

CHAPTER I

THEORETICAL FRAME WORK

## INTRODUCTION

Education is a conscious and deliberate process in which one personality acts upon another in order to modify the developments of the other by the communication and manipulation and knowledge.

Education is the process of bringing about a desirable change in the behaviour of a child in terms of knowledge, skills attitudes, values and appreciations. For the effective organization of this process the teacher should be in touch with new trends in education and should try out, new ideas, programmes and techniques experimentally and make a scientific inquiry into the validity and worthwhileness under school conditions.

Of all the factors influencing classroom instruction, teacher behaviour is considered to be the most important. Absence of competent teacher endowed with the right type of skills to make teaching learning process lively and active will debilitate the entire process of teaching and learning though there are factors which are important in the process of teaching and learning like text books, instructional methods and materials, other physical facilities etc.

In the present situation teachers of all type have a dilemma as what to select and what not to select for the process of teaching and learning to make it more effective from the vast items of instructional materials or from the human resources that is the teachers; because teacher occupies a very prominent position in the classroom and plays a very dynamic role in influencing the pupils total growth and development.

The statement which most often researchers and teachers use which they have borrowed from the Education report (1964-66) which help one to think that what is the role played by classrooms in developing the personality of the individuals. It ultimately

states that whatever may be the processes and procedures one follow to change the school practices it finally explains that the teacher is the main person who is responsible either to influence or debilitate pupil growth, i.e., it is the teacher and his teaching that can influence the quality of learning. This emphasis the need for quality teacher which again emphasizes the pattern of teacher behaviour which has a tremendous influence on pupils growth and development. It also makes one to conceptualize that the concept of 'teaching' is the Key Concept in Education.

Education at all stages was never before so much challenged as it is today. The challenge is the challenge of 'change'. Indian Society seems to be passing through rapid change and these changes qualitatively speaking appear to be a transformation of the cognitive capital of the society. The school as one of the social institutions cannot remain aloof. It has to play a different role. Paying attention to the qualitative consequences of 'change' is to improve the quality of the common man in the society. To meet with the new challenges responses have to be thought of educationally in terms of innovations in every aspect of education in both general and specific. Ruhela (1970) pointed out that education is an instrument of social change. According to him the relation between education and social change may be of three kinds.

- i) Education is a necessary condition for bringing about social change.
- ii) Education is an instrument, tool, means agency or agent for bringing about social change in any country.
- iii) Education as an effect of social change in any country.

Teacher is the most vital single factor in the system of Education. It is the teacher who matters most as far as the quality of Education is concerned. A significant change in the educational process is governed by the extent of his receptivity and initiative.

The teacher plays an important role not only in education but also in shaping and moulding the habits, tastes, manners, attitudes, beliefs and above all the character of the student.

Every country is planning the programme in relation to life needs and aspirations of their people. To achieve this goal every one has accepted the classroom as a necessary institution to impart education. Hence, in modern times the focus is centred around in creating congenial classroom climate in which pupil growth is facilitated.

The Education Commission of India rightly said that the destiny of India is shaped in her classroom. Hence, classrooms have assumed a pivotal position in achieving the aims and objectives of education. The key to convert the process of education into magic wand to accomplish social, economical and cultural goals lies in creating congenial classroom climate.

Classrooms are evolutionary institutions hence we cannot neglect them. They are places where pupils spend most of their time and where their personalities are developed. Hence, classrooms occupy a pivotal position in moulding the lives of pupils.

In the last two decades, the attention of educationists and administrators have been directed towards schools. Looking serious at them we cannot be concluded that in spite of the 'educational decade' schools have remained static. Educators have not been able to implement changes in classrooms. So many schools are what, Sil beman (1972) has described in the carnegic report

"Grim joyless places .....appressive.....intellectually sterile and aesthetically barren".

The reason for such atmosphere in schools and classrooms is mainly due to the type of teachers and administrators who are very closed and traditional minded and are very resistant to change,

who have a tendency to teach the way they are taught and use all procedures of teaching learning process as their teachers did.

All working groups in general and the classroom as a group in particular have certain characteristics in common, Groups have a goal which they seek to achieve; have participants who are joined together for the purpose of achieving the goal, in a classroom the goal is to have academic excellence. The activities of the group are founded in some type of control or leadership, in a class the type of control or the leadership is exclusively given by the teacher; the group has explicit or implicit relationships to other groups or institutions.

The classroom group comes together for the purpose of learning; that is the classroom has a planned learning situation. Learning is the binding factor of the classroom as a group which makes it more stable.

Attention is being directed in the present condition towards the techniques of revitalizing classroom teaching in our country specially about the teacher and what he does inside the classroom. To achieve excellence which is one of the important goal of the classroom, it is important to study the various aspect of the classroom which includes the teacher, the class, the pupil the activities and the other influencing factors.

