

CHAPTER-I

I N T R O D U C T I O N

CONTENTS

- I.1 Introduction
- I.2 Teacher Education - A pivot
- I.3 Teachers' Training
- I.4 What Teaching Is ?
- I.5 Teaching and Instruction
- I.6 Theory of Teaching
- I.7 The Change
- I.8 A Felt Need - Classroom Communication
- I.9 Classroom Interaction Analysis
- I.10 Classroom Interaction Analysis and
Teacher Behaviour
- I.11 Training Techniques
- I.12 Experimental Approach
- I.13 The Present Study

CHAPTER-I

I N T R O D U C T I O N

I.1 INTRODUCTION

Education is a process of bringing about a desirable change in the behaviour of a child in terms of knowledge, skills, attitude, values and aspirations. The teacher should be in touch with new ideas and trends in education for the effective organization and application of this process. For bringing change in the child the teacher should try out new ideas, programmes and techniques experimentally, and make scientific inquiry into their validity, utility and worthwhileness under school conditions. The quantitative expansion of education through out the country is the primary condition to be borne in mind while programming experimentation for educational improvement. The country has gained much, so far as quantitative expansion of education is concerned but at the same time the qualitative improvement should not be ignored. Hence the educationalist and

administrators in the field of education should obviously pay attention to the qualitative aspect of education.

The low level of scholastic achievement of school children at the primary and secondary level is a burning and an acute problem of today in Indian education. As far as the quality of education is concerned we consider pupils' scholastic achievement as a criteria. In this regard the present picture of Indian education is pessimistic. Hence, the attention of eminent educationalists and research workers is drawn towards this problem to find out some solution with a view to suggesting some remedial measures. Before a decade, The Education Commission (1964-66) also proposed a programme of reconstruction for the qualitative improvement of Indian education. The Education Commission (1964-66) rightly stimulated the researchers and administrators to initiate a number of programmes for the improvement of education in general and class-room teaching in particular. To improve the scholastic achievement of the pupils with a view to raising the standard of education, the Education Commission (1964-66) has rightly located the crucial area - 'class-room teaching'. Hence, accepting the importance of 'class-

room' the Education Commission (1964-66) states: "The destiny of India is now being shaped in her class-rooms". To improve the present situation of the class-rooms teacher education is a must.

I.2 TEACHER EDUCATION - A PIVOT

There are many factors which influence the class-room instruction. Out of all these factors, teacher behaviour is the vital factor for change. Without competent teacher who is endowed with right skills to make the teaching-learning process effective the other factors like instructional methods, text-books etc. facilities will be ineffective towards the improvement of class-room teaching. The educational world, to-day, is facing a dilemma where it has to select the allocation of scarce resources either for the development of educational material i.e. text-books, instructional materials, aids etc. or the developments of human resources namely teachers in the class-room.

The teacher occupies a key position in the class-room. Teacher behaviour is mainly responsible in determining pupils' achievement, growth and development.

Hence, the study of teacher and his class-room behaviour is of utmost importance.

Efforts to change school practices, is fruitless unless we change the teachers' class-room behaviour, his teaching and teacher-pupil interaction. Of course, reforms in examination, quality of text-book, teaching aids etc. have their own importance but finally the teacher and his teaching has an immense influence on the achievements of pupils. Hence, the solution of the problem of class-room teaching is to modify the teachers' class-room behaviour. This view is also supported by Amidon and Flanders (1961).

I.3 TEACHERS' TRAINING

From the above discussion, we can put more stress on the training of teachers - specially modifying the teachers' class-room behaviour. Without these, teacher education programmes would not be effective. The overall deterioration in educational standards at all levels is the result of a weak teacher education programme. Improvement in educational standards depends mainly on effective class-room teaching which again depends on teachers' class-room behaviour. This class-room behaviour

on the part of a teacher needs training during the course of teacher education programme. It is assumed that once the teaching behaviour patterns are acquired by prospective teachers during the course of their training, these patterns are sustained and carried over to their assigned positions, in the teaching profession.

