

REVIEW OF RELATED STUDIES

The researches on teacher's classroom behaviour in terms of teacher-pupil interaction in the classroom have gained momentum since early thirties. The classroom situation where communication takes place has been described differently by different researchers. as classroom climate, classroom dynamics, and sometimes interpersonal relations.

The term classroom climate refers to the generalized attitude towards the teacher and the class that the pupils share in common inspite of individual differences. The origin of the development of these attitudes is classroom social interaction. Pupils soon develop some common attitudes and expectations regarding the teacher classroom behaviour, and their attitudes towards their own peers through classroom activities. These attitudes and expectations influence the social atmosphere or the classroom climate, which once established, remains fairly stable. Thus the phrase 'classroom climate' is merely a shorthand reference to those qualities that consistently predominate in most teacher -- pupil contacts. This way, study of teacher behaviour through classroom interaction analysis becomes a study of classroom climate as well. (Flanders, 1970).

Measures of Behaviour

Bales (1950) was the first to develop nine mutually exclusive categories to measure interaction in small groups. Flanders, (1951) adopted Bales method for use in classroom to measure the spontaneous verbal behaviour of teachers.

Anderson et al. (1939, 1945, 1946, 1946) applied the modified form of interaction analysis to classroom communication. Withall (1951) reduced the total number of categories used by Anderson and Mitzel and Robinowitz (1953) made additional adaptation of the Withall categories. These studies have contributed to the Flanders' system. Smith, Aschner and Meux (1963) have tried to analyse classroom interaction in terms of the Logic of discourse. Hough (1964) (Modified Category System (MCS), Honiyman (1966), (Multidimensional Analysis of Classroom Interaction (MACI), Amidon and Hunter (1966), (Verbal Interaction category system (VICS) and Simon (1959), (Sequential Analysis of Verbal Interaction (SAVI) have developed systems which include many features of the ten category system of Flanders, but which branch out and differ somewhat from Interaction Analysis (Amidon, 1966).

Several adaptations have been made of Flanders Technique on interaction analysis such as Ober's (1968a), Reciprocal Category System (RCS) which describes both student and teacher behaviour in the same categories. Brown, Ober and Soar and Webb (1948) designed Florida Taxonomy of Cognitive Behaviour (FTCB) to consider various levels of content and/or intellectual activities in a given classroom teaching -- learning situation. Brown (1968) developed Teacher Practices Observation Record (TPOR). This system was developed along with a scale for assessing teacher beliefs, for the primary purpose of measuring individual differences between teachers' beliefs and practices, with respect to the dimension of 'experimentation' or written about by John Dewey. Content Analysis System (CAS) was developed and tested by Duncan and Hough (1966).

Medley and Mitzel (1955, 1958, 1959) developed an instrument called OScAR (Observation Schedule and Record) for use in a followup study of teacher education graduates. OScAR was designed to provide quantitative data regarding behaviour of beginning teachers so that the behaviour could be correlated with a number of other variables. It was evolved by modifying and combining items constructed by Cornell, Lindwall and Saupe (1952) and Withall (1949).

Taba system (1967) was developed to describe the levels of cognition of children and their teachers and to measure the functions of the teacher's behaviour. Aschner -- Gallagher System (1965) is based on Guilford's theories of intellect. Bellack System (1966) was developed to collect information in eight dimensions.

There are a number of systems and techniques used for recording and analysing the spontaneous classroom verbal behaviour (and non-verbal) of teachers and pupils.

For some coding systems audio or video tape was required, (Aschner -- Gallagher, Bellack and Taba), in some systems personnel needed for observation or recording session (Aschner Gallagher, Taba), while in some systems two coders or two teams of two coders was required (Gallagher, Hughes). Flanders system needed only one coder, or observer. Flanders, OScAR and the Taba system have been used widely. Flanders ten categories system is used mainly to study teacher influence in the classroom.

Teacher Behaviour

There are several researches in the area of teacher behaviour. Anderson and his colleagues (Anderson and Brewer 1945, 1946, Anderson and Reed, 1946) worked on the measurement of dominative and integrative behaviour, which were based on pre-school and primary school classroom involving five different teachers and extending over several years. After a year or so John Withall (1949) studied the social emotional climate and suggested that it can be measured in teacher behaviour alone. He categorized the behaviours into seven categories -- one, two, and three being learner control; five, six and seven teacher control. In a later study Withall (1951) found that different teachers produce a different climate with the same group of pupils.