The centre of all the educational activities is the class. Everything which is tried out in the classroom either to succeed or to fail depends on the teachers who use all these things in the class. Hence, it has been emphasised by Ishwarbhai J. Patel that the major problem in the area of school education is to influence instructional process, it is only then the instructional process is improved the benefits of new curricula, text books, and other innovative ideas bear fruit.

This helps in drawing the conclusion that classroom is the key place and a deeper study of all aspects of classroom helps one to

know what classroom is and how it functions and what aspects or elements make this become more congenial a place to live in, learn and to imbibe with certain values which are necessary for the growth of the individual. The next thing based on the already mentioned factors is to know what a classroom is? To describe briefly what it is the below mentioned phrases will certainly throw light to know what it is.

Classroom is a complex network of interactions. This is because of the heterogeneity of the group causing different combinations of teacher-pupil and pupil-pupil interaction.

It is a blossoming bunch of young children trodding together on a pleasurable journey through the corridors of knowledge; to explore rooms rich with ideas, ideals and values which introduce them to the world.

It is also a boundless life space in which maximization of pupil potentialities is possible. For it is in a classroom that pupils' intellect is sharpened, understanding deepened, emotions refined attitudes directed aspirations made clear, thought heightened and potentialities unravelled.

Classroom is a group in which prescribed curriculum is taught while 'latent' curriculum is "learnt". Pupils learn many things along with the requirements this learning goes unnoticed, often, but it is this latent curriculum that has a greater impact on the things they learn.

Classroom is a group that operates on the 'NORMS' that emerge out of the varied interactions. The teacher is a 'NORM BUILDER'. The way he behaves and the way pupils perceive it, influences the norms of the class to a greater extent.

Hence, the classroom is a unique group, it is unique because in its working it is different, it has a complex structure, more than anything the boundless influence it has on pupil's growth,

which the other social groups do not make.

Every classroom is unique, it has its own environment or background, around which or in which the members of the group would like to interact, would like to develop certain abilities. What the classroom's environment is can be understood or felt by any individual or pupil who enters into a group. Such an atmosphere can be called as the "climate" of the classroom. Every classroom has two types of climate 'supportive climate' and a 'defensive climate', these types can again be felt or understood by the enterent of any group. Evidences say that supportive climate maximizes the learning in the classroom. Certain kinds of behaviour on the part of the teacher and of the students in a classroom tend to produce supportiveness. Because the teacher is such a critical member of the group his behaviour will be most important in the climate setting. The diagram given below (Fig.1) clearly indicates the various aspects of the 'supportive climate'.

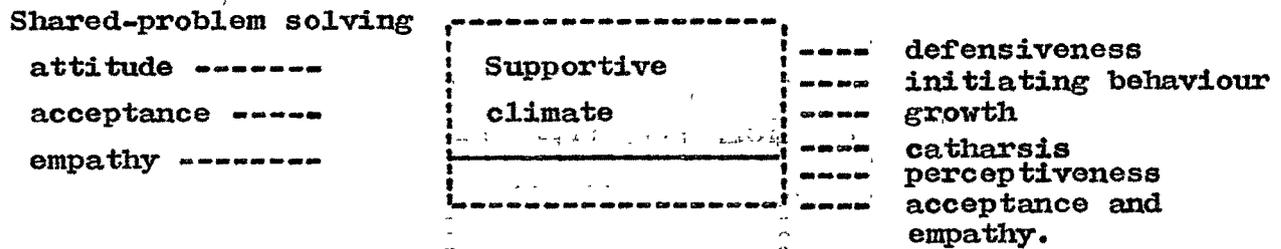


Fig. 1.

So, this clearly indicates that classroom climate definitely has a bearing on influencing the pupil in many ways both academic and psychological, the person at the helm of affairs is the teacher and he is responsible for influencing and debilitating the climate of the classroom. Climate of the classroom keeps fluctuating with the enterent of the various types of teachers.

Students continually react to the attitudes, values and personalities of their teachers. Bandura and Walter (1963) point out that "models who are rewarding, prestigeful or competent who posses high status and who control over rewarding resources are

more readily imitated than are models who lack these qualities.

Students constantly pick up subtle expressions, gestures and attitudes about classroom procedures from their teacher. Many teachers do not realize the extent to which their influence on students' classroom behaviour carries over into other areas. Teacher's leadership behaviour in the classroom, is one such area. Two studies in 1930 itself showed that the type of leadership affects the quality of peer interaction and classroom climate. Anderson (1939) hypothesized that dominating or hostile teachers affect students adversely and integrative teachers aid social adjustment of their students. The social adjustment of their students. The earmarks of dominative behaviour are the use of force shame and rigid insistence on conformity. Integrative behaviour is exemplified by approval, urging student participation in class, interest in students' activities and sympathy and understanding. So Anderson found that children in classes with an integrative teacher displayed more integrative type of behaviour than children with the dominative teachers. The integrative teachers sparked more spontancity in their students which led to greater classroom participation, whereas the dominative teachers generated either a conforming, submissive child or a rebellious non-working student.