The growing concern over the quality of teaching is a natural outgrowth of an urgent concern of the society to seek ways and means to cope up with the rapid changing social problems. Needless to point out the concept of teaching, is a key-concept in education. It is quite apparent that when there is a discussion on 'what teaching is', the problem of 'good teaching' soon arises, and then it turns to the 'concept of teaching' and 'theory of teaching'.

The need to study teacher behaviour in context of a theory was emphasized by Ryans (1971) and it is the recurring theme which justifies research on teaching or the need for developing a theory of teaching.

I.4 WHAT TEACHING IS ?

The term 'teaching' has many definitions. English and English (1958) defined the term teaching as the art of assisting another to learn. It includes providing of information (instruction) and of appropriate situations, or activities designed to facilitate learning.

According to Smith (1960), "teaching is a system of actions intended to include learning".

Flanders (1970), "exists in a context of social interaction. The acts of teaching lead to reciprocal contacts between the teacher and the pupils, and the interchange itself is called teaching".

The World Book Encyclopaedia describes teaching as 'the process by which one person helps others achieve knowledge, skills and attitudes'.

I.5 TEACHING AND INSTRUCTION

Instruction is related to teaching, but it is not actual teaching. Instruction seems to involve a kind of conversation with an objective in mind. It is true

that whenever one is involved in giving instruction, it follows that one is engaged in teaching.

Instruction is an activity of teaching allied more closely to the acquisition of knowledge and beliefs. Instruction is the central activity to teaching. The teaching-learning system is also argued to be called the instructional system as it includes a certain kind of communication. The instructional system includes not only a class-room with a teacher and a group of students, but also the whole educational paraphernalia. It reflects the unique quality of interaction in any given class. All these terms are interrelated and have their own role to play in explaining the teaching process. Thus, teaching is defined as behaviour of the teacher, and learning as the change in learner's behaviour and instruction as the teacher-pupil interaction situation.

1.6 THEORY OF TEACHING

There is not complete agreement as to what a theory of teaching is or should be, but all concerned with education feel its need. According to Gage (1963)

the theory of teaching should answer three questions- how teachers behave, why they behave so and with what effect. It should explain, predict and control the ways in which the behaviour of teachers affects the learning of the students.

Theories of teaching can be of two kinds (Gage, 1963). One theory can undertake to explain why teachers behave the way they do in their roles as teachers. The teachers' behaviour is dependent variable in such research - this kind of a theory of teaching will reflect a similar description and explanation of teacher behaviour irrespective of the individual concerned. A second kind of theory of teaching attempts to explain the influence of one person, a teacher, has on the another, student. Here is the effect of a process variable on a product variable i.e. effects of teacher behaviour on students' learning. The pupils should be provided with a psychological environment to influence the learning.

I.7 THE CHANGE

In past, the education researchers focussed their attention mainly on the improvement of teaching with

reference to the characteristics of good teachers or good methods, rather than on a process as it occurs in the class-room. Little attention has been paid on class-room happenings and the process, but now, looking to the importance of class-room situations the researchers and educationalists have changed their area from effective teachers and good methods to actual class-room happenings. There are many valid reasons for the change in the area. Now the workers have been concentrating on the teaching process when the teacher and the taught are face-to-face. This area of research that has been recently attempted is identified as class-room communication. The process of interaction between the teacher and the taught and also among the taughts themselves attracts the attention of the researchers. Since, last thirty years the area of class-room communication phenomenon is focused. The researchers have been trying to establish a relationship between the effects of quality teaching and the performance of the pupils through interaction.

Biddle (1964) has stated, "It has been said that the central problem in understanding teacher effectiveness is establishing relationship between teacher behaviours and teacher effects". Barr (1961) and Ryans (1971) have also supported.

The problem of teacher effectiveness is so complex that no one knows what the competent teacher is or how to study the phenomenon of effectiveness with appropriate research strategy. Gage (1963) states, "By teacher effectiveness is usually meant the teacher's effect on the realization of some value". This value usually takes the form of educational objectives in terms of desired pupil behaviour, abilities, and habits. The ultimate criterion of a teacher's effectiveness is usually considered to be his effect on pupils' achievement of these objectives. It is accepted by all that those who contribute to pupil's gain and pupil's growth are considered to be effective teachers. Such gains in the pupils achievement can be measured by measuring differences of pupils' achievement before and after teachers' influence.

