension by students.
9.	1978	Thompson	40 5th grade 40 6th grade students	Experimental	Posttest	<ol style="list-style-type: none"> 1. Students on controversy trained group achieved higher than those students who were without controversy trained. 2. Students experienced controversy in the learning group had a significantly more favourable attitude toward the subject studied. 3. Students involved in controversy will be highly motivated than those who were not involved in controversy.

Sr. No	Year	Researcher	Sample	Nature of research	Tools used	Finding
10.	1979	Ruthmatz	44 2nd grade and 36 3rd grade	Survey and quantitative	Oral Reading Test	Practicing of reading improved oral reading accuracy of all students.
11.	1979	Lassiter	Two elementary classrooms	Inquiry	Decision Making Activities	Opportunities for decision-making activities and decision making activities by children facilitated teacher influence. Student's awareness, and factors external to the classroom.
12.	1979	Powel	48 2nd grade teachers and their pupils	Survey	Reading Achievement Test	<ol style="list-style-type: none"> 1. Teachers positive and negative reinforcing behaviour categorized as being either academically or non-academically oriented. 2. Teachers negative reinforcement behaviour on non-academics was related to pupils on task behaviour.
13.	1981	Emilia	Elementary Students	Survey and quantitative	Swassing Barbe Modality Index Achievement	<ol style="list-style-type: none"> 1. Significant relationship between teacher modality & student's learning. 2. No significant relationship between student modality and student achievement.
14.	1981	Bistoechi	236 3rd grade children	Experimental	Torrance Test of Creative thinking	Level of significant was obtained in the effect of the four pre-testing environment on the factors of influency originality and elaboration.
15.	1981	Rosenhottz	9 elementary classrooms	Survey and quantitative	Manipulation Science and Maths Programme	<ol style="list-style-type: none"> 1. As complexity of the classroom task arrangement increased students needs had significantly increases. 2. Students engagement was significantly correlated with teacher task, directions and teacher instruction is high complexity task arrangement, engagement was positively correlated with lateral relation.

Sr. No	Year	Researcher	Sample	Nature of research	Tools used	Finding
16.	1982	Grimstead	One 3rd grade and two 4th grade classrooms	Survey	Observational Schedule	<ol style="list-style-type: none"> 1. Student's participation increased group question and decreased incorrect responding on questions directed to individuals. 2. When a teacher told a correct answer produced a correct response by the students.
17.	1982	Morie	36 elementary children	Exploratory	Observation Schedule	<ol style="list-style-type: none"> 1. Relationship between classroom task structure, teaching style, and classroom language existed.
18.	1983	Suzanne	3rd grade in two classrooms	Survey and quantitative	-	No statistically significant relationship between classroom environment and students' achievements existed.
19.	1987	Anderson	21 1st, 3rd, and 5th grade teachers and their classrooms	Survey and quantitative	-----	<ol style="list-style-type: none"> 1. No significant relationship between total schema scores and observed responsible student behaviour was found. 2. Moderate and observed responsible student behaviour was found.
20.	1987	Sanders	174 students in 4th, 6th and 8th grade, their teachers and their parents.	Survey and quantitative	Comprehensive Test of Motivation Orientation in the classroom	<ol style="list-style-type: none"> 1. Positive relationship between academic and motivation orientation was found. 2. Relationship between motivation and emotional responses was found. 3. Positive relationship between rewards and achievement was found.
21.	1989	Morgan	6 administrators of high achieving schools & 6 administrators of low achieving schools.	Survey and quantitative	Metropolitan Achievement Test	<p>Administrators of high achieving schools :</p> <ol style="list-style-type: none"> 1. Involved teachers in making curriculum decisions. 2. Created a school climate that facilitated learning. 3. Set high expectations for faculty & students.

