

CHAPTER I

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CHAPTER I

INTRODUCTION

1.0 INTRODUCTION

The Educational system today is student - centered yet the teacher has the central pivotal role in designing the learning system and in deciding the alternatives for effective communication.

Effective communication would require teachers to express the ideas clearly. Good communication is essentially good teaching and good teaching requires a sympathetic sharing and a clear expression and explanation of ideas for achieving specific outcomes. Teachers help students to learn information, acquire values and develop attitudes.

The importance of education for the proper functioning of democracy and socio-economic advancement of the country has been emphasised time and again by various commissions set-up, to update the systems of education especially after independence. The efficiency of the people dispensing it, the efficiency of the teacher vis-a-vis the system of education has come in for lot of criticism in recent times. This has set the researchers in the field of teacher education study the phenomena of effectiveness.

Teacher is effective to that extent he/she act in ways that are conducive to the development of basic skills and understanding, work habits, desirable attitudes, value judgements of and adequate personal adjustment of students (Ryons D. G., 1960). But even this operational definition is too general to be translated into actual teacher behaviours.

Barretal (1953), regarded teacher effectiveness as "Essentially a relationship between teachers, pupil and other persons concerned with the educational understanding, all affected by limiting and facilitating aspects of immediate "Situation".

Good teachers are effective communicators. What then are the managerial behaviours peculiar to these effective communicators ? As educators it is essential to know more about the managerial behaviours of teachers.

Becoming a teacher is a complex stressful and intimate process - which can be studied in many different context Fuller and Brown (1975) have identified three distinct stages in the process of becoming a teacher i) A survival stages ii) A mastery stage and iii) A burn out stage - the first stage is the most important. The survival stage is characterised by survival concern about one's adequacy, class control, being liked by pupils, about being evaluated and about success and failure as a teacher, No other aspects of teaching are cited as major concerns by teachers as is the classroom management. Experienced teachers mention it as a major problem and administrators and parents stress it in evaluating teacher competence.

It is the worth noting that teacher education does not come to the help of teacher to overcome their survival concern (Fuller F. F. and Brown O. H. 1975)

1.1 What is classroom management ?

Classroom management includes the study of teacher behaviour and activities that are primarily intended to foster students co-operation and involvement in classroom tasks (Emmer E. T. 1987). The concept spans a very broad range of activities encompassing such things are arranging the physical setting, establishing and maintaining classroom procedures, monitoring pupil

behaviour, dealing with a deviant behaviour, keeping students accountable for work and conducting lesson that keep students on task (Emmer E. T. 1987). In addition to their broad scope, management behaviours are central to teaching role, usually regarded as necessary for the achievement of classroom goals and tasks (Duke D. L. 1979). The classroom management constitutes the provisions and the procedures necessary to establish and maintain an environment in which instruction and learning can occur (Duke D. L. 1979). Hence the classroom management is complex phenomenon and is considered to encompass more than the supervision of student behaviour but less than everything that takes place in class. Besides supervision of students, it entails decision making as to how responsibilities are divided and how resources are allotted. As the order and the co-operation are necessary in the classroom setting to conduct activities in which learning can occur. (Emmer E. T. 1994; P. 6026) the classroom management is fundamentally a process of solving problem of the order in classroom rather than the problem of misbehaviour or student engagement. Hence the classroom management refers to the action and the strategies , teachers use to solve the problem of the order in the classroom (Doyle W. 1986). In other term, the classroom management is the process of creating conditions favorable to the engagement of students in classroom activities (Emmer E. T. 1994).

Thus the classroom management process is purposeful; i. e. the teacher uses various managerial strategies in order to achieve a well defined and clearly identified purpose the establishment and the maintenance of those particular conditions that the teacher feels, will facilitate effective and efficient instruction in his or her students (Weber W. A. 1984). When the teacher's analysis of existing classroom conditions suggests that he or she should intervene, the teacher should carefully select and apply the managerial strategies or strategies that have greatest potential to be effective in achieving his or her managerial objectives be it to solve a problem, prevent a problem, or maintain a desirable condition (Weber W. A. 1986; P. 272).