Perkins (1951) using Withall's technique, studied group of teachers organised to discuss the topic of child growth and development. He found that the groups with an integrative type of leader were able to discuss more frequently than were groups led by a dominative type of leader. Cogan (1956) has contributed to the development of a conceptual framework of teacher behaviour. He did not directly observe the behaviour of teachers and students but instead analysed the perceptions that the students had of their teachers. He found that students are doing more work when they perceived the teacher's behaviour as integrative rather than dominative. Thus desirable climate resulted in more learning. He has given inclusive, preclusive, and conjunctive classification of behaviour. Later, his work helped Flanders to develop a theoretical

basis for conceptualizing the relationship between teacher behaviour and pupils' attitude.

Most of the research work cited above give us a pair of contrasting patterns to describe the same behaviour patterns. For Anderson et al. it was 'dominative' vs. 'integrative', for Lippitt and White it was 'authoritarian' vs 'democratic', for Withall and Perkins it was 'teacher-centred' vs 'learner-centred' and for Cogan, it was 'perclusive' vs 'inclusive', 'direct' vs 'indirect' teacher behaviour is introduced by Flanders.

After Anderson's study Lippitt and White with Lewin carried out Laboratory experiments on the three leadership styles: 'authoritarian', 'democratic' and 'laissez faire' to analyze the effects of influence of adult leaders on five boys of a group. The findings provide sound basis to use categorization of teacher's verbal behaviour as major technique in such studies.

Everett (1951) has stated that the social interaction in the classroom will influence the individual student's perception, feelings and interpersonal relations.

There are some other research works in the area which need to be mentioned. Degroat and Thompson (1942) have studied classroom climate from children's point of view. Tiedman (1942) found out that antagonism towards autocratic and domineering teachers behaviour increases with the age of the pupil. Hart and Witty (1943) have also analysed teachers characteristics from pupils points of view. Johnson (1935) and Anderson (1948) have attempted to evaluate the behaviour of the teacher directly.

Significant investigations on teacher's verbal and non-verbal behaviour in the classroom have been made by Withall (1949), Hedlund (1943) and Rippy (1960).

Brown (1960), Campbell (1968), Davidson (1968), Flanders (1965), Campbell and Barnes (1969) have studied on pupils attitude towards learning. On teacher effectiveness Biddle and Ellena (1964) has found that teachers who are effective at one level may not be similarly effective at another. Anderson and Hunter (1963) and Hamachek (1969) have reported on pupils reactions to teacher behaviour. Grams (1960) has found that pupils have different reactions to the same teacher-behaviour patterns. Sprinthall, Whiteley and Moshar's study (1966) reported on teachers attitude and the effect on desirable behaviour have found that cognitive flexibility (attitude) and effective teaching behaviour are related.

The various research studies reviewed in the preceding paragraphs provide a basis for a theory of social-emotional climate but it should be used with caution. There is not a single pattern of teacher behaviour that should be continually maintained in the classroom. "A teacher can adjust" as Flanders says "the direct and indirect aspects of his behaviour according to his own plans or the situational requirements of the moment". This Flanders (1962) has termed as "Flexibility of Teacher Influence".

Very few studies in the area of classroom communication have been made in India. The actual position that teaching occupies in the total educational process is not reflected in the amount of research produced in the area, leave alone the qualitative aspect.

As pointed out by Jangira and Sharma (1975), out of more than 700 studies abstracted, twentyone fall in the realm of teaching and teaching behaviour. Studies using systematic observation of classroom behaviour of teachers have been conspicuous by their absence for a long time and the few studies conducted in recent years can be counted on one's finger tips.