Sr. No	Year	Researcher	Sample	Nature of research	Tools used	Finding
22.	1991	Coville	125 3rd, 4th and 5th grade students	Experi-mental	Chapter one Language Arts Programme.	<p>4. Supported reading and knowledgeable, and</p> <p>5. Facilitated a school culture that emphasized learning for all children.</p> <p>Attribution training can be used effectively by teachers to modify helpless students attribution of achievement-related behaviour.</p>
23.	1993	Harris	1st study 96 pupils and second study 40 pupils of elementary stage.	Survey and quantitative	Standardized Test	Teacher Support slightly reduced pupil attention and slightly increased pupil effort.
24.	1993	Baker	3 groups of 2nd grade students	Experi-mental	Tow Forms of Feedback and The Absence of Feedback	<p>1. Feedback provided more motivation to continue with a task than feedback.</p> <p>2. The provision of knowledge of result statements provided more motivation to continue with a task than occurred with pleasant feeling tone statement.</p> <p>3. The provision of feedback produced greater accuracy than occurred of feedback.</p>
25.	1993	Fraker	5th graders in two schools	Experi-mental	-	Total gain scores of the treatment group were significantly higher than the total gain scores of the control group.
26.	1994	Ayers	7 Primary teachers and their classes	Survey and quantitative	Observation of the participants and Interviews of Teachers.	While teachers have both academic and social goals for students, their thinking and action are guided by their perspective on reading.

Sr. No	Year	Researcher	Sample	Nature of research	Tools used	Finding
27.	1994	Ming	12 6th grade teachers and their 512 students	Survey	<ol style="list-style-type: none"> 1. Test of Integrated Process Skills 2. My Class Inventory 	<ol style="list-style-type: none"> 1. When teachers behaviour were to illustrate a point, students were engaged in the learning task, and when teachers were engaged in active observation behaviour, students were less engaged. 2. Classroom environment had little impact on students engagement. 3. No significant impact between teachers behaviour, students engagement and achievement. 4. Teacher behaviour variables did not have significant impact on classroom learning environment.
28.	1994	Taylor	1. 5th grade classroom with 26 students	Survey and quantitative	Audiotaped Interviews	Classroom which was cooperatively structured, provided opportunities for students to utilize their intrinsic motivation to learn.
29.	1994	Junghyo	Case study of 2nd grade students	Case study	Classroom Approaches of Interaction Among Students	Students interaction served as an important mediator in the classroom learning process and peer culture evolving through the students social interaction were supportive for learning.

3.2 Studies on Parents' Encouraging Behaviour and Student Responding Behaviour

3.2.1 Background of Studies

Parents of children with learning problems must be actively involved in the educational process at elementary stage. They can play vital roles in assessment in educational decision making and in all aspects of the educational programme.

Parents and teachers should work together to create a positive learning environment for children. A child's first learning experiences occur in the home, and the home continues to provide educational opportunities that supplement learning activities in the classroom. Therefore, it is important for teacher to understand a child's home environment and to communicate with those responsible for the child's well-being (Mcloughlin 1990).

In November, 1974, in U.S.A. parent gained the right to view their children's educational records. The Buckley Amendment required that parents be allowed access to all educational records maintained by a school district that pertain to their child. School districts must establish a policy that explains how parents may go about seeing their child's educational records. School districts must also inform parents of their rights under the amendment, about district policy concerning school records, and where that policy can be read.

Parent permission must be sought before a student's record may be viewed by people other than professional personnel within the district (Burns, Roe and Ross 1988).

In India and Jordan, parental access to children's academic records of the school has been existing in a different way. The class teacher prepares the progress report of the children immediately after the different examination in the school and send those reports to the parents for reference and counter signature. This process helps the parents to understand the progress of children.

Professionals must develop a realistic perspective of what parents can actually be expected to do (Kroth, 1980). Whether by readiness, inclination, or training, parents may participate in a variety of ways. Professionals must not have universal expectations for parents, even as they work to guarantee parental rights and encourage involvement. The minimal participation of some parents should not be taken as an indication of lack of interest in their child, nor is zealous involvement by others a sign of self-interest.

It is necessary to individualize parental involvement to suit the needs and preferences of each parent (Alleno and Hudd 1987). Allowances must be made for the social, economic, physical, recreational, and other needs of families. Current research on parental preferences for involvement indicates that they generally prefer informal and frequent communication and activities such as giving and receiving information over activities that require active decision making (Turbull and Turbull, 1986). Parental preferences for information to be shared between the home and school, forms of communication and frequency of contacts should be assessed regularly.

Parents can provide valuable information in the identification stage of assessment. They are aware of the developmental status of their children and, can provide with information about early signs of misbehaving conditions. Parents can

provide needed information about the student's past history and current functioning by being interviewed and completing case history. Often this type of information is available only from them, because professionals have no knowledge of the student's past and may be unable to observe the student in situations outside the school. Kroth, (1985) indicated that educators may discuss the student's health and physical history, educational status, personal traits, home and family, work experience and more. In addition to gathering information about the student, interviews may also be used to obtain information concerning parent-child relationships.

