

CHAPTER I

INTRODUCTION

"No one will live all his life in the world into which he was born, and no one will die in the world in which he worked in his maturity. For those who work on the growing edge of science, technology, or the arts, contemporary life changes at even shorter intervals. In to-days' world no one completes an education".

- Margaret Mead.

Education is one of the fields affecting the physical and mental growth of an individual. The rapid change in life demands rapid change in education. To-day education is seen as a series of teaching - thinking - learning experiences which serve to change pupil behaviour in specific desired direction.

Educational objectives are no longer limited to the three R's - reading, writing and arithmetic. They encompass self-directive skills, positive self concept, thinking skills, social skills, attitudinal changes and so on. Teacher is no longer viewed as the transmitter of knowledge, or dispenser of wisdom, but as a diagnostician, guide, assistant whenever appropriate, encourager, stimulator, promoter and an interactive participant in the educative process. Adams rightly puts, "A Teacher affects eternity; he can never tell where his influence stops"(from Ryans, 1969, p.1). Teacher helps learner

in discovering new approaches, and is excited about the potential development in his field. Teacher walks on a tight-rope between the reality of to-day and the anticipation of tomorrow and the distant future. Therefore, the role of teaching has taken on new dimensions. Bernstein (1967), in this regard, has said "There has been a shift from a teaching role, which is, so to speak 'given', to a role which has to be achieved in relation with other teachers. It is a role which is no longer made but has to be made" (Hoyle, 1969, p.95). For the effective organisation of this process, the emphasis is put on teachers.

Teacher Behaviour

Of all the factors influencing classroom instruction, teacher behaviour is considered to be of prime importance. It is agreed by every one that the quality of education depends on the quality of teacher. With the best of curriculum, teaching - learning methods, text book and A.V.aids, one cannot achieve the desired outcomes of teaching, even though they contribute to a programme of improvement of classroom teaching, if the teachers are misfits or indifferent to their role. In the absence of a competent teacher, classroom teaching will not be effective. Teachers must understand how classrooms function, if they are to operate effectively and comfortably. A competent teacher endowed with right type of skills makes the teaching - learning process effective and lively.

With his key position in the classroom, the teacher plays a major role in determining pupils' achievements, pupils'

growth and development. "Teacher behaviour may be defined simply as, "the behaviour, or activities, of persons as they go about doing whatever is required of teachers, particularly those activities that one is concerned with the guidance or direction of the learning of others" (Ryans, 1965, p.15). Therefore, the study of the teacher and his classroom behaviour is of utmost importance. Improvement in educational standards depends mainly on effective classroom teaching which again depends on teacher's classroom behaviour. The quality of teaching is an urgent concern of the society. The concept of teaching is a key concept in education. It is, therefore, worthwhile understanding the concept of teaching.

What is teaching?

Different thinkers have given different meanings and definitions of teaching. As viewed by Hough and Duncan (1970, p.2) "Teaching is an activity - a unique, professional, rational, human activity in which one creatively and imaginatively uses himself and his knowledge to promote learning." "Teaching means causing to learn" say Hughes and Hughes, (1959, p.35). Nothing has been given until it has been taken; nothing has been taught until it has been learnt. Teaching is more than the efficient delivery of thoroughly prepared lectures. As stated by Hough and Duncan, (1970, p.3), "Teaching as a rational, human endeavour can be described, discussed and analysed and this can be done whether that description, discussion or analysis be abstract or related to a particular act of teaching that has occurred or is

occurring in the lives of a teacher and his students". Smith(1960) suggests as a definition, "Teaching is a system of actions intended to produce learning". (Bellack, 1963, p.26). According to Smith (1956), "Teaching consists of a succession of acts by an individual whose purpose is either to show other persons how to do something or to inform them that something is the case". He further says: "The word 'teaching', thus, defined is used to refer to what the teacher does rather than to the behaviours of the student or to what happens to him as a result of instruction"^(Horn) (Hyman, 1971, p.20).

According to Clayton (1965, p. 4), "There is no adequate definition of teaching; however, it does encompass the following ideas; leading youngsters to develop a desire to learn; having a dedication to learning and passing this on; being aware of the needs of children and helping them to grow in meeting these needs; being able to know where to turn for concrete information and how to communicate it in an effective manner and acting as a catalyst in developing ideas". "Teaching is a form of inter-personal influence aimed at changing the behaviour potential of another person" as explained by ^{the} American Educational Research Association. It further explains, "interpersonal influence refers to behaviours aimed at change in another" (Gage, 1963, p.94). Teaching clearly occurs when the teacher interacts directly with one or more pupils with the intention that the pupils learn from the encounter and the teacher directs pupils to do certain things with the intention that pupils learn those activities.