Buch and Santhanam (1970) have reported the studies on communication in classroom. It includes the studies on the classroom verbal behaviour of teachers; the Influence Patterns of Male Social Studies Teachers as determined by Flanders Interaction Analysis System by Buch and Quraishi, Patterns of Influence in Social Studies Teachers by Santhanam, Quraishi and Iulla and the Patterns of Classroom Influence Behaviour of Fifth Grade Teachers of Delhi by Pareek and Rao. The first two studies, on account of limited size of the sample could not be used for generalizations by the authors. Still it indicates the differences in influence patterns between men and women teachers. The third study reveals that the main 'teacher talk' category is that of lecturing and 'student talk' is that of responding to the teacher. Similar results have been reported by Mehta (1970).

Mehta (1967) has worked in the area of classroom communication. A manual on classroom behaviour was published by NCERT. The manual discusses the 'dominative' and 'integrative' teacher behaviour and stresses the role it plays in the development of classroom climate.

Buch (1970) undertook a study in the area of teacher behaviour under the Cooperative Project on Productive Teaching

(COPPT), which gives a picture of what goes on in Indian classrooms, particularly in secondary schools' social science and humanity classes. It was found that the teachers talk more in the classroom. Lecturing was found to be the dominant pattern. 14% of the time was spent on asking questions, mostly narrow questions. It was revealed that the participation on the part of pupils was low.

The purpose of Santhanam's (1972) study was (1) to find out the relationship between teacher influence in the classroom and (a) age, (b) experience, (c) recency of training, (d) sex, (e) marital status and (f) subject taught by the teacher, and (2) to identify salient features of the classroom behaviour patterns of the teachers.

The study revealed that the teacher influence patterns differed significantly during the course of teaching of different subjects. The relationship between other variables were found not significant.

Quraishi (1972) undertook study on the relationship between teacher behaviour and personality traits and attitudes of the teacher. Prediction of teacher behaviour on the basis of these variables has also been made.

The study revealed that teacher behaviour is not significantly related to the personality traits and attitudes of teachers. Of the fifteen variables, only teacher's attitude towards democratic classroom procedures and reflective traits of teacher's personality correlated significantly with teacher behaviour.

Lulla's (1973) study has attempted to find out the effect of teacher classroom influence on the pupils achievement. Fortyeight teachers teaching in class VII were observed. 1800 students of class VII comprised the sample. The study revealed that the pupils who were taught by the teachers trained in using indirect behaviour scored higher, as compared to their counter parts studying under the teachers who were not provided any training. It was also found that the indirect teacher behaviour provided a congenial climate to the teacher for conduction of his teaching.

Sherry (1964) has studied the association of teaching effectiveness with interest in subject, children and teaching has revealed the following. (1) Classroom teaching duties were considered more essential than nonteaching duties by a large number of experts in the field of education. (2) As regards success in class, the preparation and execution of the lesson, recognition of individual differences, relating teaching to pupils needs and helping pupils to solve the educational and personal problems were given considerable weightage. (3) Attitude occupied a more important place than interest. (4) The skill of maintaining an atmosphere favourable for learning, executing the lesson in an appropriate manner, maintaining proper pupil-teacher relationship, recognising individual differences, using proper means of communication and instruction, and selecting proper teaching aids were considered important.

The important correlates of teaching efficiency as found in the study of Debnath (1971). were knowledge of the subject

matter, sincerity in teaching, mastery of the method of teaching, academic qualifications, mode of exposition, sympathetic attitude towards students, discipline, students' participation and the art of questioning. Analysis of data revealed that professional training, interest in teaching, friendliness, democratic behaviour, ability to judge reactions of others, and possession of alround information were related to teaching efficiency. The findings through actual classroom observations revealed that age, experience, academic achievement and professional training were significantly related to teaching efficiency. The coefficients of correlation between the teaching efficiency and age, experience, academic achievement and training were found to be .21, .24, .19, and .51 respectively.

Experimental study of Jangira (1972) on teacher effectiveness of prospective teachers reported that (1) Classroom Behaviour Training did change the classroom interaction patterns of the student-teachers, (2) The student-teachers with classroom behaviour training scored significantly higher on classroom interaction variables PPT, TRR, TOR, TRR 89, PIR and MPR and scored significantly lower on PTE, PSC, CCR and SSR than student teachers who had undergone the conventional programme of student teaching. (3) The student-teachers with 'Classroom Behaviour Training' sustained significant differences on classroom interaction patterns as compared to the student teachers with conventional student-teaching even after twentysix weeks of their training.