According to Flanders (1970) research on teaching effectiveness attempts to discover relationship between teaching behaviour and measures of pupil's growth. Interaction analysis provides information about the verbal communication which occurs, and this often helps to explain the results.

I.8 A FELT NEED - THE CLASS-ROOM COMMUNICATION

The class-room in a school-, plays an important role in determining the achievement of pupils, as a unit of communication and interaction between teacher and pupils and among pupils. Verbal interchange means the talk between the teacher and the taught and also among the taught themselves. The process is known as class-room interaction. It is the process through which the teaching-learning task takes place. The teacher occupies a leading position in the class-room, as the interaction in the class-room is usually teacher-oriented. The study of class-room interaction by observing class-room behaviour of the teacher and its implications is of immense importance. Class-room interaction and teacher behaviour are thus interdependent, that is, functionally related to each other.

I.9 CLASS-ROOM INTERACTION ANALYSIS

The term class-room interaction analysis should refer to many systems that have been or may be developed for coding the spontaneous verbal communication, arranging the data into useful display formats and

then analyzing the results in order to study the patterns of teaching. The assumption is made that teaching behaviour and pupils' responses are expressed primarily through the spoken words as a series of verbal acts which occur one after another. These events are identified, then coded so as to represent a sample of the spontaneous teacher influence.

A system of interaction analysis will usually include: (a) a set of categories, each defined clearly, (b) a procedure for observation and a set of ground rules which governs the coding process, (c) steps for tabulating the data in order to arrange a display which ~~can be~~ aids in describing the original events, and (d) suggestions which can be followed in some of the more common applications (Flanders, 1970). Interaction analysis is a chain of class-room events in such a fashion that each event is taken into consideration.

Most of the category systems developed have been restricted to only verbal communication. That does not, however, mean that no other kind of spontaneous behaviour is amenable for encoding decoding.

Class-room interaction analysis systems seek to abstract verbal communication by choosing to ignore most of its characteristics. The loss is, however, more than offset by keeping an accurate record of the frequency, and the sequence in which a teacher does the verbal act encoded. It is conceded that the procedure makes no sense at all when what is lost by the process is more important than what is gained.

In other words, the procedure would be useful only when keeping an accurate sequential and frequency record of the types of verbal acts encoded is crucial to some investigations. That, therefore, brings one to the need for establishing the usefulness in terms of appropriateness of the observational system to the problems of investigation.

Analysis of class-room interaction would yield valuable information which would be useful to teachers to develop strategies of teaching behaviour in continuing^{the} programme of self-development.

I.10 CLASS-ROOM INTERACTION ANALYSIS AND TEACHER BEHAVIOUR

The study of teachers' class-room behaviour is the most modern approach in the study of teaching. Anderson

(1939) and Flanders (1965) have described teacher class-room behaviour as integrative or dominative, direct or indirect respectively. It has also been established by several studies that under certain circumstances integrative or indirect behaviour is conducive to better learning by students. Teaching can be viewed as a series of verbal events which can be scientifically observed and systematically analysed.

Huges and her associates (1963) state, "It is quite probable that most teaching would be improved by the reduction of the present large number of controlling acts to one third or one half of what they are now". Flanders (1965) predicts higher student achievements and less dependence when teachers use an indirect approach rather than the direct approach. It is found that the pupils dislike sustained domination by their teacher. Flanders discovered that sustained control reduces their ability to recall the material they are studying and results in disruptive anxiety and sup^pression.

Many teachers start their teaching careers with dominative patterns of behaviour as they are afraid

that they may lose control over their pupils. Good teachers are 'indirective' rather than 'directive'. They learn how to motivate their class and will not have any disciplinary problem.

