



Teaching Behavior of Effective Teachers in Different Types of School Climates

*Prof. (Dr.) V. S. Rathore

* Professor in Education, City Public (P.G.) College, Fatehgarh (U.P.)

ABSTRACT

The present study was undertaken to investigate effect of different types of school climate on teaching behavior of effective teachers teaching in different schools of different kinds. To investigate the problem Etah, one of the remote district of Uttar Pradesh was considered to pin pointed the problem. Teaching behavior, effective teachers and school climate are three important psychological aspects influencing personalities of individuals of particular area. The term investigate means is to investigate or examine a thing minutely or to go in deep in to different aspects of a problem. (Concise Oxford Dictionary). The behavior of teacher and the taught may be analyzed in accordance with the categories of Flanders. Teaching Behavior means interaction between the teachers and taught in the class room is to be considered (analyzed) as the teaching behavior. It was analyzed on the basis of FIAC. The term Effective teachers means the teacher who is able to bring about the desired changes in his students. Is considered as an effective teacher. The school climate means resultant climate due to the interaction among the principal, teachers and organizational authorities. The district means urban and rural area directly under control of the District Magistrate. A sample of 600 teachers from various institutions having different organizational climates. The study revealed that there were effective teachers in all the institutions and subject, sex, culture and place had no effect on their effectiveness. But their F value was not fixed. The school climate influenced academic achievement in terms of rural, urban, sex, subject etc. The academic achievement in open climate was low but quite good in closed climate. The obtained F value was 0.7145 of the treated group in the study. I am thankful to my wife Suman Rathore & my son Apratim Shivang Rathore who helped me in collection of data of different places.

Keywords :

Introduction:-

It seems to be an established fact that teaching behavior has its impact on academic achievement of the students. The total personality of the teachers influences the achievement of the students. Many researches have been conducted so far including ample variables. But in the present state of affairs, it has not been possible to establish the factors responsible for total academic achievement. From the various studies it has been established that the teachers play an important role in the academic achievement of their students.

The relations among the teachers themselves and with that of the principal constitute the school organizational climate which may differ from school to school. The academic achievement was found to be influenced by school climate. The same could not be said about teaching behavior of teachers.

OBJECTIVES OF THE STUDY:-

- 1) To identify the impact of school climate on student's achievement.
- 2) To find out any difference in the teaching behavior of Arts and Science teachers.
- 3) To find out significant sex differences in the teaching behavior of the teachers.
- 4) To find out the schools possessing different types of organizational climate.
- 5) To identify any special impact of school climate on the teaching behavior of teachers.

(2) HYPOTHESIS:-

The following null-hypotheses have been framed in this study.

- 1) There is impact of school climate on students' achievement.
- 2) There is no significant difference in the teaching behavior of Arts and science teachers.

- 3) There is significant sex difference in the teaching behavior of teachers.
- 4) Schools are possessing different types of organizational climate.
- 5) There is special impact of school climate on the teaching behavior of teachers.

DESIGN OF THE WORK:-

1) Sample:

The sample comprised of 600 teachers from various institutions having different organizational climates. Their students academic achievement was included in the study. The sample was random.

2) TOOLS IN THE PROJECT:-

- a) Dr R.C. Deva Test "A rating scale for effective teachers"
- b) O.C.D.Q. (Organizational Climate For Descriptive Questionnaire) by Helpin & Crfoft (Hindi adaptation by Dr M.L. Sharma, Surat)
- c) Flanders Categories for analyzing teaching behavior.

The marks of the examination conducted by the teachers were converted into standard scores for the sake of comparison of the various groups.

3) METHODS:-

The method followed was descriptive survey. In the first stage the school climates were identified.

In the second stage Dr Deva's test was applied on different teachers to identify the effective teachers and on the basis of N and S.D., the effective teachers were isolated.

In the third stage their teaching behaviors were analyzed after applying Flanders's Interaction Analysis Category. including male, female, sciences, arts, urban, rural teachers.

In the fourth stage the marks in the subjects taught by the effective teachers were collected for the sake of comparison.

DELIMITATION OF THE STUDY:-

The present study has the following delimitations:-

- 1) The study was conducted in the Etah district.
- 2) Male and Female, urban and rural, Science and art teachers were included in the study. Age, intelligence, experience were not considered.
- 3) The students of class IX, X and XI were included in the sample.
- 4) 600 teachers were included in the study.

PLAN OF ATTACK:-

- a) Preparation of Bibliography.
- b) Collection of Data.
- c) Analysis and interpretation.

The collected data was treated statistically. Various statistical techniques were applied in accordance with the purpose of the study. The following ratios based on Flanders were calculated.

- (1) i/d- Indirect teacher influence/ direct teacher influence.
- (2) TT - % Teacher Talk.
- (3) PT -% Pupil Talk
- (4) SC -% Silence or confusion.
- (5) TRR-Teacher Response Ratio
- (6) TQR- Teacher Question Ratio.
- (7) PIR-Pupil Initiation Ratio.
- (8) TRR 89-Teacher Immediate Response Ratio./
- (9) TQR89- Teacher Immediate Question Ratio.
- (10)PSSR-Pupil Sustained Discourse.
- (11)SSR-Total Sustained Disclosure.
- (12)CCR-Content Cross Ratio.

