

SUMMARY, IMPLICATIONS AND SUGGESTIONS

The quality of education depends on the quality of teacher. In the absence of a competent teacher, classroom teaching will not be effective. A competent teacher endowed with right type of skills makes the teaching-learning process effective and lively. Of all the factors influencing classroom instruction, teacher behaviour is considered to be of prime importance.

The teacher spends a good deal of his time explaining, informing and talking to his pupils in classroom. In classroom situation teaching could be viewed as interaction. The interaction or the communication that takes place in classroom between teacher and taught attracted the attention of the investigator. The interaction which takes place between teacher and pupils has some relationship with other factors also, which demand the attention. It is not only the classroom situation which affects the teaching behaviour of the teacher. Teachers' attitudes, perceptions and other similar factors may be responsible for the teachers' behaviour in the classroom. Teachers' perceptions of self, perceptions of instructional roles, perceptions of instructional goals, perceptions of the teaching profession and perceptions of students, influence teachers' teaching behaviour in the classroom.

Various studies have been undertaken regarding teachers' influence, teacher effectiveness in relation with students' achievement in different subjects, teachers' self image and teaching behaviour, teachers' role etc, but the relationship between communication pattern and the perceptual factors has not been studied, so far, especially in India.

The Problem

The problem of the study is "An Enquiry into the Relationship Between Teachers Classroom Communication Pattern and Certain Perceptual Factors."

Hypotheses:

Following hypotheses were framed by the investigator.

- (1) There is no significant relationship between the teachers' age and their communication pattern.
- (2) There is no significant relationship between the teachers' sex and their communication pattern.
- (3) There is no significant relationship between the teachers' academic qualification and their communication pattern.
- (4) There is no significant relationship between the teachers' recency of training and their communication pattern.
- (5) There is no significant relationship between the teachers' experience of teaching and their communication pattern.

- (6) The teachers from different types of schools do not differ from each other with regards to their communication pattern in the classroom.
- (7) The graduate teachers do not differ from post-graduate teachers in their communication pattern in the classroom.
- (8) The teachers having degree in professional education do not differ from the teachers having certificate with regards to their communication pattern.
- (9) The teachers having history as a subject at graduate level do not differ from the teachers who did not had it at their graduate level in connection with their communication pattern.
- (10) The teachers having history as teaching method do not differ from those who did not had history as the teaching method with regards to their communication pattern.
- (11) There is no significant relationship between the self perceptions of the teachers and their communication pattern.
- (12) There is no significant relationship between the teachers' instructional roles perceptions and their communication pattern.
- (13) There is no significant relationship between the teachers' perceptions of teaching profession and their communication pattern.

- (14) There is no significant relationship between the teachers' perceptions of their instructional goals and their communication pattern.
- (15) There is no significant relationship between the teachers' perceptions of students and their communication patterns.

Tools Used

- (1) Flanders Interaction Analysis Category System (FIACS) was used to measure teachers' classroom communication pattern.
- (2) Teachers' perception scales prepared by Patted (1974) viz. teacher's self perceptions scale, teaching profession perceptions scale, instructional roles perceptions scale, instructional goals perceptions scale, and student's perceptions scale were used for measuring perception on the part of the teachers.
- (3) Biographical information about teachers were obtained by using a biographical data blank prepared by the investigator.

Sample:

The sample of the study consisted of 36 male and 114 female teachers. This sample was drawn from the Gujarati medium secondary schools of Greater Bombay. The sample was selected by using random sampling technique from different postal districts

in which the area of Greater Bombay is divided.

The Procedure:

The investigator, with previous appointment observed 150 teachers teaching history in Gujarati medium secondary schools. The classes selected were VIII, IX and X.

The teachers were observed for a duration of 35 to 40 minutes, spread over two teaching periods. After the observations were completed the teachers were given the perception scales to be filled in and were collected.

According to the Flanders technique, the individual matrix was prepared for each of the 150 teachers observed. I/d, I/D, TRR and TQR have been taken as the measures of communication pattern and were calculated.

The perception scales were scored and the relationship between the teachers' communication pattern and the perceptual factors were studied. The statistical measurements Mean and SD of each variable under different heads were calculated. To measure the relationship between teachers' communication pattern and other independent variables correlation technique was used. 't' test was used to test the significance of the difference between the groups, constituted on the basis of variables like the types of schools, qualifications, sex, methods, etc. The technique of multiple regression analysis was used to study the percent of common variance shared between the variables of teacher behaviour and the perceptions of teachers.