Thus, in the classroom situation teaching could be viewed as interaction. Hughes says, "Interaction is used in its dictionary sense of mutual or reciprocal action or influence" (from Bellack, 1963, p.5). In other words partners in a situation act upon each other. Teaching, therefore, cannot be separated from learning and the learner. Gage has defined 'teaching' as events such as teacher behaviour, intended to affect the learning of a student (Gage, 1972, p.16).

Mitra (1972, p.22) defines teaching as, "A series of acts carried out by a teacher and guided by the formulation of teaching task in a formalised instructional situation". Bhattacharya (1973, p.1) has described teaching as, "A complex activity carried on in the complex situation of the school, by complex organisms, human beings (teachers) directed towards more complex organisms (students), who are constantly undergoing complex changes".

In the words of Amidon and Hunter, "Teaching is an interactive process, primarily involving classroom talk which takes place between teacher and pupils and occurs during certain definable activities such as motivating, lecturing, guiding etc" (Amidon and Hunter, 1967, p.1). Stavsky claims, ~~that~~ "Teaching is basically an interpersonal relationship, which with its proper techniques and devices, helps to reduce or control anxiety and so promotes learning" (from Dyman, 1971, p. 176). Hough and Duncan (1970, p.2) define teaching as "an activity with four phases; a curriculum planning phase; an instructing phase; a measuring phase; and an evaluative phase". According to Flanders (1970, p.7), "Teaching behaviour, by its very nature, exists in a context of social interaction. The act of teaching leads to reciprocal contacts

between the teacher and the pupils, and the interchange itself is called teaching." Having considered teaching as viewed by different thinkers we find that 'teaching' is an interactive process generated from teacher and students behaviour in terms of reciprocal contact. In modern thought, teaching is regarded as a form of communication.

What is Communication?

While discussing 'teaching', the terms communication and interaction have occurred often, which are of key importance in teaching -- learning process. Hence, it is important to understand these terms. The word 'communication' comes from the Latin 'communis' common. When we communicate we are trying to establish a commonness with some one.

Webster's Third New International Dictionary (1966) has explained the word as 'intercourse of words, letters or messages; interchange of thoughts or opinions'. The aim and outcome of communication is the resolution of uncertainty. Teacher helps students clarify their doubts. The purpose of communication is to transfer the mental images from the mind of one person to that of another. Lewis and Newell (1962) explain the term communication in the following words:

"Communication, as we have come to think of it, implies two or more persons in contact with each other while one tries to 'get his point across' and the other tries to 'understand what he means'. They explain it further, 'used in this broad sense, communication may be quite varied in degree of complexity and affective involvement, but in the context of classroom interaction our attention will be focused mainly upon the cognitive content of communication'".

The classroom in a school, which works as a unit of communication and interaction between teacher and pupils and among pupils, can be said to play an important role in education. Classroom interaction is the process of verbal interchange between the teacher and the pupils and also amongst the pupils themselves. It is the process through which teaching — learning takes place. Effective teaching is said to occur when the classroom interaction potential is high.

Communication in classroom is a process which involves the transmission and accurate replication of ideas. Since communication in classroom largely concerns students, the necessity of a high degree of understanding is implicit in the phrase "accurate replication of ideas". Communication which affects students with the result that information is ultimately reflected in the behaviour of the students. This we call effective teaching. Communication must be dynamic, if it is to be effective. If teacher knows the environment, content, learning objectives, method and media, students, effects of teaching and communication skill, he will be an effective teacher.

Effective Classroom Interaction

Effective communication calls for two kinds of faith; faith in the students and faith in what you are teaching. For the effective communication in classroom, teacher has to be aware of the feelings and attitudes, expectations and motives of the students.

Communication is the nervous system of classroom. Without it, the body is paralysed, and all school activities come

to a standstill. Education could not exist without communication. In teaching, proper understanding is very important. Only through that, teacher can control and direct the actions of the students in accomplishing the goals of teaching.

