

CHAPTER-VI

SUMMARY, CONCLUSIONS AND IMPLICATIONS

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CHAPTER VI

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SUMMARY, CONCLUSIONS AND IMPLICATIONS

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In the previous chapter, the results with reference to pupils' performance, were discussed.

Before enumerating the conclusions and implications of the present study, a brief review of the preceding chapters, is as under:

#### VI.1 SUMMARY

Teaching is a highly complex process which takes many forms with no limit to the activities it can improve. Instructional methods, improved textbooks and other facilities do contribute to a programme of improved class-room teaching and performance on the part of the students. This is possible only if a competent teacher is trained in required skills and right

type of behaviour is cultivated to make the teaching learning process effective. This will also increase the teacher-pupil relationships and create a healthy atmosphere in class-room. Teacher behaviour plays an important role in determining pupils' growth and performance. Hence the focus of the studies, is on the impact of the teacher behaviour on the pupils' growth.

The investigator has undertaken this study with the belief that controlled studies of teaching in normal class-rooms might take us nearer to understanding the complex process of teaching - specially with primary school classes, teachers and pupils.

The following are some of the studies which are related closely with the present study:

The studies in India are Roy B. (1970), Pareek and Rao (1971), Nath (1971), Jangira (1972), Sharma (1972), Pangotra (1972) and Lulla (1973) related to the modification of teacher behaviour through training and feedback.

Some foreign studies which are related to the training of teacher behaviour are as follows:

Flanders (1963), Amidon and Powell (1966), Hough and Ober (1967), Hany (1967), Kirk (1967), Simon (and others (1966), Lohman, Ober and Hough (1967), Moskowitz (1967), Davidson (1968) and Holcomb (1971).

The studies related to the effect of teacher behaviour and pupils' performance are as follows:

Mehta (1969), Mehta and Kanade (1967), Mehta and Dandia (1970), Sharma (1972) and Lulla (1973) are some of the important Indian studies while the major foreign studies are Murial and Wright (1959), Amidon and Flanders (1961), Nelson (1964), Flanders (1965, 1969, 1970), Morrison (1966), Coats (1966), Lashier (1967), Weber (1968), Rosenshine and Furst (1971), Snider (1966), Soar (1964), Furst (1967), Pankratz (1967) and Mitzel (1969).

Pre-test post-test control group design was employed for the present study. The investigator conducted an experiment with five classes of grade VII as experimental group and two classes of grade VII as control group. All the seven classes for the groups were from primary schools of the Municipal Corporation Surat. Total number of pupils of both the sexes studying

in the experimental group classes was 200 and it was 85 in the control group. The groups were equated on the basis of IQ, SES, age and achievement in Science.

Five teachers, teaching Science, in the experimental group classes, were trained for seven days in FIACS. No such training was given to control group teachers.

Teachers of both the groups were observed at regular intervals (total 25 observations per teacher) but the regular feedback based on previous observation was given to the teachers of the experimental group only.

The effects of changed behaviour of teachers were recorded with the help of teacher made achievement tests on Science and few other tests such as pupils' adjustment, class-room trust and initiative.

The following hypotheses were tested by the present study:

- (1) The training in modification of class-room behaviour given to the teachers concerned will help them to modify their behaviour.

- (2) The modified behaviour of the teachers will affect pupils' adjustment towards Home, School, Peers, Teachers, General adjustment and total score of the scale (PAAS) positively.
- (3) The modified behaviour of the teachers will affect pupils' class-room trust (PACT) positively.
- (4) The modified behaviour of the teachers will affect pupils' initiative (PAIQ) positively.
- (5) The modified behaviour of the teachers will affect pupils' academic achievement in Science positively.

The following lines will reveal in brief, the type of analysis employed for different types of data:

(1) TEACHER BEHAVIOUR

Pre-observations (5 observations per teacher) and Post-observations (25 observations per teacher) of all the teachers of both the groups were collected. An average percentages of pre-observations and post-observations of all the categories were calculated teacherwise and groupwise. Over and above an average

percentages after 5 post-observations were prepared for both the groups.

t-values were calculated for I/D and i/d ratios, groupwise between pre and post observations. Rest of the comparisons were done with the help of percentages only.