FINDINGS:-

(1)The first hypothesis "There was impact of school climate on student's achievement" was accepted. The objective was to identify the impact of school climate on student's achievement. The operation was conducted in urban and rural areas. Both boys and girls were included in the study. The total 31 schools of various climates were included in the study as below:-

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| a) Urban Boys = 9, | b) Urban Girls = 8 |
| c) Rural Boys = 7, | d) Rural Girls = 7 |

Urban boys school had all the six types of climates urban girls had five types of school climate i.e. closed, paternal, controlled, autonomous and open. The familiar climate was missing in them.

The Rural boy's schools had five types of organizational climates. The familiar climate was not identified in them also. In rural girls institutions three types of climate i.e. closed, paternal and controlled were identified..

The above facts proved that the various institutions possessed different organizational climates. In the second phase of this objective the marks of the students obtained in the school examinations were collected and treated statistically for urban, rural science and arts boys and girls separately. It was observed that there was significant difference between open and closed, open and controlled, familiar and controlled. The least differences were observed between controlled and closed, open and paternal, familiar and autonomous. Various CR values were calculated at 0.5 and 0.01 levels of significance and obtained results were discussed. It indicates that the first hypothesis of the project should be accepted and first objective of the study was achieved.

(2)The second working hypothesis of the project was, " There was no significant difference in the teaching behavior of arts and science teachers" Its objective was to find out any difference in the teaching behavior of arts and science teachers ."

There were in total 98 arts and 94 science teachers under all the climates i.e.

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|-------------------------|------|
| 1) 98 Arts, 94 Science | =192 |
| 2) 111 Male , 81 Female | =192 |
| 3) 112 Urban, 80 Rural | =192 |

The identification of differences in various ratios based on Flanders view were calculated. these were 12 in number. Each group of the following was treated in every climate.

1. Urban male arts 2. Urban male science 3. Urban girls arts
4. Urban female science 5. Rural male arts 6. Rural male science 7. Rural girls arts 8. Rural girls science.

Approximately all the ratios calculated were different under all the climates. The teaching of arts and science are not equivalent or similar in teaching arts theoretical teaching is at the top while in science it can not be so . With theory a teacher has to deal with experiments, demonstrations etc.the methods of teaching Hindi, English civics, history etc differ from the methods of teaching biology, physics or chemistry. it indicates that the most effective teachers will differ in teaching arts and science. They can never be identified.

On the basis of these results this hypothesis stands rejected. it can not be accepted that these are no significant difference between the teaching of arts and science effective teachers.

(3) The third working hypothesis of this study was "there is significant sex difference between the teaching behaviors of teachers." For the testing of this hypothesis there were eight groups mentioned earlier. In urban and rural areas there were four groups of teachers of both the sexes.i.e. Male- Arts and Science. Female- Arts and Science.

All the 12 ratios based on Flanders method were calculated. It indicated that there were significant differences in the teaching behavior among effective male and female , arts and science and urban and rural teachers .it could not be said that their teaching behavior were identical and similar.

The differences between the male and female teachers' teaching behavior were quite significant. The female teachers may be garrulous. They give plausible explanations to cover their failure or defects. They bring with them their family problems. In class teaching also , it may be difficult for them to come fully prepared for teaching.

The males have nothing to do; they can devote sufficient time for their day to day work. Teaching is not everybody's cup of tea. A few of teachers are well devoted to their profession. At the same time a few of female teachers of science may be very arrogant with their students. They may have wanted to join the medical profession but due to not being successful there, had to take up the teaching profession. Where they do not get the job satisfaction. They think themselves to be very superior to their other colleagues. They aspired for some lucrative jobs , but alas they could not get ..How can they work as an effective teacher? It is so because the number of female science teachers is very low in comparison to the male science teachers. All the effective teachers should be free from this and they should be fully devoted to their profession.

The hypothesis was accepted on the basis of the above mentioned facts. Sex differences, area differences and differences under the same climate were obtained and reported.

(4)The fourth working hypothesis of the project was, "The schools are possessing different types of school climates, with the objective to find out the schools possessing different types of organizational climates." The climates of 31 schools comprising urban boys and girls, rural boys and girls were included in the study. It was found that every school has its own school personality. There were only six types of school climates. These climates were identified after analyzing the

CCDQ and comprising them with the table given in the manual. With these given results the fourth hypothesis was accepted with the achievement of fourth objective.