Jacobson, Eggen and Kauchak (1989) indicated that the relationship between parents and teachers is one that needs good deal of nourishing. Teachers are trained educators and can, through their professional expertise, help the parents to understand just what role they can play in their children's schooling. Many parents have feelings of inferiority or inadequacy when it comes to academic material, and yet their cooperation in the learning process may be vital to their children. Also they indicate that a good relationship can be built by communicating often with parents about positive topics. Some teachers have found regular letters to parents helpful. Positive interactions can be increased by short notes stressing what good thing their child had accomplished during a time period.

Dulancy (1979) concluded that contacts between parents and teachers can be increased if teachers send home learning activities appropriate to the child's classroom assignments.

Parents are important partners in the school's endeavours. Fortunate are those children whose homes provide an outward sense of love, a feeling of security, wholesome food, adequate rest-all of which contribute to a stable environment for learning. Parents who talk with and listen to their children, who bring signs and labels to their attention, and who share experiences with them provide a natural background for beginning reading instruction. Since not all children experience the benefits of all of these activities, some parents may need assistance and information about ways to provide a good home environment for their children's success in school. The parents school interaction can provide knowledge of ways of dealing with their children.

Parents need to know what teachers are trying to accomplish and how they are going about it ; teachers need to know what is going on in the home and community that affects the student's growth and development. If parents are dissatisfied with the educational programme or if teachers are dissatisfied with parental cooperation, quality education is impossible. Communication is a process of talking with people, and it involves listening as well as speaking. The public is concerned about quality of education, but it appears that teachers must take the initiative in order to elicit parental involvement in the schools (Lemelech 1979).

Parents strongly influence children's acquisition of reading skills and their attitudes toward achievement. Teachers should communicate with parents frequently in a variety of ways, including parent-teacher conferences, report cards, meetings and publications. Teachers can offer suggestions to parents for helping them to create supportive reading environments in the home.

3.2.2 Major Findings of Parents' Encouraging Behaviour and Students' Responding Behaviour

Researches by educators, commentaries by social critics, legislation, and the action of the lay public affirm the parental involvement in schools, and taking care of their children learning is extremely important to the growth and development of children and to the health of our society.

The following studies summarize the major findings on parents involvement in the various areas concerning pupils achievement and growth.

The purpose of a study by Nichols (1979) was to investigate the relationship of reported self-concept and reading achievement of children in a selected middle school. The major objective of the study was to examine the relationships of the self-concept dimensions and parent relationships to reading achievement. The sample for this study was 266 students in grades four, five, six, seven and eight in a rural middle school. The following tools were used to collect data : 1. California Achievement Test. 2. Coopersmith self-esteem inventory. 3. Piers-Harris Self concept scale. The finding of this study was that a significant positive relationship existed between the self concept dimension of parent relationships and reading achievement.

A study by Walsh (1980) was designed to answer the following questions as applied to - (a) acceptance of responsibility at home (b) acceptance of responsibility at school : (1) Is there a relationship between a child's acceptance of responsibility at home and at school, (2) Is there a correlation between a child's acceptance of responsibility at

home as perceived by mother and his academic achievement and his teacher. The sample of this study was 193 third and fifth grade students. Metropolitan Achievement Test was applied to collect the data. The findings of this study indicated that (1) There was a significant correlation between the acceptance of responsibility at home and at school (2) There was no significant correlation between student acceptance of responsibility at home and academic achievement (3) The data indicated a relationship between the acceptance of responsibility and academic achievement.

A study by Hillman (1982) was done to determine if there was a relationship between a child's perception of total family climate (those children living with both parents) and a child's scholastic achievement, and to determine if there was a significant statistical relationship between a child's perception of single parent family climate (Mother) and single parent family climate (father) and child's scholastic achievement. This instrument was first administered to three third- and three sixth-grade classes (123 participants which were randomly selected). Data was collected through Stanford Achievement Test. The findings showed a relationship significant at the 0.01 level between family climate and certain areas of achievement. A relationship between family climate (mother) and (father) and certain areas of achievement was found at the 0.05 level. Family climate operated independently of intelligence. Family climate related consistently to reading comprehension and had less significant relationship to mathematical concept. The problem of a study by Irelan (1987) was a need for the Des Moines public schools district to refine its policies to guide future programme planning. An analysis and evaluation of school-age, child care services would provide data to help determine : (1) whether or not the programme was effective, and (2) what changes

might be advisable to develop guidelines for future improvement. The history of the child care programme in the Des Moines public school district was documented and professional opinions were collected. The results of the study revealed that parents principals and child care staff were satisfied with overall quality of the programme. That the programme should be offered in every elementary school, and that additional support personnel and inservice training was needed.