Findings:

The analysis of the results revealed the following major findings:

- (1) There was no relationship between the age of the teachers and their communication pattern in the classroom.
- (2) There was no relationship between the sex of the teachers and three measures of teacher communication pattern i.e. i/d, I/D and TQR.
- (3) Significant negative relationship was found between the sex of the teachers and one of the four measures of teacher communication patterns - TRR.
- (4) No relationship was found between the teachers' academic qualifications and their communication pattern i.e. i/d, I/D and TRR.
- (5) Significant relationship has been reported between the qualifications of teachers and one of the four measures of teachers' communication pattern - TQR.
- (6) No relationship have been recorded between recency of training on the part of teachers and their communication pattern.
- (7) Teaching experience in general was reported to have no relationship with communication pattern the teachers used in their classrooms.

- (8) The teachers' teaching in different types of schools was not found to differ significantly in terms of the three out of four measures of communication patterns i.e. I/d, I/D and TQR.
- (9) The teachers' teaching in boys' schools differed significantly from the teachers of the other two types of schools on FRR.
- (10) The male teachers did not differ from female teachers significantly regarding I/d, I/D and TQR - the three out of four measures of communication patterns studied here.
- (11) The male teachers differed significantly from female teachers with regards FRR - one of the four measures of communication patterns.
- (12) Teachers having post-graduate qualifications were not found to differ significantly from graduate teachers with regards I/d, I/D and FRR.
- (13) The post-graduate teachers were found to differ significantly from the graduate teachers with regards TQR - one of the four measures of communication pattern.
- (14) The two groups of teachers constituted on the basis of their professional qualification did not differ significantly with regards their communication pattern.
- (15) The teachers having history as a subject and those not having it at graduate level did not differ in their communication pattern.

- (16) The teachers having history as a teaching method at professional education and those not having it, did not differ in their communication pattern in actual classroom situations.
- (17) The teachers' perceptions of self and the communication pattern in the classroom were found to be not related.
- (18) The teachers' perceptions of their instructional roles and their communication pattern in the classroom were not found to have significant relationship.
- (19) The teachers' perceptions of the teaching profession and their communication pattern in the classroom were found not related.
- (20) There were no relationship between the teachers' instructional goals perception and the three measures of communication pattern viz. I/D, TRR and TOR.
- (21) Negative relationship was found to exist between teachers' instructional goals perceptions and a measure of communication pattern i.e. I/D.
- (22) Teachers' perceptions of students was not found to have relationship with their communication patterns in the classroom.
- (23) The multiple correlation coefficient (R) was found to be significant in case of only four variables namely I/D (Y2), T/S (Y6), TT (Y7) and ST (Y8).

- (24) The predictor variable instructional goals perception (X4) contributes to the variance (6 percent) in I/D (Y2).
- (25) The predictor variable self-perception (X1) and teaching profession perception (X3) contribute significantly (5 percent) to the variance in $\frac{1}{3}$ (Y6).
- (26) The predictor variables self-perception (X1) and teaching profession perception (X3) contribute significantly (6 percent) to the variance in teacher talk (Y7).
- (27) The predictor variables self perception (X1) and teaching profession perception (X3) contribute significantly (5 percent) to the variance in student talk (Y8).

The perception regarding instructional goals, self, and teaching profession contribute significantly to the teacher communication pattern in the classroom and these variables can be used as significant predictors of teacher communication pattern.

Educational Implications of the Study:

As has been stated earlier, the major aim of the study was to study teacher communication pattern in relation with certain demographical and perceptual variables. Thus, the former i.e. teachers' communication pattern was studied as dependent variable in relation with certain independent variables. Implications of the results are set out below.