## (2) PUPILS' PERFORMANCE

To test the significance of difference in means between pre-test and post-test groupwise, t-technique was employed for PAAS, PACT, PAIQ and academic achievement tests.

## VI.2 CONCLUSIONS

The following are the major conclusions of the present study. The conclusions are listed under two headings:

- (1) Related to Teacher Behaviour
- (2) Related to Pupils' Performance

### (1) RELATED TO TEACHER BEHAVIOUR

- (1) Mean difference between pre and post observations I/D ratios was significant at 0.01 level

in the case of the experimental group teachers.

(Pre-observation mean = 0.263, Post-observations mean = 3.382)

- (2) Mean difference between pre and post observations I/D ratios was not significant at 0.01 level in the case of the control group teachers.  
(Pre-observations mean = 0.293, Post-observations mean = 0.276)
- (3) The training in FIACS modifies the teachers' indirect behaviour positively.
- (4) Mean difference between pre and post observations i/d ratios was significant at 0.01 level in the case of the experimental group teachers.  
(Pre-observations mean = 0.000, Post-observations mean = 7.623)
- (5) Mean difference between pre and post observations i/d ratios was not significant at 0.01 level in the case of the control group teachers.  
(Pre-observations mean = 0.000, Post-observations mean = 0.214)
- (6) The training in FIACS modifies the teachers' pure indirect behaviour positively.

(2) RELATED TO PUPILS' PERFORMANCE

(7) The training and feedback given to the teachers of the experimental group have affected pupils' adjustment towards Home, School, Peers, Teacher, General and Total score of the scale (PAAS) positively and were significant at 0.01 level.

Home (PAAS)

(Pre-test mean = 4.935; Post-test mean = 6.515)

School (PAAS)

(Pre-test mean = 1.885; Post-test mean = 3.495)

Peers (PAAS)

(Pre-test mean = 0.655; Post-test mean = 2.790)

Teacher (PAAS)

(Pre-test mean = 2.220; Post-test mean = 4.190)

General (PAAS)

(Pre-test mean = 2.660; Post-test mean = 3.605)

Total score (PAAS)

(Pre-test mean = 12.580; Post-test mean = 20.065)

(8) The training and feedback provided to the teachers of the experimental group have affected pupils' class-room trust positively and was significant

at 0.01 level.

(Pre-test mean = 22.415; Post-test mean = 25.900)

- (9) The training and feedback given to the teachers of the experimental group have affected pupils' initiative positively and was significant at 0.01 level.

(Pre-test mean = 11.310; Post-test mean = 14.560)

- (10) The training and feedback given to the teachers of the experimental group have affected the academic achievement of the pupils in Science positively and was significant at 0.01 level.

(Pre-test mean = 18.585; Post-test mean = 53.060)

### VI.3 IMPLICATIONS

The nature of the present study is experimental and belongs to the area of <sup>an</sup> applied research.

There are many implications which are likely to be useful to the educators and the research workers in the field. The following paragraphs are aimed to reveal some specific implications regarding teacher education, teaching and research. The implications are drawn on the basis of the findings and conclusions of the present study. It is hoped that the implications will be

helpful to the field workers in planning programmes. The tool FIACS used in this study is not costly in terms of material resources. The main point of concern is of giving training to modify human resources. The problem of financial resources will not cause any obstacle in training personnel in this technique.

#### Implications for Teacher-Education and Teaching:

The present condition of teacher education programme gives rise to many questions not only to educationists but also to the teacher educators.

Are we contented with the training programmes put into practice by teachers training institutions? Are we satisfied with the practice teaching programmes which train the teachers for the future profession? Are the teacher educators contented with the way in which the training is imparted? Or the teacher trainees are satisfied with the type of training they receive? Do we, as teacher educators put into action what we preach through our lectures? The training so imparted to the teacher trainees - in future will affect the millions in the class-rooms. It goes without saying that the teacher's behaviour in the class-room cannot offer a master key to solve all the above mentioned

problems, but at the same time it must be noticed that it becomes helpful to solve at least some of them successfully.