The purpose of a study by Griggs (1990) was to show that when parents are given opportunities to communicate with teachers, parents would have positive attitude towards the school. Similarly with frequent parent communication with the teacher would indicate a positive attitude towards the parents.

Ten classes of fifth grade students, parents and teachers from five schools in the Capistrano Unified School district were assigned to experimental and comparative groups. The findings of this study indicated that : from the total 127 pre/post parent surveys, no significant differences in attitudes was identified, using either parametric or nonparametric techniques, when educational levels of parents were compared, a significant difference in positive attitude was shown for parents with some college or above as compared to higher school graduates and below. The data for all ten teachers showed no significant difference in positive attitude change toward parents. The qualitative data showed that parents and students share some of the same attitudes about homework. Parents liked activities that promoted discussion with their children. They asked that teachers give specific directions and offer opportunities to improve their skills.

Issumael (1992) studied family background and student achievement. The researcher investigated the effect of three factors (Financial, human and social capital) on student achievement. The sample of this study was 1.237 seventh grade students. Cronpachs Alpha Internal Consistency as a tool was used for the students. It was found that each of three factors (Financial, human and social capital), especially social capital, had an independent and significant effect on student achievement. It also was found that girls who tended to come from educated parents and that, to improve their scores, putting more emphasis on their parents' human capital would produce better results. In contrast, for boys better results could be obtained by putting more emphasis on social capital. Finally, it was found that urban students performed significantly higher than rural students.

The primary purpose of a study by Helling (1992) was to investigate the relationships between information parents receive about (i) children's school experience, (ii) parental educational/occupational aspirations, and expectations for children's school performance, (iii) parents' behavioural responses to the information, and (iv) elements of the home environment. Parents and teachers of first and fourth grade children were included in this study. Questionnaires and interviews were used to collect data in a small midwestern community. Findings indicated that selected characteristics of the information parents receive and their children's school experience were related to parental cognitions and behaviours. In addition, different patterns of results emerged for mothers and fathers in regard to the relationship between information and parental behaviour response. Parents' expectations of children's performance, as well as elements of the home environment, were predictive of children's actual school performance.

The purpose of a study by Nessa (1994) was to (1) identify the correlates of academic achievement of primary school students, and (2) understand the contribution of the primary schools in the academic achievement of the students. The sample of this study was 480 students in grades, first, second, third, fourth and fifth, 120 teachers, 480 parents, and 12 principals. The following tools were used for collecting data : 1. Torrance Test of Creative Thinking. 2. Achievement Motivation Inventory. 3. Scale to measure home environment. 4. Socio-economic status scale, and. 5. Pupil achievement. The major findings of this study were (1) there was a significant correlation between father's education and academic achievement, (2) there was a significant correlation between mother education and academic achievement, (3) there was a significant correlation between home tutor (students who taught at home) and academic achievement, (4) there was a positive correlation between creativity and academic achievement, and (5) Superior academic qualifications of the teachers have contributed to the academic achievement of schools.

A study by Heiserman (1995) was to determine the association between parent involvement at the school site, and parent satisfaction with the educational experience provided by the schools. Parent involvement of the school site was divided into categories of highly involved, moderately involved, and minimally involved. Differences in parent satisfaction of parent ethnicity, child's participation in special education, child's grade in school, language spoken in the home, socio-economic status of the school population, parent involvement in home learning activities, and educational level of the parents were also examined.

The sample population of this study consisted of the parents described by the principals of the eight schools.

This study found that parents who were involved at the school site were significantly more satisfied with their child's education and school than non involved parents. No differences in parent satisfaction were found between parents having different levels of parental involvement. Parents of primary students were significantly more satisfied with their children's education than parents of middle school children.