Communication is a two way process - two way street. Communication in the classroom and the kind of behaviour exhibited by a class are related. Classroom teaching which involves communication between teacher and pupils and amongst pupils is a two way process. This reduces tension and frustration. In one way communication, students are not permitted to communicate back in any way. There is no scope for feedback. Such restriction of communication may have strong effects on students behaviour. It is likely to result in hostility and it may create problems in classroom discipline and management problems in the classroom. It may result in tension, frustration and problem behaviour.

Curricular tasks define and direct, in broad terms, the activities in which the teachers and students are to be engaged. The process by which these activities are carried out are largely social. Teachers give directions to children about what they are to do, students and teachers become involved in discussions about planning the work or solving a problem. The students enter into the communication patterns of the classroom in various ways very often by answering question, asking question, giving information on their own and talking with other students or the teacher. According to Hight (1967),

"First method of communication is lecturing. Its purpose is to maintain a steady flow of information to pupils. Second method is tutorial. Teacher talks very little and questions a lot, so that the pupil will talk more. Questions function to make pupils conscious of their ignorance and to guide them towards probing deeper into the topics taught. The third method involves the preparation of a lesson by the pupil so that they may listen intelligently to the teachers and then respond to the examination launched by the teacher and aimed at determining how well the material has been assimilated" (Hadden, 1970, p.204).

Communication patterns are affected by the size of the group. The larger the group, the more skilled the teacher must be in communicating and guiding communication. Not only does the average amount of participation per member decrease as the group size increases, but there is apt to be less opportunity for students in a classroom to generate feedback questions or negative reactions. If feedback is restricted, as it is in a larger size classroom, there is less opportunity for students to build understanding. A number of studies reveal that the amount of interaction and the frequency of verbal communication have a direct relationship on the degree to which a group is cohesive. Also, if communication between children is restricted, the amount of unity decreases.

Social scientists use the term interaction to refer to the act of communication between or among people. When people interact, a two way process is involved. For example, in a classroom, the teacher may open a lesson by asking a question. One of the children answers it, and we say that interaction has occurred between the teacher and that child. Homans (1950), a sociologist, conceptualizes interaction in the following terms,

"When we refer to the fact that some unit of activity of one man follows, or if we like the word better, is stimulated by some unit of activity of another, aside from any question of what these units may be, then we are referring to interaction" (from (Hudging, 1971, p.36).

Asch(1952) has described interaction as follows:

"The paramount fact about social interaction is that the participants stand on common ground, that they turn towards one another, that their acts interpenetrate and therefore, regulate each other.....In full interaction each participant refers his action to the other and other's action to himself. In every form of interaction the participants must communicate, that is transmit symbols with a shared meaning, in such a way that the behaviour of each is in part a response to the behaviour of the other. Interaction is a process of reciprocal influence and mutual dependance" (from (Hargreaves, 1972, p.102).

Interaction may be verbal or non-verbal. Although we usually think of it as a verbal process, it need not be. The loving caress a father gives to his small son, and the smile he receives in exchange, is an eloquent example of what we mean by interaction, with never a word uttered. Interactions may be mixed -- partly verbal, partly non-verbal. The child to whom the teacher asks the question may not have a verbal answer, but the shuffling feet and blushing face -- represent units of activity stimulated by the behaviour of the teacher.

The act of teaching involves the contacts between teacher and the pupils and the interchange itself is teaching. It is through communication that interaction takes place. Classroom interaction is the process of verbal interchange between the teacher and the pupils and also amongst the pupils themselves. It is the process through which the teaching -- learning task takes place.

Effective teaching occurs when the teacher and the pupils interact with each other and amongst themselves. Usually interaction in classroom is teacher -- initiated, as the teacher occupies the leadership position in the classroom. Unless the teacher's classroom behaviour is observed, the classroom interaction would be of no significance. Thus, classroom interaction and teacher behaviour are interdependent. From this discussion it is evident that teaching consists of teacher behaviour, that it can be observed in the classroom and the communication patterns could be found out.

Patterns of Teacher Behaviour

Teaching consists of different activities by the teacher which are linked in an orderly form and result in teaching. During the entire process of teaching, many activities or the behaviours of the teachers occur simultaneously or in sequence in a united way. The set or grouping of such activities or behaviours is known as a "pattern of teacher behaviour."