Considerable evidence support the assumption that a psychologically safe and supportive learning situation encourages students to grow academically as well as in feelings of personal worth. Cogan (1958) reported that students with warm considerate teachers produced unusual amounts of original poetry and art.

Every organism, every living things can only live in some environment. It is from the environment that the organism gets what it needs to survive and also to develop through the successive stages of its growth. If the environment is unsuited or hostile or poor, the organism cannot adapt to it. It will be underdeveloped and to some extent sick or diseased. Equating the organism to a

child and the environment to the classroom atmosphere, we see that the climate in a classroom should be helpful for pupil growth.

The concept of 'climate' is relatively new. It is a concept which describes the role of participants interacting with the sociological and psychological frame work of an institution. New individuals getting into this 'climate' of the class can get or able to sense the classroom or feel the pulse of the classroom. Hence, each person in the group have either positive or negative attitude towards a person in the group, some of the attitude they reveal in their behaviour. In other words classroom climate is the personality sketch of a classroom. As personality traits are measured so also the various components of the classroom can also be measured. But measuring this is a very complex phenomenon. Because classroom climate is the out come of interaction of varied personalities.

School has become the institution which offers a social milieu, as broad as the wider society with many opportunities for the young 'to be' 'to go wrong' 'to correct' to learn to adapt and adopt ways needed, to mingle with the adults world later.

It has been observed that quality improvement in Education is affected by a diversity of factors. It is also realised that what happens inside the classroom has a direct bearing on the quality and standards in Education. The classroom is the key place and the study of all aspects of classroom teaching is very essential for furthering the cause of education.

Classrooms all over the world are perhaps the same in certain aspects, the teacher, the pupils and the physical components. It is easy to understand that a great deal of variance is also present in how the teacher and the pupils interact and the physical necessities provided. It is the observation of many that there are classrooms with many deficiencies both in the area of physical

facilities as well as teachers efficiency with regards to his knowledge of about new things that he can introduce to improve the quality of classrooms.

In order to bring about effective improvement in the quality of education, it is therefore, necessary to focus attention on the classrooms — what teachers and pupils do in classrooms. There are a number of things to look for in the classrooms and they can be carefully and systematically observed. Such observations lead to the description of classroom climate. Based on systematic observations it is possible to evaluate and modify the behaviour of teachers and pupils so as to increase the efficiency in the tasks performed.

Classroom is the place where worth while contacts between the teacher and pupils take place. These contacts along with the teacher behaviour and his teaching strategies influence the instructional process. The communication process of the teacher needs special study because it is directly related to the teaching-learning process. The interaction between the teacher and the students creates an atmosphere of freedom or restriction, conducive or otherwise for learning. Thus there is need for studying the classroom climate.

This complex network of interactions generates certain residual characteristics in the group, like trust, initiative, anxiety, group structure, group norms, cohesiveness, adjustment, involvement and acceptability. It is likely that these characteristics will fluctuate, but over a period of time they acquire a kind of stability fluctuating within a given range only, thereby giving the class a 'general tone' or 'an atmosphere' which is called the 'classroom climate'.

Semantically, the word climate denotes, the average condition of the atmosphere at a locality or over an area, ..... is determined by the daily weather events and their seasonal patterns.....

and is usually described in terms of variety of climatic elements. (The Encyclopaedia Britannica 1974). The term climate has been borrowed from Geography which has similar meaning with reference to classroom systems. As we make comparison of two geographical areas which are similar in population, type of occupation, yet exhibit difference in climatic conditions which cause variations in people's behaviour. Similarly when two classrooms are seen which are very much equal in its size, composition and grade still pupils behave differently according to the 'class climate' that prevails. This climate of classroom like that of a city it varies, still this type of climate gets a somewhat generalized pattern in a classroom over a period of time. Climate of the classroom vary according to the teachers who come and go. With some enthusiastic teachers, pupils get ready to work with <sup>out</sup> much wasting of time and show familiar and positive reactions. The same group may also show a divergently opposite type of reaction to another teacher who gets into the same classroom. Though the climate of the classroom is unique for every classroom, though a lot of complexities are there in each classroom, it is possible to find several combinations in which these factors operate resulting in either positive or negative influence on pupils. Influences which are positive motivate and encourage pupils for effective learning process, the negative influences are not conducive for the process of learning. Through this continuous process of interaction the climate of any classroom gets stabilized on the continuum of positive and negative influences. One should also understand that the continuum of a classroom climate has been described in various styles by many researchers like closed-open climate, Halpin (1964), dominative-integrative, Anderson (1949), Flanders (1964), teacher centred-pupil centred, Withall (1939). Hence the role of the teacher to manipulate classroom programmes towards such an end is of great importance.