Pangotra's (1972) study of the effect of the different sources of feedback on the classroom behaviour of student-teachers

has revealed that the interaction analysis can be effective feedback mechanism and student-teachers who received interaction analysis feedback made significant gain in the predicted direction in the use of the specific teacher verbal behaviour. Some changes were found in certain patterns of teaching behaviour of the treatment group as compared to that of the control group.

The study of Roy (1970) on changing behaviour of student-teachers through feedback has found that (1) the percentage of improvement was fairly high in the teacher's behaviour (teachers teaching History, Elementary Maths, General Science and geography). It was above sixty percent as a result of feedback. Some teachers, however, did not change at all.

The study of Sharma (1972) on teachers classroom behaviour and pupils achievement revealed the following. (1) Narrow questions were found to be more effective as compared to narration, (2) Open questions did not show any effect upon pupil attainment in terms of application objective -- rather none produced any differential effect in achieving the objective.

The effectiveness of microteaching, ^{and} training in Flanders Interaction Analysis Category System as a means of changing classroom behaviour of student teachers was studied by Singh (1973). The study revealed that student-teachers trained through microteaching and student-teachers trained in Flanders Interaction Category System change their verbal teaching behaviour.

Patel's (1973) study on relationship between the pupil's attitude and teacher influence in the classroom revealed that

indirect teacher influence have favourable effect on motivation and classroom organisation and also on the attitude towards teachers. But when teacher's influence without content emphasis is taken into consideration, indirect teachers have favourable influence on personal anxiety of their pupils, on the development of independent behaviour among their pupils and on the classroom climate. Some of the studies mentioned above are not directly connected with the present study but are remotely related and need to be mentioned.

Various Perceptions of Teachers

Swenson and Parson (1953) have reviewed some of the literature pertaining to the role of the teachers in the classroom and concluded that the role ordinarily played by the teacher was undergoing a radical change. They believed that the authoritarian role was becoming less frequent and that teachers were more and more accepting pupil planning activity.

Some of the findings of Schools Council Enquiry I: Young School Leavers by Morton - Williams and Finch (1968) on the role conception of the teachers and pupils and parents expectations of the role show the opposite trend; what teachers and head teachers almost unanimously rate as very important received much less support from parents and even less from the pupils.

Musgrove and Taylor (1965, 1969) have shown the different role conceptions of teachers working within various segments of the educational system. The teachers were asked to rank six objectives as they valued them. It was found that the teachers from Grammar schools had a much more restricted conception of their role than teachers in modern schools. Musgrove (1961) has shown that

parents in different social classes have different conceptions of certain aspect of teacher's role. Musgrove investigated the parental expectations of the teacher relating to the child's behaviour. It was found that working class parents place a greater responsibility on the school for training the child than middle class parents. Leila Berg's (1968) study reports on the headmaster's progressive conception of the roles of head teacher and teacher which conflicted with the role conceptions of some of the teachers on his staff, and with other role partners.

Bledsoe and Brown (1968) have studied teacher behaviour in working relationships with pupils. The behavioural characteristics of teachers were described in terms of role behaviour. English, mathematics, science and social studies teachers were sampled. Five role dimensions viz. advice-information giver, motivator, disciplinarian, counsellor and refer were studied. The findings of the study revealed that the science and mathematics teachers perceived the advice-information giver role as more important than did the social studies teachers.

Finlayson and Cohen (1967) have demonstrated the deep differences in role conception between student teacher and head teacher. A number of studies have shown that there is a distinct change in the teacher's conception of his role as he moves from being a student, to a student on teaching practice, and then finally to a full-fledged teacher. Rabinowitz and Rosenbaum (1960) tested teachers during training and after three years' full time teaching. They report a major change in score (in attitude), especially in the area of discipline. Similar findings are reported by Wallberg (1968), Jacobs (1968) Muss (1969) and Hoy (1969).

Musgrove and Taylor (1962) have studied how teachers themselves perceive their basic roles. Becker (1962) has studied expectations of the head teacher. Margaret Phillips (1965) has researched on different roles of head teachers. Hargreaves (1967) has carried out a highly perceptive study of the informal roles of pupils but only Phillips has reported a study of the informal relationships between teachers.