In short the classroom management represents an organisational function in which certain tasks are performed in a variety of setting, on behalf of certain values, with certain variable elements that can be manipulated and the tensions that must be resolved. The situational factors and the ideological stances of that must be teachers also modulate the function of classroom management. There are competing ideologies of classroom management too.

The term 'classroom' has references to wide variety of situations. At least three significant factors on which classroom vary in their size, their group characters, and their instructional purpose. (Johnson M. and Brooks H. 1979; P. 19). Groups vary in their size, stability purposes, organisation leadership practices, status and role relationships, degree of independence, and relationships to other groups.

Classroom Management has been a neglected concern in education when compared with recent innovations in curriculum and instruction. The lack of development in the area of classroom management has been the result of several factors, including; inability to deal with the concept of children's behaviour in the classroom organisation, the lack of conceptual tools and the inclusion of this area as a part of the instructional practice.

Classroom management is conceived in various ways. Some think of classroom management as just another way of describing class - room discipline. Others may reject the phrase because they believe it represents a concept that conflicts with the "establishing a good environment or 'creating a favourable climate' approach.

Classroom management can be described as the process of organizing and coordinating the willing efforts of children to achieve their own and educational objectives.

Classroom management functions fall into two major categories involving facilitating and maintaining the classroom group. These management activities serve to prevent some behaviour from arising, and they use problem situations as a means for furthering and strengthening organizational development in the classroom. Understanding is needed of the nature of facilitative and maintenance activities.

Facilitation literally means to assist, help, promote and improve conditions within the classroom group. The performance of facilitative activity requires teachers to ^{be} able to analyse the social situation, make decisions and initiate the appropriate actions.

Maintenance can be described as a process of resolving conflict, restoring morale, and harmonizing conditions when outside influences create disturbances in group functioning. It is a function of classroom management to maintain and stabilise conditions in the group when either internal or external factors upset its functioning.

A search of literature on teaching the classroom management reveals that there are different philosophical position and varied operational approaches to the classroom management derived from them. (Weber W. A. 1984) These are -

1) The Authoritarian Approach : Students behaviour is controlled by the teacher using some of the following managerial strategies -

- i) Establishing and enforcing rules.
- ii) Issuing commands, directives and orders.
- iii) Using mild desists.
- iv) Utilising proximity control and
- v) Utilising isolation and exclusion.

2) The Behaviour modification Approach : It is based on principles of behaviour

psychology. The teacher uses behaviour modification strategies to help student learn appropriate behaviour such as

- i) Utilising positive reinforcement, praise encouragement.
- ii) Utilising modeling, behaviour counselling
- iii) Utilising self monitoring
- iv) Utilising cues, prompts and signals
- v) Utilising negative reinforcement
- vi) Administering Punishment.
- vii) Utilising negative practice.
- viii) Utilising overcorrection, fading, time out.
- ix) Reinforcing incompatible alterations etc.

3) The cook Book Approach : The teacher follows simplistic 'Do's & Don't's'.

4) The Group Process Approach : It is based on Socio-Psychological principles wherein the teacher uses some of the following strategies -

- i) Exhibiting withitness behaviours
- ii) Exhibiting overlapping behaviours
- iii) Maintaining group focus
- iv) Fostering reasonable, clearly understood expectations.
- v) Sharing leadership
- vi) Establishing and maintaining group morale.
- vii) Developing co-operation
- viii) Fostering group cohesiveness
- ix) Prompting productive group norms.
- x) Involving students in decision making.
- xi) Employing classroom meetings, role playing.
- xii) Resolving conflicts through discussions & negotiations etc.

5) The Instructional Approach : It is based on the contention that carefully designed and implemented instruction prevents most managerial problems and solves those it could prevent. This the teacher accomplishes by :

- i) Providing interesting, relevant and appropriate curriculum and instruction.
- ii) Establishing classroom routines
- iii) Giving clear directions
- iv) Employing affective movement management.
- v) Utilising interest boosting
- vi) Planning for environmental changes
- vii) Planning and modifying the classroom environment.
- viii) Restructuring the situation.

