
AN ANALYTICAL STUDY OF CLASS ROOM TEACHING OF EFFECTIVE TEACHERS

Laxmi RanjanaResearch Scholar,
Dept of Education,
OPJS University Churu, Rajasthan**Dr. Onkarnath Mishra**Research Supervisor
Dept of Education
OPJS University Churu, Rajasthan

ABSTRACT

This study intends to identify the scope of understanding the nature of science of science teaching process in Indian classroom context. Similarities and dissimilarities in teacher behavior across and among classroom settings of teachers may throw light on for hypothetical formulations, Teacher behavior profiles, through large number of such studies may lay a foundation for arriving at having criteria of teacher effectiveness.

KEYWORDS: Teacher's behave, Classroom Environment

INTRODUCTION

Studies of this kind may bridge the gaps in teacher education programmes and teacher behavior profiles may lay foundation for teacher preparation, selection and promotion. Through such studies I would like to reflect upon a scientific theory of teaching.

Apart from these, specific variables will be studies may help in: (a) knowing the status (Trend) of science teaching in Indian classrooms, (b) solving the problem of Integration of teaching skills and (c) appraising the samples of teacher.

REVIEW OF LITERATURE

One of the most important objectives of any research endeavour in reviewing related literature is to justify the rational of an ensuring study. It provides an overview of historical development of research in that area, deviations, new departures, and modes of approach adopted. Finally the review helps in providing placement and direction for the study to be fitted into its existing body of knowledge.

The various studies related to classroom teaching and teacher effectiveness have been conducted since decades. But all studies didn't find their place in the review of literature from the organizational and relevancy point of view. Some relevant and important studies are as follows:

Barr (1929), selected good and poor teacher for his study on the basis of supervisory ratings.

Sayfast and Tyndale (1934), selected the 'best' and poorest teachers from seven general science teachers involved in study.

Bimson (1937), ranked teachers from 1 to 25 on the basis of supervisors' rating made from 2 to 5 times each year for 3 years.

Jones (1956); using a composite rating derived from practice teaching grades, placement bureau ratings and the principals' ratings, bifurcated a group of teachers into good and poor teachers.

Ryans (1960) reported 3 major characteristics of teachers as rated by trained observers.

Kaul (1972), distinguished 'popular' teachers from 'not popular' teachers on the basis of student's judgment.

Arora (1978), used principal's ratings for selecting effective and ineffective teachers.

Assuming teacher effectiveness through teacher behaviors, it is only necessary to identify those crucial behaviors and allowed to be rated by more than one sources. This idea will be utilized in the present study,

while adapting composite ratings of Heads of the institutions, Teachers and pupils' as a selection criterion for selecting effective science teachers.

NEED OF THE STUDY

Kothari Commission (1964-66) has rightly said that "The destiny of India is now being shaped in her classroom."

In this concern we can say that the teaching in any society is a social phenomenon. It has a social obligation of having to develop pupils under its preview as social beings, individuals in the society who can play a creative and constructive part using all their powers and abilities for the good of the society, by being useful, co-operative members in a group.

Teaching in a generic sense has three focal points, the teacher, the child and the subject. Teaching establishes the relationship between these three. All the three "elements" have their place in the relationship. In the process of teaching the teacher is an active agent viewing to establish and develop the relationship between the pupils and the subject. Teaching is considered as the characteristics activity of the teacher.

When the teacher seeks to bring his pupils into relation with subject matter, there are number of things which are subjected to cause and effect relationship.

1. By nature children differ in their intelligences, abilities, attitudes, skills, cultures, social backgrounds, not only among individuals but within their own faculties.
2. The nature of teacher himself the knowledge of self, his feelings, subject matter, attitudes, skills and abilities, the personality characteristics habits, values and actions.
3. The nature of the subject matter- each subject has its own structure and processes of generating knowledge. This order in the structure and processes of knowledge influences both teacher and pupils of pursuing the subject matter.

Apart from giving information, there is still one more important aspect of teaching, i. e., 'causing them to learn'. The main task of teaching is bringing learning in the pupils. The most fundamental principle of teaching is helping a child to do things on his own. The teacher, therefore, is an agent, causing learning, helping development and enabling the child to establish his own relationship with his subject.

In order to cause children to learn, teacher has to rouse their enthusiasm, desires and interests and guide them in a right way. Every child need to be encouraged since child has it him the inherited instructional tendency to be active. But some need encouragement more than the others because of the lack of initiative tendency caused by socio-cultural and psychological factors. Encouragement can take the form of grading, praising, smiling, accepting their feelings etc. teaching is not only encouraging, it also includes other roles of teacher like, guiding, motivating, directing, leading etc.

Teacher is the central figure in any teaching learning process. What makes a particular teacher effective in a classroom is a question which has still not become obsolete.

Dictionary of education defines teacher efficiency as, 'the degree of success of a teacher in performing instruction and other duties specified in his contract and demanded by the nature of his position.

According to Flanders (1971), 'Teacher effectiveness is an area of research which is concerned with relationship between the characteristics of teachers, teaching acts and their effects on the educational outcomes of classroom teaching'.

According to encyclopedia of education. 'Teacher effectiveness is an ability of a teacher to create a meeting and an interaction between physical, intellectual and psychological interests of the students and

some given subject-matter content and as teacher behavior whether in a classroom or in relation to his or her faculty group.'

The present study will focus on the, what is going on in the classroom and how it is going on in the name of effective teachers teaching. Although a number of studies have been carried out in India on teaching and teacher effectiveness there is not a single contesstual study which has taken all the behaviors into account. Further, they have tried always to find the cause and effect relationships, or correlates teacher behaviors with pupils' achievement or otherwise. The present study stands out as a characteristics feature of its kind by taking pupils' achievement as selection criterion of effective teachers aiming at developing the profiles of instructional teacher's behaviors.

OBJECTIVES OF THE RESEARCH

1. To identify effective science teachers on the basis of selected criteria.
2. To analyze the teacher behaviour of selected effective science teachers with respect to their
 - (i) Content processing behaviours.
 - (ii) Interaction behaviours, and
 - (iii) Component teaching skill behaviours.

LIMITATIONS OF THE STUDY

Followings will be the delimitation of the study:

- (a) Effective teachers will be selected randomly in the populations.
- (b) There will be many ways to identify and select effective teachers.
- (c) There is no single criterion for meaning teacher effectiveness.
- (d) Concurrent ratings of principals, teachers and pupils on teacher effectiveness will be used which are partially reliable.

REFERENCES

1. **Barr, A. (1929).** Characteristic Differences in the Teaching performance of good and Poor teachers of social studies. Public school Publishing Co., Bloomington, III.
2. **Kaul, L. (1972)** Factorial study of Certain Personality Variables of Popular Teacher in secondary schools. Unpublished Ph. D. Thesis, Kurukshetra Uni.
3. **Arora, K. (1978).** Differences between Effective and ineffective Teachers. S. Chand & Co., New Delhi.
4. **Debnath, H. N. (1971).** Teaching Efficiency: Its Measurement and some Determinants. Unpublished Ph. D. thesis Viswa Bharati Uni.
5. **Singh, S. K. (1976).** A Study of some Personality Variables Related to Teaching Effectiveness. Unpublished Ph. D. Thesis, Patna University, Patna.
6. **Maheswari, V. (1976).** A Study into the classroom verbal Interaction Pattern of Effective and Ineffective Teachers. Unpublished Ph. D. Thesis, CASE, MSU, Baroda.