Kob (1961) postulated two major types of self-image amongst teachers. In the case of type 'A', their interpretation of their professional role is not derived from their academic background but is based upon their being teachers. Their specific academic training is relative and subordinate to educational functions and they hold that the ability to teach is based upon outstanding pedagogical skills. The self-image of type 'B', is based upon their academic qualifications and their specialized knowledge in certain subjects.

Deo's (1967) study to find out the different patterns of the disciplined and undisciplined students on their self concept revealed that the undisciplined group generally exhibited a high tendency to mark more words for their self-description as compared with the disciplined group. The difference was statistically significant.

There are researches relating to the teacher's perception and evaluation of his pupils. Wickman (1923) has shown that teachers regard moral offences, threats to the teacher's authority and violations of classroom order as more serious than shyness or unsociability. Hollins (1955) substantially confirmed the work of

Wickman on a British sample and found no differences between men and women teachers or the types of school in which they taught.

Williams and Knecht (1962) have demonstrated that the pupils who are most liked by the teachers tend to be the high achievers. It is reported that correlation between teacher liking and attainment is 0.668, whereas the correlation between teacher liking and ability is 0.478. The importance of the pupil's ability and achievement to the teacher's perception of him is also brought out in a study of Jackson and Lahaderne (1967).

Other researches support the view that the pupils who give the teacher role support are perceived more favourably. Lambert (1963) has shown that pupils who are rated by the teachers as successful are also rated as more able, curious, imaginative, clear thinking, capable, alert, friendly, enthusiastic and cheerful.

Ausubel, Schiff and Zeleny (1954) found that pupils rated by the teacher as more adjusted were also perceived as being more persistent and competitive and as having a better scholastic record. Bush (1954) found that teacher liking is related to every single characteristic on which he asked the teachers to rate the pupils. Pickles (1970), however, failed to show a significant relationship between teacher liking and pupil achievement.

McIntyre, Morrison and Sutherland (1966) study has shown that the teacher's perception of his pupils varies according to the social class background of the pupils. The same research also showed that young teachers tend to stress good behaviour from the boys, whereas older teachers put greatest emphasis on attainment. This suggests that the younger teachers' perceptions are influenced

by the problem they experience with discipline. The perceptions of older teachers, who have mastered the discipline problem, are more influenced by instructional problems.

The research of Rudd and Wiseman (1962) finds that the two major sources of dissatisfaction among the teaching profession concern salaries and poor staff relations. But some teachers did mention the attitudes and behaviour of pupils as a source of dissatisfaction.

Banerji (1956), in the results of his study, has shown that successful classteaching needs qualities like quick thinking, ready wit, easy adaptibility, humour etc.

Dwivedi (1970), in the analysis of his study on the attitude of teachers towards students (boys and girls), found that the teachers did not have a favourable attitude towards boys.

The findings of the study of Kaul (1970) shows that the popular teachers had a favourable attitude towards teaching in schools and were found to be effective in their work.

Sharma (1971), in his study on psychological understanding and student teacher behaviour, found that the communication of student teachers in the experimental group was faster -- shifts from one category to another were more, were more wide spread, was more democratic, resorted to more powerful means of reinforcement and reward, exposed to more freedom and initiative while teaching classes and tried for more active participation of students in the teaching -- learning process and had less problems of the classroom management, discipline and control. Responsive student talk

accelerated 'information giving' or lecture more in the case of experimental group. The experimental group showed greater positive reactions to responsive student talk.

Parashar (1963), Barar (1965) and Bhardwaj (1966) studied attitudes of secondary school teachers towards teaching profession. It was revealed that the teacher's attitude was favourable towards teaching as a career. The attitudes of pupil-teachers' was not so encouraging as it was revealed through the studies of Mohinder (1955), Kalekar (1955) and Chopra (1964). They considered it as a last resort for those who remained unemployed for a long time.

Mariamma (1961) in the study on reasons for the choice of teaching profession found that it was considered to be the noblest profession, provided life long opportunity to learn, individual initiative was considered, an easy profession with plenty of leave and had love for teaching and children. Rai (1961), Chanana (1953) and Kalekar (1955) in their studies found that parents' and relatives' suggestion made them to join the profession, while others had genuine desire to join the profession. Joshi (1961) in his study on factors influencing the decision of men to become a teacher revealed that (1) it enabled one to work in a subject field of one's interest, (2) enabled them to develop sound values of living in youngsters, and (3) encouraged continuous intellectual and professional growth.