I.11 TRAINING TECHNIQUES

Teacher education programmes aim at providing some pedagogical concepts and principles to the prospective teachers, develop in them certain desirable attitudes, and provide for training in teaching skill. Because of the absence of emphasis on effective teaching behaviours and objective tools of observing, recording and analysing class-room teaching a systematic and a definite feedback could not be provided to the prospective teachers. The prospective teachers fail to translate the theory and principles of teaching into actual teaching performance. Experience of Amidon and others (1967) is also of the same opinion.

Flanders (1967) observes, "The point is that much of what is learned in education courses is neither conceptualized, quantified nor taught in a fashion that builds a bridge between theory and practice".

Desai (1968) mentions, "A good deal of what is taught in training colleges is not directly useful to the trainee as prospective teacher, and a good deal of what is expected of a teacher in school is not taught in it". Reports of many committees and commissions also point to this inadequacy.

Attempts are now directed towards to evolve a system to measure teacher effectiveness.

Ackerman's (1954) advice regarding the development of reliable tools, Medley and Mitzel (1963) reviewed number of systems developed for studying for class-room teaching, Simon and Boyers (1967) gave 79 systems of observation, Rosenshine (1971) points out about 450 systems in use.

The painstaking attempts at analysing teaching behaviour and relating them to pupil outcomes have made an impact on the whole problem of research on teaching and on teacher effectiveness.

I.12 EXPERIMENTAL APPROACH

Looking to the urgent need of the present time, studies in the area of teaching have taken the experimental form, with an emphasis on considering

the process of teaching or the teacher behaviour as the independent variable. An experimental approach does not require any equipped laboratory, but does require assigning children to experimental and control classes on a random basis. The requirement of the experimental approach, is ^{the} application of different treatments to two sets of classes on a planned basis. Teachers in both the sets of classes should be observed a number of times by trained observers. Few intervening variables are required for all experimental study.

The two major aspects for observing class-room situations are: 'affective' and 'cognitive'.

The effective systems deal with the emotional climate of the class-rooms by coding how the teacher reacts to feelings, ideas and actions of the pupils. The way in which the teacher responds determines the effective climate of the class-room.

The cognitive systems deal with the thinking process itself. The cognitive systems consist of categories which differentiate different kinds of teacher information, teacher questions or pupil responses.

To establish relationship between teaching/ teacher behaviour and learning/pupil attainment, the teacher's behaviour must be considered as a predictor variable.

I.13 THE PRESENT STUDY

Santhanum (1972)^{refers to}, Giles (1954), Kilpatrick (1949) and Weston & others (1949) firmly urge a warm, friendly democratic atmosphere in the classes. This means that class-room situation must be modelled in accordance with the democratic principles. An 'indirect' (democratic) approach on the part of the teacher, by encouraging and inviting pupil participation enlarges their freedom of expression which is likely to result in greater learning by them. On the contrary, a 'direct' (authoritarian) teacher behaviour, by curbing or curtailing the students' freedom of action would hamper their learning.

To make the class-room life successful one, for the children, the researches must emphasize on teacher class-room behaviour and class-room interaction analysis.

More attention is given to the empirical study of class-room interaction with a view to improving

class-room instructional methodology. Explorations of class-room interaction naturally, therefore, seek to study the variables which are significantly affecting.

In India, at this juncture, therefore, investigations of teacher behaviour are of prime importance. The tools developed by experts in Western Countries can be modified to study teacher behaviour implications in the class-room and to suggest remedial strategies of reconstruction of the whole concept of teaching methodology. It is the concern of educational research to make the class-room life of pupils successful. The only way to achieve this objective of education is to probe into the teacher class-room behaviour and class-room interaction analysis.

To improve class-room instructional methodology, an established broad theory of teaching is needed. Sufficient data must be collected by using class-room interaction analysis system for instructional methodology, to suggest remedial measures.

Many significant variables may be affecting the teachers class-room behaviour. Several studies have

justified probing class-room interaction and thus the present work gets support in selecting the variables related to teacher behaviour and outcomes of his behaviour.

The present study is an attempt to investigate the effects of changing teacher behaviour and its effects on pupils.

In this chapter the investigator has discussed the importance of the teacher behaviour and its relation with pupils' growth. In the next chapter related literature to this area of teacher behaviour, teachers' training and its effects on pupils will be discussed.