Firstly, almost all perception variables have been found not having any significant relationship with any of the measures

of communication pattern, barring one exception: the perception of instructional goals was found to be significantly related with I/D. It does give indication for training programmes. It suggests training by objectives for building base for objective perception of instructional goals on the part of the teachers, which is essentially needed for objective teaching and increasing productivity, legitimacy and authenticity of classroom teaching-learning phenomenon. Though in case of all other perception variables, the results have not shown significant relationships; but, since this is the first study of its type, it requires further replication. Only after replicatory studies, some generalizations may be drawn and accordingly changes may be made in inservice and pre-service training for teachers. Management studies has shown that perception regarding self, role, teaching, influences communication on the part of the leader. Teacher in the classroom plays the role of a leader through his communication. He tries to structure the way of life of a classroom, which in turn results into performance on the part of students. As such, the phenomenon of relationship between perception of teachers and their communication pattern warrants further study, which may be expected to contribute to the theory of teaching and methodology of training.

The study of relationship between measures of communication pattern and sex have shown one significant relationship, that is, between sex and TRR. Their relationship indicates that TRR is high in case of males as compared with females. As TRR is related with indirect behaviour of teachers,

which has been reported by many investigations that it supports learning on the part of the students and strengthens the supportive climate in the classroom. Women appear to be more direct in their classroom behaviour. Is it because of their social position or is it related to the personality traits? This requires a further probe.

Coming to the academic qualifications of teachers, the results have shown that the higher the qualification, higher would be TQR. It does indicate that while selecting candidates for teacher training, qualifications should be given due weightage. Skill in asking questions is very important for executing teachers' role effectively in a classroom. A teacher with better qualifications can be expected to have comparatively high competence in framing questions and putting questions to student and hence it would be easier during training programme to inculcate such skills among trainees with high qualifications.

Recency of training and teaching experience of teachers have been reported not having any significant relationship with the teachers' communication pattern. Hence, while selecting students for training or recruiting teachers for actual teaching profession, the length of experience may not be insisted upon, but the variety of experience and the exposure on the part of the teachers to real classroom problems may be taken into account, because length of experience as a teacher, does not count much as the insight in the real classroom problems on the part of the teacher does. These observations further suggest the change in the methodology of training. The case method can be used very fruitfully for exposing teachers to real classroom problems.

The study has also shown that the higher the professional qualifications, the better would be the perception regarding profession on the part of the teachers. It does indicate that to develop right perception of teaching profession, which is essentially needed, frequent doses of in-service training are needed. Some non-normal model of training may also be thought of to help the teachers to get better qualified even while remaining in their regular jobs. Such programmes will help in developing required perceptions towards their profession, which is always essential for developing morale among teachers and authenticity in their behaviour.

The study has failed to show any impact of teaching method in a certain subject on perception of teachers and teachers' communication pattern. It suggests that communication pattern is developed independent of the teaching method offered during the training period. This finding requires delicate consideration. Either one may interpret this as the impotency of training programme or one can interpret that a communication pattern slowly gets crystallized over a period of time cutting across the subject offered at training college. It is dangerous to generalize anything from one study. This, however, gives some support to the skill based teacher education programme discussed everywhere at present. The skills of teaching contribute more to effective teaching rather than the broad general method of teaching. The skill of questioning and the skill of providing feedback are skills which contribute to developing a teaching or a communication pattern. Teaching skills are more likely to influence the communication pattern than the teaching method.

These are the few implications the present study suggests. As has already been pointed out, it is the first study of its type. So, it is only after adequate replication and experimentation that more generalizations could be drawn.

Suggestions for Further Research:

On the basis of the results of the present study and review of researches done so far in this area, following problems are suggested for further examination and research.

- (1) Teachers' personality and communication patterns.
- (2) Impact of professional training on communication pattern.
- (3) Communication pattern and classroom ethics.
- (4) Communication pattern as related to pupil achievement.
- (5) Communication pattern and teachers' socio-cultural background.
- (6) Communication patterns; developing a model for training in classroom communication.
- (7) Teacher communication pattern in relation to different contents.
- (8) Class management and communication pattern.
- (9) Micro-teaching as a technique for developing communication pattern.

- (10) Teachers' morale and communication pattern.
- (11) Communication patterns and class size.
- (12) Communication pattern in relation to grade and age group of students.
- (13) Communication pattern in relation to teachers' mental health.
- (14) Communication pattern and achievement motivation on the part of teachers.
- (15) Innovative proneness among teachers and their communication pattern.

Here are a few of the problems related to communication pattern which attract our attention. There can be very many similar problems which warrant research probe. This area particularly warrants experimental studies on a large scale, particularly in India where an urgency of remodelling of teacher education is felt.