6) The Intimidation Approach : The teacher compels the students to behave as he wishes out of sense of fear by -

- i) Utilising harsh reprimands
- ii) Use of threat
- iii) Utilising physical restraint
- iv) Administering corporal punishment

7) The Permissive Approach : The teacher maximizes students freedom with least interference exhibiting socially acceptable behaviors.

8) The Socio-emotional Climate Approach : It is based on the principle of clinical & counselling Psychology where the teacher should -

- i) Foster positive inter personal relationships.
- ii) Communicate genuineness and empathic understanding.

- iii) Utilise effective communication humor and acceptance.
- iv) Exhibit active listening
- v) Utilise logical consequences
- vi) Utilise reality therapy

The classroom management approaches utilise a number of strategies which the teacher will need to master so that student learning takes place in a conducive atmosphere.

The classroom setting including the myriad demands placed on the teachers attention by large number of pupils is a complex context order and co-operation is necessary in such a setting to conduct activities in which learning can occur. Teacher's managerial behaviours to organize the setting, establish appropriate behaviour, prevent problems and deal with disruptions - these actions can be viewed as a process starting with planning and preparation at the beginning of the school year term and continuing with maintenance of the behaviour setting overtime. (T. Husen 1994)

These managerial behaviours are measured with such devices as rating scale which we shall describe in a later section.

1.2 Managerial Behaviour -

The term "Behaviour" as used in this context, refers to all overt and covert acts, including speaking, writing and computing, as well as nonverbal movements. The behaviour most often analyzed and treated is that which is observable to others, but internal events are sometimes analyzed (Skinner, 1979) and treated (Rimm and masters, 1979).

Classroom management includes the set of teacher behaviours and

activities that are primarily intended to foster students co - operation and involvement in the classroom tasks. The concept spans a very broad range of activities, Encompassing such things as arranging the physical setting, establishing and maintaining classroom procedures, monitoring pupil behaviour, dealing with deviant behaviour, keeping students accountable for work, and conducting lessons that keep students on toes to the teaching role, usually regarded as necessary for the achievement of classroom goals and tasks (Duke 1979).

Two major types of activities form the core of the teacher's management skills. First the teacher must establish standards for behaviour that discourage disruption or at least keep the levels of such behaviour very low. However preventing disruption is not sufficient condition to engage and maintain students in classroom activities. Thus a second area of management competence encompasses skills relevant to the maintenance of lesson and activity flow.

The following teacher managerial skills have been found to be related to good classroom management by Kulkarni V. G. (1995)

1) Careful monitoring - This maintenance skill, related to Kounin's (1970) concept of "withitness" means that teachers observe classroom events carefully.

2) Prompt and appropriate Handling of Inappropriate Behaviour - This skill is concomitant with careful monitoring. The teacher needs to take some action to alter unacceptable behaviour, provide needed assistance, or to prevent disruption from spreading.

3) Use the reward systems, penalties and other consequences.

4) Establishing Accountability for completion of assignments.

5) Maintaining lesson or activity flow.

Having dealt with the teachers classroom managerial behaviours it is equally necessary to know what teacher effectiveness is all about.

1.3 Teacher Effectiveness -

The role of the classroom teacher in education is central. The teacher is, after all, the point of contact between the educational system and the pupil; the impact of any educational programme or innovation on the pupil operates through the pupils teacher. It is therefore quite accurate to say that a school's effectiveness depends directly on the effectiveness of its teachers.

How can we determine teaching effectiveness ?

What are the parameters of effective teaching ?

Examination results in one tool with which teaching effectiveness is determined. There was a time when teachers were thrown out of job for producing poor results. But now educationists have realised that examination is not a very reliable tool even to assess the pupils performance, leave alone the assessment of teacher's effectiveness of teaching. Another parameter can be the supervisor's opinions about the teacher's effectiveness.

The term 'teacher effectiveness' will be used to refer to the results a teacher gets or to the amount of progress the pupils make towards some specified goal of education. Teacher effectiveness will be regarded not as a stable characteristic of the teacher as an individual but as a product of the interaction between certain teacher characteristics & other factors that vary according to the situation in which the teacher works.