Chauhan (1966) studied the factors of teacher training and its relationship with other variables and found that prospective teachers had a favourable attitude towards the profession. Also

there is some relationship between teaching experience and attitude towards the vocation.

Factors like teaching experience, age, marital status etc, did not influence teacher's attitude towards teaching profession was revealed in Parashar's (1963) study.

Rupalet (year not indicated) study reported on the attitude of pupil-teachers that teachers should have sympathetic attitude towards children.

Teachers Teaching History

The researches have been reported on different aspects of history. A psychological study of motivation in teaching history by Garg (1956) and teaching methodology of history by Kapoor (1959) are reported. Patnaik (1959) has reported the study on investigations into the teaching of social studies, while Doshmukh (1961) and Patnaik (1963) have studies reported on effectiveness of some methods of teaching history. From these studies it is found that traditional method was regarded ineffective in comparison to modern method.

Hogg (1973) studied development of verbal behaviour through cognitive awareness training. The purpose of the study was to determine the effect of verbal awareness training on the verbal behaviour of student teachers in the field of social studies.

Twenty four student-teachers enrolled in secondary student teaching of social studies at the Pennsylvania State university were observed six times by college supervisors trained in the use of verbal analysis tool, viz Instructor Cognitive Operation Index (ICOI)

After the observation, half of the group was given a programme of verbal awareness training in five specially designed seminars. It was found that the student teachers were able to change their verbal behaviour.

Effects of training in content development strategies upon classroom communication behaviour patterns was studied by Hill (1973). Its purpose was to determine whether teachers can be trained (a) to use content development sequences in their classroom, (b) to improve the potential of the content analysis observation instrument to identify content development sequences, and (c) to identify some of the interrelationships between interaction communication behaviour as categorized by the Flanders system and communication behaviours concerned with subject matter content as categorised by the Content Analysis System (CAS).

An inservice training experience was provided for practising teachers in the principles, elements and procedures of the CAS.

Moskowitz and Hayman (1974) have studied interaction patterns on First year, 'Typical' and 'Best' teacher in three urban junior high schools through the Flint Interaction Analysis System. Anecdotal records were also kept. A number of significant differences were found in teaching behaviour during the first contact with classes, and these behaviours became more dissimilar with time. Initial contact with students proved of vital importance in establishing control and in setting patterns for later work. Successful teachers set standards and expectations at the start of school, while beginning teachers were more

engrossed in administrative and routine procedures. Compared to experienced teachers, new teachers used more direct behaviours at the beginning and increased in their use over time.

There are studies made on the objectives of teaching of history. McLendon (1960) has summarized the research on trends in objectives. Mcphic has listed studies on textual materials -- Bayles studies (1950) are on methods of teaching. Quillom and Hanna (1948) also worked on teaching methods.

Conclusion

The above review of the studies in the area of classroom behaviour of teachers, perception of teachers and history teachers abroad and in India throws light on the following:

Pioneering work has been done by the researchers on developing measures of classroom behaviour of teachers.

The teacher behaviour is being studied considerably.

The teacher classroom behaviour is the vital point in creating classroom climate.

The nature of classroom climate depends upon the teacher behaviour -- whether democratic or autocratic, direct or indirect, dominating or integrating.

Teacher behaviour results in different patterns of teacher-pupil interaction.

Teacher behaviour in classroom influences pupil growth, achievement and attitudes.

Modification of teacher behaviour through feedback.

To the best of the investigator's knowledge, no study is available on the relationship between the communication pattern of teachers and perceptual factors, though attitudes and personality factors of teacher's have been studied separately in different context.

The related reviews raises some issues:-

Is there any relationship between teacher behaviour and his perceptions viz. self, instructional roles, etc?

Is there any relationship between teacher behaviour and his age, recency of training, etc?

Is there any possibility of predicting teacher behaviour on the basis of his perception and other variables?

The hypotheses have been formulated in the present investigation (Ch. III) to find out the answers to such questions.