Hence, study of classroom climate as a special area is very important. It facilitates one to understand thoroughly the nature of relationship each one has in the classroom which constitute the structure of any classroom. This structure is again clearly understood and can conclude as the level of interpersonal relationship each one has, these relationships which are more gratifying become more stable and intense, that is some groups within the main classroom as a group gets constituted as group with closer friends and in some groups these friends loose their friendship and get new friends and thus form a new group. This formation of sub-groups is a continuous process. Again it is enlightening to study how these sub-groups interact thus facilitating or debilitating for the general tone of the entire classroom which can be finally identified as the group characteristics, which few thinkers state it as the climate of the classroom. Within the school, which reflects the wider social structure, it is the classroom which reflects the wider social structure, it is the classroom that enables the child to consolidate his learnings to find support to his actions, to correct his ways, to learn to expect certain things from others, to share with others, to feel responsible and secure. Thus, classroom becomes the workshop and the training ground where the young are prepared for their different roles as democratic citizens.

Classrooms, if monitored properly, offer to the pupil a physical, psychological and social framework capable of promoting his all round development. It is the place which offers an identity to every pupil who recognizes it as his own when he says my classroom, my seat, our bench, our black board and so on. This familiarity induces security. Each child finds here something of his own and a place where he has a stand where he can 'be' and do things.

Jean Paul Satre (1959) has described such classroom situation this way: The attentive pupil who wishes to be attentive, his

eyes riveted on the teacher, his eyes open wide so exhausts himself in playing the attentive role that he ends up by no longer hearing anything.

### TEACHER BEHAVIOUR

Children's classroom behaviour is not just the result of the particular mix of pupils who happen to be placed together for a year. Nor is it simply the result of the individual backgrounds pupils bring with them to school. These factors do have an effect, but much pupil behaviour is the direct result of teacher behaviour. The direct and indirect influence of the teacher on pupils, whether negative or positive, is profound and accepted as an essential factor in the environment of the classroom. The relationship between the teacher and pupil in the classroom are crucial, for they not only establish classroom climate but to a large extent set the stage and determine the kind and amount of learning that ensues. A set of rules within the classroom are established together and a framework of security erected in which the children can work as a group.

Education Commission (1964-66) states that "A sound programme of professional education of teachers is essential for the qualitative improvement of education". Teachers who appeal to the children's interest, memory imagination, skills, reasoning and emotional instincts, make their class alive. They hold the attention of children when they accept, approve, recognise and respect the individualities of children. If every lesson taught by a teacher satisfies directly or indirectly some of the inner needs of children, an interest is generated in the teacher and consequently in his teaching. A self-disciplined teacher with a balanced personality can have an easier access to the hearts of children. Children should always find in their teacher a best friend.

The teacher performs a variety of acts in a range of contexts. He takes part in the activities of a school as a whole. He is

involved in carrying on the work of the classroom. Performance in all of these activities constitutes the generic category 'teacher behaviour'.

Teaching behaviour consists of those acts that the teacher typically performs in the classroom in order to induce learning.

Education as the main instrument of change has been emphasized by the Education Commission (1966). It is yet not clear as to how to use this instrument to achieve fully the desired changes. In the realm of classroom teaching it is the teachers who have the greatest role to play to bring about the desired changes in their pupils. Changes in the teaching behaviour that the teachers exhibit would show changes in their pupils. Looking to the variety of teaching situations that a teacher encounters in the classroom. One can visualize the need for the teachers to have a repertoire of teacher behaviours and to be aware of their effects on pupil learning in these different situations.

The most vital single factor in the system of education is the teacher. It is the teacher who matters the most, as far as the quality of education is concerned. The teacher is the implemented, hero of the classrooms and change agent of our society. It is his personal qualities, his educational qualifications, his professional training and his social status that decides the success or failure of the experiments in education. The direct and indirect teacher behaviour has a great influence not only on pupil achievement but also on pupils' adjustment, classroom organisation, climate of the classroom.

In the classroom, the teacher acts in accordance with his own image of how a teacher should act. These self images are dependent partly upon the teachers personality and partly upon his personal experience. As a result the teaching style vary from individual to individual. Thelen (1967) writes " It is as if he had a model in his mind and operated consistently to make the classroom conform to

his model". It represents the teachers' idea of what the classroom should be like. The general style of a teacher is not possible to catch by the usual research techniques and hence it becomes rather difficult to describe accurately the teacher-pupil interaction. Henderson and Bibens (1970) also observe that "the good teacher is the model for the students to emulate an example which they can follow". Good or bad he is a model. The impression a teacher model remains for ever in the minds of the students. A popular statement states the importance of a teacher: Lawyers' mistakes are hanged, Doctors' mistakes are buried but the teachers' mistakes are carried on from generation to generation.

Henry Brooks (1971), Adams says "A teacher affects eternity, he can never tell where his influence stops".