“Teacher performance” refers to the behaviour of a teacher while teaching a class (both inside and outside the classroom) Teacher performance differs from teacher effectiveness. It is defined in terms of teacher behaviours of what the teacher does, while teacher effectiveness is defined in terms of what the teacher’s pupils do. Teacher performance is often used as a basis from which teacher effectiveness can ^{be} inferred.

“Teacher competence” refers to the set of knowledge, abilities and beliefs a teacher possesses and brings to the teaching situation. A competency is defined in terms of what the teacher knows, believes, or can do, not in terms of what the teacher can get pupils to do. Skill in “classroom management” could be a competency.

Since mutual affection has a good effect on the learning out-comes, knowledge training, participation in school activities, personality and many other factors are the determinants of effectiveness.

Imitation is a common method of learning. Teachers are powerful models to their students in colleges and universities and those “who are rewarding, prestigious or competent, who possess high status, and who have control over rewarding resources are more readily limited than are models who lack these qualities.” (Bandura and Walters, 1963)

- 1) General lecturing Competency.
- 2) Alert instructive movement.
- 3) Black Board work for organised content building.
- 4) Teacher’s nonsoliciting behaviour and Reacting.
- 5) Controlled smoothness.

- 6) Non-smooth withitness.
- 7) Teacher's socio-emotional permissiveness.
- 8) Linguistic competent deficiency.
- 9) Timely use of nonverbal media.
- 10) Strict content building tendency.
- 11) Teacher's status maintenance.
- 12) Teacher's purposive physical movement.
- 13) Lack of acceptable mastery.
- 14) Withit alertness.
- 15) Modulating gestures and speech.
- 16) Teaching flow management deficiency.

The present teacher training programme stresses on teacher effectiveness but due emphasis is not laid on their classroom managerial behaviours. This study has been undertaken to identify the different type of managerial behaviours peculiar to effective and non-effective teachers communicators of Hindi and Marathi methodology of B. Ed. colleges in Kolhapur district, affiliated to Shivaji University, Kolhapur with a view that the favourable classroom managerial behaviours may be inculcated and developed in the student-teachers through the teacher training programme in future.

1.4 STATEMENT OF THE PROBLEM -

"IDENTIFICATION OF MANAGERIAL BEHAVIOURS OF TEACHERS AND THERE RELATIONSHIP TO TEACHER EFFECTIVENESS."

1.5 DEFINITION OF THE TERMS :

The following terms have been operationally defined.

Managerial Behaviour of Teacher :

Refers to classroom managerial behaviour of teachers teaching Hindi and Marathi methodology in the B. Ed. colleges affiliated to Shivaji University, Kolhapur. This behaviour involves organizing the setting, establishing appropriate behaviour, preventing problems and dealing with disruptions.

Teacher Effectiveness :

Teacher effectiveness refers to teachers who are good communicators. It also refers to teacher acting in ways that are conducive to the development of basic skills or understanding work habits, desirable attitudes, values, judgement and adequate personal adjustment of pupils.

1.6 Scope & Limitations of the study :

The present study is related to one of the most vital concern of teachers - Their classroom managerial behaviours in relation to their effectiveness. The major classroom management behaviours that emerge through this study will be applicable to secondary, higher secondary teachers. The study has dealt with natural teaching behaviours of teachers source of the factors & components may be universal in nature. However the study has some limitations and delimitations.

1.7 Limitations and delimitations :

1) The study was based on student perception of teachers managerial behaviours and teacher effectiveness and it was supplemented by other means.

2) The rating on the scale for teachers managerial behaviour & teachers effectiveness was done by the students who were present at the time of the researcher's visit to the institution, hence it did not include the ratings of those students who were not present.

3) The rating was done only on one occasion through it is always deniable to have ratings on more than one occasion

1.8 Delimitations of the study :

1) The study was restricted to the 13 B. Ed. colleges affiliated to Shivaji University, Kolhapur and situated in Kolhapur District only.

2) The study was limited to teacher communicators and student-teachers of Hindi and Marathi methodology in the 13 B. Ed. colleges

3) The implications for ^{training were drawn therotically,} including the favourable Teacher classroom managerial behaviours in the teachers having Programme has been drawn theore-
~~retically.~~ ^{The researcher initially had an intention to develop}
^{a training programme systematically,}

1.9 Assumptions :

This study is based on the following assumptions.