Origins of Patterns of Teacher Behaviour

As discussed by Gage (1967, p.452), there are different patterns of teaching behaviour:-

- (1) Patterns derived from teaching traditions, e.g., a teacher as he was taught.
- (2) Patterns derived from social learnings in the teacher's background, e.g., a teacher reinforces the behaviour of pupils so as to develop a middle class ideology.

- (3) Patterns derived from philosophical tradition, e.g., a teacher teaches in accordance with the Froebel or Rousseau tradition.
- (4) Patterns generated by the teacher's own needs, e.g., teacher adopts a lecture method because he needs to be self assertive.
- (5) Patterns generated by conditions existing in the school and community, e.g., a teacher conducts his classroom in such a way as to produce formal and highly disciplined behaviour because this represents the pattern required by the principal.
- (6) Patterns derived from scientific research on learning.

Studies of teacher behaviour have been laid primarily within the classroom context. Studies of teacher's role cover a broader range of context than simply the classroom. However, majority of the research workers' interest is found to be in teacher -- role performance and so the research has appeared to stem from concern with the direct effects of teacher behaviour on pupils learning. For such a concern, the observation of the classroom would be more relevant. Teacher's classroom performance is but an integrated part of the behavioural system of the classroom. Teacherheld role expectations and other classroom events help to determine teachers' classroom behaviour. A number of recent investigations, however, are based on the behavioural recordings.

The attempt to improve teaching is to go into the classroom and discover which aspects of teacher behaviour have the greatest impact in producing pupil-learning. Classrooms are

places filled with an immense richness of events. Teachers do thousands of different things -- activities. Some research workers believe that the crucial element in teaching is not so much an act of collection of acts on the part of the teacher as it is the interaction^a teacher has with the pupils, (Travers, 1973, p.15). Teaching can involve a lecture with virtually no interaction with pupils, but in a high school, the typical recitation procedure involves a continuing interaction between teacher and pupils. Many researchers believe that if the interactions taking place in the classroom are studied carefully, the key to effective teaching can be discovered. (Travers, 1973, p.15). The study of these classroom events is referred to as interaction analysis. Numerous methods exist for studying the interactions of teachers with student as is evident from the volumes of Simon and Boyer (1970) which list seventy nine of them. The one of the best known system is that of Flanders (1970) which has been used in hundreds of researches, (Travers, 1973, p.15).

Classroom climate

Much of the work on interaction analysis in the classroom represents an attempt to discover the climate of different classrooms, pioneering work being that of Lewin, Lippitt and White, (Hargreaves, 1972, p.136). Flanders has said, ~~the~~ "the words 'classroom climate' refer to the generalized attitudes towards the teacher and the class that the pupils share in common inspite of individual differences. The development of these attitudes is an outgrowth of classroom interaction. As a result of participating in classroom activities, pupils soon develop shared expectations about how the teacher will act, what

kind of person he is, and how they like their class. These expectations colour all aspects of classroom behaviour, creating a social atmosphere or climate that appears to be fairly stable, once established. Thus, the word 'climate' is merely a short-hand reference to those qualities that consistently predominate in most teacher-pupil interactions and interaction between pupils in the presence or absence of the teacher." (Hyman, 1971, p.251). Thus, the study of teacher behaviour through classroom interaction analysis becomes the study of classroom climate as well. Majority of the researchers use different terms for the two principal forms of classroom climate. On the one hand, the climate can be 'teacher-centred'; 'direct'; 'traditional'; 'dominative' or 'autocratic', and on the other, it can be the opposite, 'learner-centred'; 'indirect'; 'progressive'; 'integrative' or 'democratic'.

Interactional situations vary along a continuum of the degree to which there is structure inherent in the interaction. This structure concerns the mutual orientation of the participants and their awareness of how they should behave in the situation. In a classroom situation the students with the change in style of the teacher change their behaviour. Then, it is the teacher who is the principal creator of the climate that prevails in the classroom.

Interaction analysis is concerned primarily with verbal behaviour of teacher, but each and every event or everything that goes on in the classroom cannot be recorded. The task of the observer is to observe events that take place in the classroom and then to record them in scorable form. His crucial function is to

serve as an abstractor. Abstraction is necessary not only because it is humanly impossible to record everything, but because abstraction makes the phenomena understandable. Certain limited events necessary or important for the purpose may be recorded. This abstractive function of the observer takes the form of coding behaviours as they are observed -- recording them in categories. The behaviour must be coded as soon as they occur, since it is known that memory is affected by subjectivity. Behaviours are recorded in the forms of tallies, checks or other marks which code them into predefined categories and yield information about which behaviours occurred or how often they occurred, during the periods of observation.