From the views of different authors, the results of many researches, one thing is certain that the teacher has a tremendous power in classroom organization and that he can wield a great influence on pupils' minds. Editor Curter V Good (1970) in "Dictionary of Education" says that the learning environment in a classroom includes not only physical environment but also emotional tone. All environmental conditions or qualities that tend to produce a given type of feeling or emotional response, especially teacher-pupil and pupil relationships as environmental influences during the teaching-learning process.

Flanders and Simon (1969) have defined teacher effectiveness as "----- an area of research which is concerned with relationships between the characteristics of teachers, teaching acts, and their effects on the educational outcomes of classroom teaching".

Amidon and Hunter (1967) state teaching as "an interactive process, primarily involving classroom talk, which takes place between teacher and pupils and occurs during certain definable activities. The teaching activities recognized here are, motivating, planning, informing, leading discussion, disciplining, counselling and evaluating.

Mehta (1967) has aptly described the manifestation of life in classrooms: "we teach and pupils listen or we read from the book, we write on the black board, and they see, when we ask a question pupils raise their hands and one of them replies. Sometimes there is noise in the classroom and teachers ask the pupils to stand on their seats. There are moments of absolute silence broken by peals of laughter. These and many other things happen in classrooms".

Desai (1972) has presented candid, true life picture of classroom life: the teacher teaches with the normal speed in order to satisfy the gifted and the backward, instead neither the gifted nor the backward are satisfied. The books are opened, the fingers are raised the yawns are stifled, the pencils are sharpened and the names are scratched on the desk-tops.

The illustrations described so far suggest that all the processes that goes on in the classroom are not necessarily educative, somethings in the name of education does happen to the pupils. The teachers are under the illusion that they are 'teaching' the pupils but unfortunately they are not 'reaching' them. They are unable to build bridge of sound communication between themselves and the pupils. What is the end results of such teaching-learning process? Educational problems such as wastage of education, falling standards, students' unrest and turned off students have their roots in the faulty processes going on in classrooms.

Structure of the classroom facilitates or debilitates the climate of the class. Clique formation, or presence of sub-group rivalry will decrease the unity in the total group although cohesiveness may be high in each sub-group or clique. If the structure involves rivalry for power and prestige and if rival leaders develop feuds which involve members of the class, group unity suffers. Because group members are struggling for status and do so at the expense of other group members resentment which effects group unity

and solidarity is generated.

Because of the size of classroom groups there are always a number of friendship clusters. Kelley showed that cohesiveness or group attraction was significantly affected by the kind of structure assigned or imposed upon the group. If the group is organized as a low status structure or if the internal structure of the classroom group is organized by the teacher into high and low groups according to ability class members will probably find the class groups unattractive - particularly those in the low and middle groups.

A pleasant friendly class atmosphere cannot be developed or maintained in a formal differentiation is made between sub-groups which brings them into unfavourable comparison with each other. Cohesiveness depends to a great extent on members liking the group and finding it attractive; therefore, the structure must be such that members feel comfortable and it must contribute to unity and co-operative relations.

Schools for most children is an important part of their life. They want to give more than just time and get more than just grades for their efforts. They want to do some thinking for themselves to make some decisions and to feel respected and trusted, but unfortunately it is not so.

The problems created by the need of the classroom group to become integrated and the need of the school organization to meet educational goals cannot be eliminated entirely but they can be minimized. More adequate explanations of what occurs in classroom groups and improvement in methods of classroom management can help overcome the problems created by frustration in the classroom work environment. It seems quite clear that vastly improved results can be achieved in most classroom groups if there is more openness and trust, more sensitivity to the need of children for some independence, and more opportunities to build self-confidence and feelings of importance. The idea of a satisfactory classroom

climate can be made more concrete by the use of appropriate management practices.

We are all teachers, a considerable part of our lives is spent in influencing the thoughts, feelings and behaviour of others, in raising our children, in our work and in our social activities. Professional teaching, then is not clearly distinguished from a number of other activities in many of its objectives and techniques, but does have particular priorities among its purposes and distinctive problems arising from the contexts in which it is done. However, for all our general or professional involvement as teachers, we still have difficulty in describing and analysing what it is we are doing and what influences we are having.

Teacher behaviour is looked upon as a cause-effect relationship. It is observed that most of the teachers generate direct influence rather than indirect one for most of the time. Pupils show a greater liking for 'indirect' influence of teachers. This indicates that the teachers' seemingly small behavioural 'events' do leave impressions on the minds of the pupil. These impressions affect pupils' mental components such as anxiety, adjustment, etc., and this affects pupils' performance.

It is through evidence that one can understand that teachers can be trained to modify their behaviour from direct to indirect, indirect which is accepted by the pupils and show greater improvement in their total behaviour and also have greater achievements.