Studies by Dreikurs, Grunwald, and Pepper (1971), DuLaney (1979), Heron and Axeirod (1976), Stewart (1979) found that a positive relationship between parent- teachers communication and student's achievement, decreases management problems, and development of child's growth. Walberg (1984) also indicated that most promising ways of increasing student achievement and decreasing management problems in classroom was to involve the parents in teaching and learning.

Parent education in the area of special education assessment is greatly needed. McLoughlin (1985) found a significant correlation between parent education and their children's achievement.

Thomas (1981) found that a significant correlation between the acceptance of responsibility at home and academic achievement.

3.2.3 Methodological Trends in Researches on Parents Encouraging Behaviour and Students' Behaviour

Tools used

To measure the different component of parent's encouraging behaviour the following tools were used :

1. California Achievement Test
2. Coopersmith Self-esteem Inventory.
3. Piers-Harris Self-concept Scale.
4. Metropolitan Achievement Test
5. Stanford Achievement Test
6. Documents and Opinions by interviews
7. Cronbach's Alph of Internal Consistency
8. Questionnaire & Interviews Schedule
9. Torrance Test of Creative Thinking
10. Achievement Motivation inventory
11. Scale to measure home environment
12. Socio-economic status scale
13. Pupils Achievement Test

Methodology Trends in Researches on Parents' Encouraging Behaviour

The samples were drawn from elementary schools ranging from 1st standard to 8th standard.

Eight of the studies were of survey and quantitative in nature, and one study was of experimental in nature. In all the cases the samples were drawn from primary schools ranging from 1st to 8th standard.

Major Findings of the Reviewed Studies

Nichols (1979) Hillman (1982), Irelan (1987), Griggs (1990), Nassa (1990), Issumael (1992) found a positive relationship between parental involvement and their children responses to learning. Walsh (1980) found significant relationship between acceptance of responsibility at home and at school, acceptance of responsibility and academic achievement but no relationship between acceptance at home and academic achievement.

Issumael (1992) and Nessa (1994) found a significant relationship between parent education and achievement. Hillman (1982), Issumael (1992) found a significant relationship between family climate and achievement.

Table 3.3: Summary of the review of researches on parents' encouraging behaviour

Sr. No	Year	Researcher	Sample	Nature of research	Tools used	Findings
1.	1979	Nichols	266 Students in 4th, 5th, 6th, 7th and 8th grade.	Survey and quantitative	<ul style="list-style-type: none"> • California Achievement Test • Coopersmith Self-esteem inventory. • Piers-Harris Self-concept inventory 	1. Significant and positive relationship between and positive the self concept dimension of parent relationship and reading achievement.
2.	1980	Walsh	193 3rd and 5th grade students	Survey quantitative	Metropolitan Achievement Test	<ol style="list-style-type: none"> 1. Significant correlation between the acceptance responsibility at home and at school. 2. No significant correlation between students acceptance of responsibility at home and academic achievement. 3. Relationship between acceptance of responsibility and academic achievement.
3.	1982	Hillman	123 participants, Three 3rd and Three 6th grade classes. Total 6 classes	Survey quantitative	Stanford Achievement Test	<ol style="list-style-type: none"> 1. Significant relationship at 0.01 level found between family climate and achievement. 2. Significant relationship between family climate (father) and (mother) and achievement at level 0.05. 3. Family climate operated independently of intelligence. 4. Family climate related consistently to reading comprehension and had less significant relationship to mathematics.
4.	1987	Irelan	District Primary schools	Survey	<ol style="list-style-type: none"> 1. Documents 2. Opinions by interview 	Parents' principals and child care staff were satisfied with overall quality of the programme.

Sr. No	Year	Researcher	Sample	Nature of research	Tools used	Findings
5.	1990	Griggs	Ten classes of 5th grade students, parents, and teachers from 5 schools	Experimental & qualitative	-----	<ol style="list-style-type: none"> 1. Teachers showed no significant difference in positive attitude change toward parents. 2. Parents and students shared some of the same attitudes about homework. 3. Significant differences in positive attitude was shown for parents as compared to higher school graduates and below.
6.	1992	Issumael	1237 7th grade students	Survey quantitative	Cronbach's Alpha of Internal Consistency	<ol style="list-style-type: none"> 1. Family background had a significant effect on students achievement. 2. Girls from educated parents, putting more emphasis in their parents & human capital produced better results. 3. For boys better results could be obtained by putting more emphasis on social capital. 4. Urban students were significantly higher than rural students in their performance.
7.	1992	Helling	Parents and teachers of 1st, 4th grade children	Survey and quantitative	Questionnaire Interviews Schedule	<ol style="list-style-type: none"> 1. Selected characteristic's of the information parents receive and their children experience were related to parental cognition and behaviour. 2. different patterns of results emerged for mothers and fathers with regards to relationship between information and parental behaviour responses. 3. Parental expectation of children performance as well as elements of the home environment, were predictive of children's actual school performance.