The above discussion makes clear that the teacher's communication pattern in classroom influences learning. The teacher's perceptions also influence his teaching behaviour which has the effect on learning.

The Influence of Perception on Learning

The analysis of human interaction clearly involves a consideration of the ways in which persons perceive one another. It is the perception of just who and what the person is, which steers one man's behaviour to another. "A concept, which is the fundamental unit of all thoughts, is an idea of what a thing is, it is through the process of conceptualization, the simplest act of the human intellect, that an individual generalises and differentiates his experience and comes to recognise the essential features of objects or situations". (Kolesnik, 1963, p.289).

Combs and Snygg (1959) have said, "behaviour is a function of the individual's perceptions of himself and the world around him", (Kolesnik, 1963, p.337). It is also necessary to know that the teacher's behaviour is a result of his perceptions -- self perceptions, student perceptions, teaching profession perceptions, instructional roles perceptions and instructional goals perceptions. 'Perceptions' refer to the personal meanings that govern behaviour, (Combs and Snygg, 1959, p.18).

Five Perceptions

Work of many researchers has shown that there are tremendous effects of the individual's concept of self upon his perception and behaviour. "The self concepts we hold have a very vital effect in selecting the perceptions which becomes part of our perceptive fields". (Kolesnik, 1963, p.239).

Teachers who have positive perceptions of themselves behave differently from those who have negative perceptions of themselves. Those who believe that they are capable, confident, enthusiastic will shoulder the responsibilities of their work. With negative perceptions they will shirk from their duty. A positive view of self gives a tremendous advantage in dealing with classroom. Combs (1962, p.77) has observed, ~~this~~, "A positive view of self gives its owner a tremendous advantage in dealing with life. It provides the basis for great personal strength. Feeling positive about oneself, expects success. As he expects success, he behaves, in the ways that tend to bring it about".

Teacher's perception about his students will have an effect on his teaching behaviour. According to Parsons (1959, p.155), teacher perceives and evaluates his pupils on the basis of two aspects:

Instruction	-	Conforms	-	Good pupil
Instruction	-	Deviates	-	Bad pupil
Discipline	-	Conforms	-	Good pupil
Discipline	-	Deviates	-	Bad pupil

The teacher will evaluate pupils on the basis of the degree to which they conform to his expectations. On achieving conformation the teacher is highly satisfied and he regards such pupils as 'good'. The pupil's deviation from the teacher's expectations makes the teacher believe it as 'bad'. Teachers can have very different definition of situations and so the same pupil can be perceived and evaluated very differently. This will affect the relationship of teachers and students which will have the impact on learning. A warm, helping, trusting relationship creates a climate that promotes learning. If the teacher perceives the students to be adjustable, dignified and constructive, his behaviour with the students will be different from those who think it not. When it is discussed in connection with profession, it connotes a high degree of autonomy with regards to the task to be performed. But this autonomy does not go with the teaching profession as coordination and achievement of common goals are very vital for an organization i.e. school. A teachers' perception of the teaching profession depends on factors like attitude of the society towards teachers and the teaching profession, administration by superordinates, management etc. Open climate

of a school induces teachers to regard themselves as professionals and perform their task wholeheartedly.

Teachers having positive perception about the teaching profession are likely to take up teaching with great zeal, all sincerity, joy and enthusiasm. They will also participate actively in all the programmes and activities which improve or influence teaching, and achieve success in it. Teachers who have doubts about the profession may take the profession with apathy, insincerity and lack of enthusiasm.

Teaching is a purposeful activity. What teachers perceive to be the goals of instruction has a great effect on their classroom behaviour. Teachers who believe the sole goal of instruction to be imparting of information behave differently from the teachers who perceive development of mental powers and desirable skills, interests and attitudes as goals of instruction. As regards the concept of role, Hargreaves (1972, p.70 - 71) explains it in the following manner:

"All social systems consists of a complex structure of interrelated positions. These positions are really categories of persons with certain similar attributes and who hold certain structural relationship with members of the other positions. The concept which is closely allied to that of position is the concept of role. The concept of role refers to behavioural expectations associated with a position. Roles consist of sets of expectations. The teacher's role partner is the pupil. The role partner has expectations about how the teacher should behave towards him. If the role partners differ in their role expectations, or role expectations are not clear, conflict arises. If the role partners do not differ in their role expectations, they can work smoothly. Even the personal qualities of a teacher may create difficulty in performing the role".