#### INNOVATIVENESS

A healthy system would tend to invent new procedures move towards new goals produce new kinds of products, diversify itself and become more rather than less differentiated overtime. In a sense, such a system could be said to grow develop and change, rather than remain routinized and standard.

Something that is quite misleading about the term 'innovation' exists especially when used even in an educated community if it

is uninitiated, to quite a few the word tends to connote an unqualified improvement on method, matter or materials already used. But an innovation whether in education or in any other sphere is merely something introduced which is new or different.

As M. Richland (1965) puts it "innovation is .....the creative selection organisation and-utilisation of human and material source the new and unique ways which will result in the attainment of higher levels of achievement for the defined goals and objectives.

Essentially, the term 'innovation' refers to an idea or practice which is perceived by a group of people to be significant departure from existing practice. Innovations arises in, and acquires legitimacy through group definitions and an appropriate structure of relationships.

Innovations tends to bring personal advancement for the individuals involved in it and prestige for their schools. Innovation might be described as the introduction of a new idea, process or technique and its adoption for wide spread use to replace an existing practice or technique. It is not change for the sake of change.

Any innovative institution tends to be called 'innovative' if it has manifested tendencies for progressive change since it tends to follow innovative ideas.

Innovativeness as defined by Rogers which runs as the "degree to which an individual is relatively earlier in adopting new ideas than the other methods of the social system".

Educational innovation is complex subject because it must be studied at several levels, at the level of individuals being changed or changing others, at the institution level, at the community level and in the wider environment in which some innovations are acceptable, while others conflict with existing values.

In education, change seldom involves physical objects but rather persons, who are called upon to alter their way of looking at things and their habits of dealing with children and with other adults. Such change is very slow and if pressed too strongly, it usually builds up still greater opposition. In particular, teachers tend to resist any change which leaves them with less control over their classroom.

M. B. Miles makes difference between change and 'innovation' namely that innovation is clearly more planned, deliberate routinised and willed change, which tends to be spontaneous. Innovation does not necessarily mean something which is entirely novel. It connotes rather something which is fresh and new from the point of view of those people using it.

It is said that more innovative schools tend to monitor the pupil-teacher interaction more closely and attempt to modify them to serve their avowed instructional objectives more effectively.

Literature on social and educational change advocates the following conditions for rapid change in the system.

1) Innovations are readily accepted if the users can understand them, they regard them as relevant to their situation and it helps to plan themselves.

2) Innovation-decision is more easy, strong and established leading to improved-interaction and a greater inter-dependence in the system if the group takes a decision.

3) Innovators amidst teachers tend to operate neither alone nor in large groups but in groups of two or three generally with similar background and status.

4) Opportunity to experiment in isolation within a system helps a teacher become more innovative and open minded in his approaches and attitudes.

PUPILS' PSYCHE

The integration of cognitive learning with effective learning would be a natural out growth of humanistic education. It would require a major change in the role of the teacher who at present mostly tries to shape the students according to the academic goals frequently ignoring the aspect of actualization or growth of the individuals affective domain. The teacher should respect the child as a human being and should assist him in enfolding his dormant potentialities through appropriate activities. At present schools are doing almost nothing to prepare students psychologically either for life in the school or for life after schooling. There are problems of adjustment, emotional stability and motivation. So the teacher should bring about desirable changes in the psychological domain of the pupils' personality. This would mean that the teachers classroom work need to be restructured and the behaviour of the teacher in the classroom need to be changed.

Certain amount of anxiety is necessary for any student to achieve. Very high anxiety leads to fear of failure. Very low anxiety leads to lack of concern for excellence. So judicious treatments by the teachers in the classroom helps pupils to balance their anxiety for achievement in classroom.

In classrooms pupils are "taken for granted" commodities. The teacher says, "I have to complete the course". But the 'course' means to them is 'content'. We use "words, words, words and nothing but words". But how far the pupils have learnt how far they have understood, how far they have grasped how far they have further inquiries; we know not. Grades are given which do not exactly interpret what a pupil really is, they are taken as 'taken for granted' his psyche is not known.

Today's classrooms reflect content orientedness rather than concerns - orientedness for pupils. Pupils' psyche - his anxiety, expectation, his curiosity are all totally ignored. His first day

experience and expectations, hopes aspirations ultimately in a months time gets disillusioned after years he gets conditioned to do what others do. The pleasure and the ecstasy in learning are a distant dream to him.

Still, however, there are classrooms where there is a ray of life, intelligent question being asked and answered by the pupils. There is some life in some classrooms. Nurturing pupils' psyche is not an impossibility. There are some classrooms where pupils develop identification with teachers, they like to share, to relate and to participate. The destiny can be shaped not by prescriptions of curriculum but by giving them various images; not by direct influence but by indirect influence of teachers, not by ignoring their expectations but by learning how to teach, this is precisely what is expected of teachers who can enhance pupils' psychological growth to make him a well adjusted individual. Similarly, pupils' adjustment to the classroom procedures and teachers, peers have help them to learn better. Pupils have low adjustment score. Psychological treatment to pupils contribute to increase their adjustment. Researches have shown that greater adjustment of pupils contribute to their academic achievement.