Sr. No	Year	Researcher	Sample	Nature of research	Tools used	Finding
8.	1994	Nessa	480 students in grades 1st to 5th. 480 parents 120 teachers 12 principals	Survey & quantitative	<ol style="list-style-type: none"> 1. Torrance test of creative thinking 2. Achievement motivation inventory 3. Scale to measure home environment 4. Socio-economic status 5. scale for sale evaluation of teachers & principals 6. Pupil achievement test 	<ol style="list-style-type: none"> 1. Significant correlation between fathers and mother's education and achievement. 2. Significant correlation between home tutor and students achievement. 3. Positive correlation between creativity and academic achievement. 4. Superior academic qualifications of the teachers have contributed to the higher academic achievement.
9.	1995	Heiserman	Parents described by the principals and schools	Survey and quantitative	-	<ol style="list-style-type: none"> 1. Parents who were involved at the school site were significantly more satisfied with their child's education. 2. No differences in parents satisfaction between parents at different levels of parent involvement. 3. Parents were significantly more satisfied with their childs' education than were parents at middle school children.

3.3 Conclusion

In the review of the related literature, the researcher has highlighted the methodological trends.

The various factors or variables reviewed in the previous researches may be categorised into four groups : (a) Teacher (b) student, (c) School, and (d) Home. The teacher variables are those that related to teacher's behaviour attributes and characteristics, namely, teacher's qualification, attending behaviour, curriculum decision facilitating learning, providing facilities, cooperative behaviour etc. The second group i.e., student variables are those that related to the student's individual attributes and characteristics, namely : motivation, adjustment, achievement, personality, engagement, etc. The third group includes various features and characteristics of the school, such as : classroom arrangement, physical facilities, administrative systems, school roles, etc. The last group, i.e., Home, includes the relevant characteristics of the family and home, environment, such as : providing educational facilities at home, parent's involvement, parents educational level, occupation, income, parent's social status, parents attitudes toward education, parents relationship etc.

In the review of the related studies, it is seen that the researchers took number of variables related to teachers' encouraging behaviour, parents' encouraging behaviour and students' behaviour. The teachers' encouraging behaviour is categorized into teacher personal aspects and teaching aspects variables. The variables related to teacher personal aspects are : modality, authority and personality traits and the variable related to teachers' teaching aspects are : direct or indirect behaviour, feedback, providing

facilities, response, teaching style, using instructional materials, encouraging interaction, arranging classroom climate, providing emotional support and motivation. The parents' encouraging behaviour is categorized into parent personal aspects and facilitating learning variables. The variables studied related to parents' personal aspects are : Self concept dimension, family climate, acceptance of responsibility, income, social status, education and cognition, and the variables related to facilitating learning are : taking care of their children, providing home tutor, involving in school site, providing materials needed and arranging home environment. The variables related to students' behaviour are categorized into students' personal aspects and students' responding to learning variables. The students personal aspects are : attitude towards reading, responding behaviour, self esteem, initiative, decision making, self-perception, tension, effort, motivation, adjustment, interaction and classroom trust, and variables related to students' responding to learning variables are : achievement, correction cues, reading achievement and reading comprehension.

The studies reviewed so far indicated several aspects that tend to support the conceptual frame work of the present study. It also lend support to give an idea to construct the tool used in the present study related to the different variables of teacher's encouraging behaviur, parents' encouraging behaviour, and students' participative behaviour.

From the review of related studies, it is found that no attempt has been made to compare the students' participation in school programmes in two different countries. The students' participation has been highlighted in many researches interm of personal variables, teacher motivation, classroom climate etc. But these variables are studied in

isolation, but not as a whole contributing factor for students' participation. The present research is based on these variables and their effect on students' participative behaviour in classroom activities. The emergent variables of the present study and the methodology of the present study were enriched which is presented in the subsequent chapter.