The theory underlying the Flanders Interaction Analysis Category System must be included in the curriculum, with a view to practising in day to day teaching. The knowledge about the functional aspect of this system must be given in detail to all - the teacher trainees and the teacher educators. The teacher educator will help the teacher trainees to modify their behaviour. To improve the teachers behaviour in the class-room while teaching, written words or remarks are useless. The improvement in the teacher's class-room behaviour will be possible only if the teacher trainee is able to visualize his own behaviour patterns exhibited in the class-room while teaching. This is possible with the help of FIACS or any such system which helps them. Therefore, the programme of supervision must adopt this system, to modify the teachers' behaviour in the desired direction. This system will also serve as an effective and vital tool for feedback mechanism.

What is going on in the class-room affects the class-room climate which in turn affects the pupils directly in different ways. The indirect behaviour of the teacher, will motivate the pupils to respond more - in a better way. On the part of a teacher, the habit of accepting the feelings of the pupils, praising the pupils' responses and accepting the ideas of the pupils will inspire the pupils to respond to the teachers questioning and also their initiative. The tedious lecturing, giving directions and criticisms of the teachers will be reduced and the precious time will be utilized in other better ways of communications. Ultimately, this will help the pupils to achieve better in academic subjects and also in improving their mental health. FIACS will be a useful and worthy tool for changing teacher behaviour positively.

Hence, the pre-service and in-service training programmes must include such type of training. This suggestion is the outcome of the present experiment. The findings of the present study implies that the training in FIACS modifies teacher behaviour which affects the pupils' academic achievement as well as

some areas of mental health of the pupils significantly.

Out of many objectives of teacher education, one of the objectives is to train a teacher, how to teach effectively in the class-room. Then what should be done to improve the teacher's teaching? Can this be improved by merely teaching theories of teaching through the lectures by teacher educators? Improvement in teacher's communications in the class-room is required to improve teaching. The teaching-learning process can be improved and enriched by teacher-pupil communications - and it should not be a one way traffic. This will make the teaching-learning process pupil centred rather than teacher centred. The present study has revealed that by modifying the teachers behaviour through training and feedback, will increase pupils' participation. This increase in pupils' participation will help the pupils in improving their academic achievements and some areas of mental health - like pupils adjustment, classroom trust and initiative. The findings of the present study has also revealed the same. This finding is also supported by Indian studies, by Pareek and Rao (1970), Desai (1970), Jangira (1972) and Lulla (1973).

Therefore, a programme of improvement of teacher behaviour should be started at various levels in the Teacher Education Institutions. They are as follows:

- (1) In the curriculum such a system of classroom observation be included.
- (2) In practice teaching programmes.
- (3) In developing lesson plans.
- (4) In extension programmes training to the trained teachers should be given.

#### VI.4 SUGGESTIONS FOR FURTHER STUDIES

This study has covered a limited area. The sample of the experiment was from the primary schools of urban area of Surat. The pupils were of average IQ and coming from middle class of socio-economic condition. The study was restricted to only one school subject - Science and few areas of mental health.

The following are some suggested areas for further studies:

- (1) The effect of teacher behaviour on achievement of different school subjects.

- (2) Changing teacher behaviour and studying its effects on factors affecting wastage and stagnation.
- (3) Relationship of teachers behaviour with pupils interest and attitude.
- (4) To study the behaviour patterns relating to different methods of teaching.
- (5) To study the effect of teachers behaviours on pupils of high SES and low SES group in terms of achievement.
- (6) Relationship of teacher behaviour with different factors affecting class-room climate.
- (7) The effect of teacher behaviour on different variables on pupils from rural areas.
- (8) To study the effect of teacher behaviour on pupils having high or low IQ in terms of achievements.
- (9) To study the effect of teachers behaviour on pupils mental health on areas like dependency, activity level, aspiration, frustration, etc.