Classroom procedures are such that pupils lose their INITIATIVE. If pupils have quality of initiation they learn by themselves and also they can manifest so many activities which lead them to greater learning.

Independency leads to better study habits. The final aim of education is to make them independent in their studies in specific and life in general. Still, however, as the pupils are in secondary school stage they remain dependent to a certain extent. Attempts in classroom should help the pupils to move more towards independency than towards dependency. Studies related to these aspects of psyche show that teacher behaviour help pupils to become more independent than dependent.

It is evident that teacher behaviour and their treatment of pupils has a lot to do for the pupils to have a proper psychological growth. Attempts should be made to make the pupils move towards positive side than towards the negative in their psychological growth.

One has to agree that pupils' psychological growth is as important as cognitive growth; it is also true that classroom procedures cannot be established in such a way that the environment in classroom constantly or perpetually influence pupils to have psychological growth. But it is also true that teachers can make attempts to see that climate in the classroom can be changed or modified to give psychological growth to pupils. Since human behaviour is such a complex one, teachers are made to think and plan their programmes to act as facilitators in the classroom. Even this keeps fluctuating one cannot label perpetually any class or brand it also depending on the circumstances needs of children classroom environment is to created. But researches prove that indirect behaviour on the part of the teacher and psychological treatments generate greater positive attitudes in pupils.

Study of classroom climate can be made by knowing how it is evolved. Climate of any classroom is evolved gradually and becomes a stable one, but it is not a static stability that it gets, it become flexible or changed when there is variation in the inputs. The type of climate that a classroom has which can be identified by the interacting process, as how it influences the pupils to learn or otherwise. One has to come to a conclusion that one can attempt in making the classroom through a number of processes to become a positive one, because of its influence on pupils' total growth and development.

A measure of classroom climate is obtained by collecting pupils' perceptions on these behaviours comprised of three components. The three components of classroom climate as studied by Thelen (1974) and later modified by Desai (1976) to suit the Indian

school conditions are authenticity, legitimacy and productivity. Thelen contends that the atmosphere in a class consists of these three essential factors which may be seen in varied combinations. These ALP constructs can be understood as:

1. Authenticity - Is involvement to the deepest level.

An activity has authenticity for a pupil if:

- a) he finds it meaningful and worth while;
- b) he can participate in it intelligently and with understanding;
- c) it makes the child feel alive, challenged and completely involved.

2. Legitimacy - Legitimate activities are:

- a) Essential and useful for children because through them the children get the training to solve problems.
- b) Purposeful and concerned with academic subjects taught in the class.
- c) Necessary for the future career of children and provide them models for equipping themselves for the future.

Legitimate activities animate the process of socialization which is one of the main aims of education.

3. Productivity - Goal attainment - An activity is productive if:

- a) it is effective for some purpose or if the given purposes are served by these activities;
- b) it makes the child conscious of its goals and it learns how to achieve them;
- c) it unfolds and develops the potentiality of the child.

Thelen opines that the climate in any class is the result of the behaviours of the teacher and the pupils when they deal with

any learning activities. Every classroom has some component of productivity. By decreasing the intensity of Legitimacy and Authenticity the level of productivity is maintained. To enhance one component the other is suspended. But it is productivity that justifies the existence and functioning of any classroom as a group.

The whole concept of classroom climate can be pictorially depicted as a triangle. The ALP components which form the sides of the triangle and have been adapted to Indian conditions can be observed in terms of certain behaviours which are subfactors of these components. The ALP triangle is shown below in Fig. 2.

A number of studies have been conducted focusing on various aspects along with classroom climate. In terms of components studies by (Desai 1979; 1979 De Sales) were conducted on teacher behaviour in relation to classroom climate (De Sales 1979), pupils' psychological growth, (De Sales 1979) showed a significant relationship between classroom climate and the variables studied.

While having a deeper look into the findings of the above mentioned studies and also about the theoretical framework that has been given by Thelen (1974) about the components of classroom climate, how it gets generated and how it fluctuates and how it influences the pupils' all round development has made the investigator to study whether the classroom climate and its components depend upon the degree of innovativeness of the classroom as a whole.

Studies have also been conducted to know what is an innovative school, Purushotaman (1979). How innovations help school to grow? How different variables like student achievement, continuation or dissonance of innovations occur in schools with various types of climate? This observation has again motivated the investigator to venture into such field of research work where variables like teacher behaviour, pupil's psyche and the classroom climate is studied in what is labelled as innovative classrooms.

CLASSROOM CLIMATE COMPONENTS.