1) Teacher behaviour ^{is} distinguishable.

2) Teacher behaviour is a function of general feature of situation in which it takes place therefore it is predictable.

3) The classroom management and instruction are interrelated. However,

each of the two functions can occur without the other.

4) In the present study, rating scale, is used and teacher evaluation is done by students. Hence the following assumptions related to rating scale are necessary.

i) Students can distinguish between effective and ineffective teacher communicators.

ii) Students and teachers can distinguish between effective and ineffective classroom managers.

iii) Students can distinguish between the favourable average and unfavourable classroom managerial behaviours of teacher communicators.

iv) Student - teachers can distinguish between instructional behaviour and classroom managerial behaviour constituting teaching.

v) Rating of teacher communicators by student's teacher is reliable and valid.

1.10 Significance Of the Study -

The teachers classroom management is one of the most vital issues before the teacher directly related to their teaching effectiveness. So far as Indian Scene is concerned there are no studies available in this area and therefore the importance of this study.

Effective classroom teaching comprises of instruction and classroom management, although it is assumed that these are two independent functions it is

not very clear whether some teacher behaviours overlap each other. The present study has identified teacher classroom management behaviours that are peculiar to effective B. Ed. teacher communicators of Hindi and Marathi methodology. This has great significance for the teacher training programme as it provides concrete guidelines for improving classroom management behaviours of teachers and thereby contributing to their effectiveness.

1.11 Objectives of the study :

The objectives of the present study were as follows :

- 1) To identify effective and non effective teacher communicators teaching Hindi and Marathi methodology at the B. Ed. colleges.
- 2) To identify the classroom managerial behaviours peculiar to teacher communicators of Hindi and Marathi methodology.
- 3) To find out the classroom managerial behaviours peculiar to effective and non-effective teacher communicators of Hindi methodology.
- 4) To find out the classroom managerial behaviours peculiar to effective and non-effective teacher communicators of Marathi methodology.
- 5) To prepare profiles of the classroom managerial behaviours of effective teacher communicators of Hindi methodology.
- 6) To suggest measures for improving classroom managerial behaviours of teacher for teaching effectiveness.

1.12 HYPOTHESIS :

Hypothesis :-

pl. form
Hypothesis have been stated which will be verified -

- H 1) Factor 1 of classroom managerial behaviour General lecturing competency is unrelated to teacher effectiveness for Hindi methodology.
- H 2) Factor 2 of classroom managerial behaviour Alert instructive movement is unrelated to teacher effectiveness for Hindi methodology.
- H 3) Factor 3 of classroom managerial behaviour Black Board work for organised content building is unrelated to teacher effectiveness for Hindi methodology.
- H 4) Factor 4 of classroom managerial behaviour Teacher's non soliciting behaviour and reacting is unrelated to teacher effectiveness for Hindi methodology.
- H 5) Factor 5 of classroom managerial behaviour Controlled smoothness is unrelated to teacher effectiveness for Hindi methodology.
- H 6) Factor 6 of classroom managerial behaviour Non smooth withitness is unrelated to teacher effectiveness for Hindi methodology.

- H 7) Factor 7 of classroom managerial behaviour Teacher's socio emotional permissiveness is unrelated to teacher effectiveness for Hindi methodology.
- H 8) Factor 8 of classroom managerial behaviour Linguistic competency deficiency is unrelated to teacher effectiveness for Hindi methodology.
- H 9) Factor 9 of classroom managerial behaviour Timely use of nonverbal media is unrelated to teacher effectiveness for Hindi methodology.
- H 10) Factor 10 of classroom managerial behaviour Strict content building tendency is unrelated to teacher effectiveness for Hindi methodology.
- H 11) Factor 11 of classroom managerial behaviour Teacher's status maintenance is unrelated to teacher effectiveness for Hindi methodology.
- H 12) Factor 12 of classroom managerial behaviour Teacher's purposive physical movement is unrelated to teacher effectiveness for Hindi methodology.
- H 13) Factor 13 of classroom managerial behaviour Lack of acceptable mastery is unrelated to teacher effectiveness for Hindi methodology.
- H 14) Factor 14 of classroom managerial behaviour Withit alterness is unrelated to teacher effectiveness for Hindi methodology.
- H 15) Factor 15 of classroom managerial behaviour Modulating gestures and speech is unrelated to teacher effectiveness for Hindi methodology.
- H 16) Factor 16 of classroom managerial behaviour Teaching flow management deficiency is unrelated to teacher effectiveness for Hindi methodology.