(5) The fifth hypothesis of this study was, "There is special impact of school climate on teaching behavior of teachers." The objective was similar to the hypothesis. The effective teachers were identified on the basis of the test. Completed in the class room. The obtained data were treated to isolate the effective teachers. The teaching behavior was further analyzed to find out the impact of sex, culture and subjects, each of these variables had two parts as given below:- (1) A1 and A2 (Culture – Urban and rural) (2) B1 and B2 (Sex – Male & Female) (3) C1 and C2 (Subjects-Arts and Science) The analysis of variance (2 X 2 X 2) was conducted through factorial design. In the first place the school climate was not considered. The obtained results indicated that culture, sex and subjects had no impact on teaching behavior of teachers. The same treatment was repeated on this basis in different climates. The results were of various groups under different climates. Any school climate is only a part and parcel of administration. And a true teacher will never bring it to this class. He is free from all the problems of administration during teaching.

This hypothesis was rejected on the basis of obtained evidences. A teacher is first a teacher later on something else. It seems to be so among all the effective teachers.

CONCLUSIONS:-

These were the following:

TEACHER EFFECTIVENESS:

1. The school had different school climates. Familiar climate was identified in one school only.
2. There were effective teachers in all the institutions but their F value was not fixed.
3. Subjects, culture, sex and place had no effect on their effectiveness. The F value was 0.362.
4. There was no effect of school climate on the effectiveness of teachers. The groups treated were twelve, the obtained F value was 0.7145.

ACADEMIC ACHIEVEMENT:

The difference between the means of academic achievement of boys in different school climates was significant. The lowest academic achievement was obtained in open climate. In Controlled and closed climates the academic achievement was highest. The difference between the means of academic achievement under open and autonomous climates was not significant. so was the result in case of familiar and paternal climate.

The academic achievement of girls was better than that of boys. school climate influence their academic achievement also. It was low in open climate but quite higher in closed and controlled climates. The differences were significant in case of rural and urban students.

SCHOOL CLIMATE AND DIFFERENT RATIOS:

In paternal climates the teaching was indirect. But in open and closed it was not so. The percentage of teacher talk was highest in controlled type of climate. The pupil talk was 16.03 in controlled climate. The lowest % of teacher talk was in case of autonomous climate but lowest pupil talk % was in open climate. The teacher question ratio was approximately same in all the climates except open climates. The pupil initiation ratio was highest in open climate. The teacher immediate response ratio was highest in paternal climate; it was lowest in familiar climate. The content cross ratio was highest in case of urban male art teachers in controlled climate, while it was lowest under open climate. In case of science male

urban teachers there was high task orientation. Social needs could not be given due importance. Pupil talk ratio was low in case of science male teachers. PIR was also low in case of science teachers. There were differences between the ratios TRR, TQR and PSSR. In case of male art and science teachers CCR ratios were 81.41 in controlled climate and 82.68 in familiar climate respectively. These were more or less similar. The female art teachers were conventional in their style of teaching. PIR was high in case of female art teachers in open climate. In science female effective teachers direct teaching was followed in most of the schools. In case of rural male art effective teachers maximum direct teaching was in paternal climate while it was lowest in controlled climate and was highest in closed climate. A TRR 89 effective teacher in case of female rural art was very high. The lowest direct teaching was in familiar climate in art teachers. In paternal climate teachers teach directly in their classes. They don't care for their methods of teaching. The principals are not able to guide them properly. The control of the leader on the group was poor. The academic achievement was highest under this climate. The Environment was stagnant in the institutions. Even in the same school climate the teaching behavior could not be similar due to individual differences. The teaching behaviors in the class rooms of male and female teachers were not similar.

RECOMMENDATIONS:

This study aimed at the analysis of teaching behavior of effective, male female, arts, science, urban and rural teachers. The recommendations have been made for the teachers only. :-

1. There should be maximum indirect teaching. Direct teaching should be at special places if needed. The percentage of teacher talk should be low, the students ideas should also be accepted for proper discussion.
2. The confusion among the students should be washed off, and clear cut views should be given to them. It will boost their academic achievement.
3. The teacher response ratio should be round about 42, while it can be from 0 to 100 in a class room. The teacher question ratio should not be high it should be round about 26.
4. The teacher immediate question ratio of an effective teacher should be 40 on average. Teachers must be careful about the content matter while teaching a class. The teachers should also make a request to their other colleagues and principals to visit their classes to evaluate their teaching behavior with a view of improvement..
5. The teachers should ask their pupils to evaluate them (Teachers). The students are best judge of their teachers. Their views should not be ignored.

SUGGESTIONS FOR FURTHER WORK

In the present study only five hypotheses were considered in different types of school climate. But the sample was too small under some of them. Therefore generalizations were not possible. Hence a study comprising bigger sample needs to be taken. A few suggestions for further research have been made below:-

- (1) To study experimentally the difference in achievement by altering school climate.
- (2) A comparative study of promoting Administrative Efficiency, Organizational effectiveness and its impact on teaching- learning process.
- (3) A study of pupil behavior in the class rooms of different school climates and its impact on their academic achievement.
- (4) A study of teachers' personality, his style of teaching and Organizational climate of the school.
- (5) A comparative study of organizational climate of Government and Private Schools.