The concept of role in relation to teacher indicates that the teacher has a specific occupational position, and, therefore, a particular pattern of behaviour is expected of him. The teacher while undergoing professional training might have acquired the behavioural style, expected of a teacher. To a certain extent, then, the role behaviour becomes a second nature. The concept of role helps to understand how expectations determine the quality of interpersonal relationships. It also helps to understand the teacher's function and behaviour in the classroom. An autocratic teacher does not believe in leadership of pupils. This will influence his perception of his instructional roles, instructional goals and even the perception of his students. A teacher who is guiding the pupils solving their difficulties, helping them in getting confidence in themselves, sharing the confidences with them and meeting the psychological needs of the pupils, understands the expectations of his position. His behaviour will be different from those who do not understand. "In the classroom the teacher has two basic sets of roles to fulfil. One is of instruction, socialization and evaluation. Second is with motivating pupils, maintaining control and generally creating an environment for learning", describes Hoyle (1969, p.59). The teacher's behaviour is also influenced by his perceptions of his instructional role. The teacher who thinks that his role is to help only the bright learners would behave in a different manner from the teacher who perceives his role as that of helping all students become the best they can. In the present study, therefore, these perceptual factors are considered to be desirable teacher perceptions inherent in influencing the teaching behaviour.

It is not only that perceptions or the concepts influence the teachers teaching behaviour but the teaching of the subject also influences teaching behaviour. In a school curriculum, teaching of several subjects is included. These are taught by different teachers. Teachers differ in their communication pattern in teaching of different subjects.

History is one of the required subjects in a school curriculum. History teaching needs special efforts on the part of the teachers teaching the subject. The statement that "anyone who knows his subject can teach it" can be misleading. So is the belief that method is all important and subject matter secondary. Every teacher needs to prepare himself in the subject matter and in the method. Method is the overt expression of our educational aims. "In general, traditionalists have emphasised learning, and progressivists have brought us to a consideration of learner" say Shipley, Cann and others (1964, p.21). This applies to the teaching of history also. History is not only descriptive subject but is investigative subject. So, it requires different teaching methods to be followed, which will create interest and inquisitiveness in the minds of students. Then it makes teaching learning process very lively, interesting and fruitful. The routine method of teaching the subject leads to direct influence of teacher, students have no scope to add their own ideas or develop their ideas (Mehta 1971, p.151).

In the light of above discussion, the problem of teacher classroom behaviour is of utmost importance in the field of teacher education. Therefore, an attempt is made, in the present study,

to enquire into the relationship between the teacher's classroom communication pattern and certain perceptual factors.

The problem

The problem, therefore, for this study is "An Enquiry into the Relationship between Teachers Classroom Communication Pattern and certain Perceptual Factors".

The need of present study

The researchers have supported the fact that the most effective learning occurs in the educational situations where the threatening environment for the learners is minimal. As explained well by Moustakas (1956, p.259) that the resulting interpersonal relationship was one:

"Where there was freedom of expression within the limits of the classroom, where each person could state himself without fear of criticism or condemnation, where feelings were expressed and explored, where ideas and creative thinking was treasured, and where growth of self was of most important value".

Those involved in the field of teacher education are well aware of this, but the teachers are to be oriented to the new concepts and strategies of teaching, so as to improve, promote and influence pupils' learning.

Attempts have been made, and still are being made in advanced countries, specially in U.S.A. in this direction. The technique of interaction analysis has been developed and has been proved useful in improving teaching. But as it is shown (in Ch. II) in India such researches can be counted on finger tips. It is

high time, therefore, for teacher educators in India to examine the utility of interaction analysis for improving the quality of classroom teaching. The task of improving classroom teaching is an urgent need of the present time. It is the concern of the educational research to contribute towards improvement of teaching. It will make the classroom life of pupils more successful. By probing into the teacher behaviour and classroom interaction analysis, this objective of education can be achieved.

If one can develop the insight into the relationship between teachers classroom behaviour and the perceptual factors -- teacher's self perception, instructional roles perception, teaching profession perception, instructional goals perception and student perception as chosen for this study, one can give valuable suggestions for classroom teachers to become more effective and successful in their profession. This would help the teachers to promote the quality of their teaching.