- H 17) Factor 1 of classroom managerial behaviour General lecturing competency is unrelated to teacher effectiveness for Marathi methodology.
- H 18) Factor 2 of classroom managerial behaviour Alert instructive movement is unrelated to teacher effectiveness for Marathi methodology.
- H 19) Factor 3 of classroom managerial behaviour Black Board work for organised content building is unrelated to teacher effectiveness for Marathi methodology.
- H 20) Factor 4 of classroom managerial behaviour Teacher's non soliciting behaviour and reacting is unrelated to teacher effectiveness for Marathi methodology.
- H 21) Factor 5 of classroom managerial behaviour Controlled smoothness is unrelated to teacher effectiveness for Marathi methodology.
- H 22) Factor 6 of classroom managerial behaviour Non smooth withitness is unrelated to teacher effectiveness for Marathi methodology.
- H 23) Factor 7 of classroom managerial behaviour Teacher's socio emotional permissiveness is unrelated to teacher effectiveness for Marathi methodology.
- H 24) Factor 8 of classroom managerial behaviour Linguistic competency deficiency is unrelated to teacher effectiveness for Marathi methodology.
- H 25) Factor 9 of classroom managerial behaviour Timely use of nonverbal media is unrelated to teacher effectiveness for Marathi methodology.

- H 26) Factor 10 of classroom managerial behaviour Strict content building tendency is unrelated to teacher effectiveness for Marathi methodology.
- H 27) Factor 11 of classroom managerial behaviour Teacher's status maintenance is unrelated to teacher effectiveness for Marathi methodology.
- H 28) Factor 12 of classroom managerial behaviour Teacher's purposive physical movement is unrelated to teacher effectiveness for Marathi methodology.
- H 29) Factor 13 of classroom managerial behaviour Lack of acceptable mastery is unrelated to teacher effectiveness for Marathi methodology.
- H 30) Factor 14 of classroom managerial behaviour Withit alertness is unrelated to teacher effectiveness for Marathi methodology.
- H 31) Factor 15 of classroom managerial behaviour Modulating gestures and speech is unrelated to teacher effectiveness for Marathi methodology.
- H 32) Factor 16 of classroom managerial behaviour Teaching flow management deficiency is unrelated to teacher effectiveness for Marathi methodology.

1.13 THE SCHEME OF CHAPTERISATION :

The scheme of chapterisation of the dissteration is briefly discribed below -

CHAPTER 1 : INTRODUCTION

Chapter one is introductory in nature giving an over view of teacher concerns. It raises the issue related to teachers classroom managerial behaviours in relation to their effectiveness and delineates the statement of the problem, scope, limitations, assumptions, significance and objectives of the study.

CHAPTER 2 : REVIEW OF RELATED LITERATURE

This chapter presents a review of related research studies in the area of teacher effectiveness and classroom management conducted both in India and abroad.

CHAPTER 3 : DESIGN AND PROCEDURE OF RESEARCH :

The chapter describes the research design -

The method, population - tools used. Being a descriptive study it involves students rating on teaching effectiveness and teachers classroom managerial behaviours.

CHAPTER 4 : ANALYSIS AND INTERPRETATION OF DATA :

This chapter is devoted to the analysis and interpretation of data and comprises of three sections viz.

- I) Identification of effective and non- effective teacher communication.
- II) Identification of classroom managerial behaviours of effective & non effective teacher communicators of Hindi & Marathi methodology.
- III) Comparison of classroom managerial behaviours of effective teacher communicators of Hindi methodology with those of Marathi methodology.

CHAPTER V : SUMMARY, CONCLUSION AND RECOMMENDATION FOR FURTHER STUDIES -

This chapter briefly summarises the work done. It elaborates the findings of the study with its recommendations and suggests a few topics for further study.