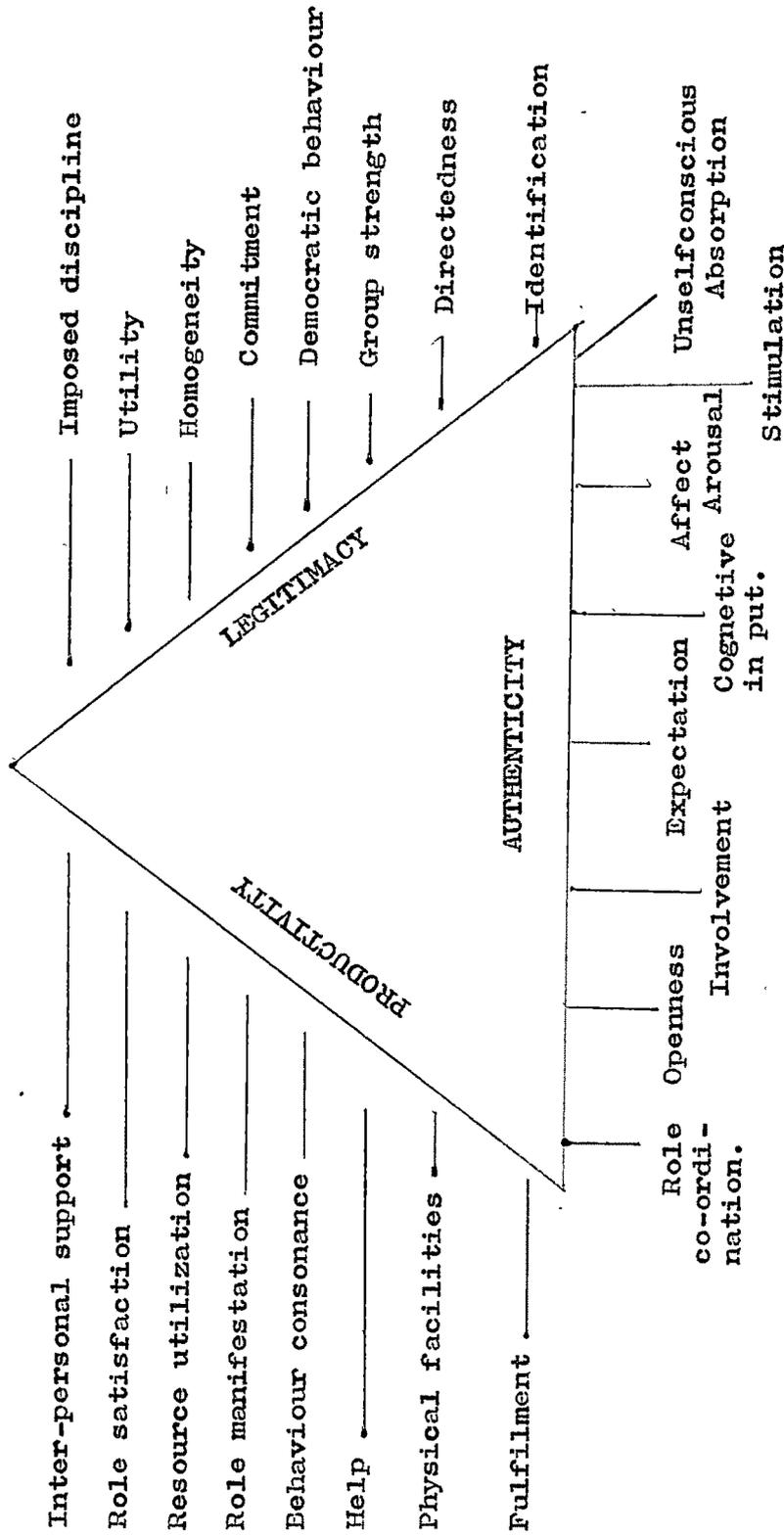


Fig. 2

While taking this area of 'innovative classroom' for the purpose of investigation, the investigator desires to give slight clarification to the term 'innovative'. It is the opinion of the majority that they associate the meaning of innovation or innovative to a 'change'; few people also feel that innovation means applying 'new things'; few others feel that innovation means may be using the old things in a novel way to see progress. It is observed by educationist that it is difficult either to start or to retain new things into a system, it is so much true in the case of educational field. The investigator perceives the terminology of innovation in this way that is a new idea is taken either with reference to instructional or extra-instructional and the school tries to use it for the progress of the school and the individual, be the idea an original one or prescribed by department to be used. Evolving such a meaning for the term innovative class investigator has taken these variables to be studied in relation to innovative classes; viz., teacher behaviour, classroom climate, pupils' psyche. Hence the title of the present study is —

"A Study of classroom climate, teacher behaviour and Pupils' Psyche in Innovative Classrooms in some schools of Karnataka".

The foregoing chapter gives a detailed description of studies conducted in the field of variables that are used in the present study.