EFFECTIVENESS OF INTERACTION ANALYSIS OBSERVATION SYSTEM TOWARDS MODIFICATION OF TEACHER'S BEHAVIOUR

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Abstract

The general notice of education a few thousand years ago, was that of someone assigning lessons to a group of young people and punishing them for their mistakes. But now with the introduction of several communication media in transferring sophisticated knowledge into simple and understandable form and with substantial change in the education norms as well as is moving towards a speedy evolution. So, teacher education programme is must in order to have efficient and really capable teachers. The behaviour of teachers can be modified desirably by these programmes. In the present study teacher behaviour means the behaviour or activities of persons as they go about doing whatever is required of teachers particularly those activities which are concerned with the guidance and direction of the learning activities of students. The objectives of the study were to study the observation pattern of classroom interaction at both primary and secondary levels in the light of Flander's interaction analysis and to compare them. The multi stage sampling was used. Ten primary and ten secondary schools of Bhiwani district were randomly selected. Survey method was used. For the analysis and interpretation of data Mean, S. D. and 't' test was used.

key words : interaction analysis, observation system, teachers behaviour.

Education is absolutely necessary for each and every individual if he or she is to lead the life successfully. It is that conductive process which draws a person from darkness, poverty and misery by developing his personality in all aspects as physical, mental, social, emotional, cultural and spiritual. This world would have been enveloped in intellectual darkness, if it had not been illuminated by the light of education. The process of teaching and learning keeps an important place in the field of education. Teaching and Learning are the two components of education. So, teacher education programmes are must in order to have efficient and really capable teachers. The different teacher education programmes and institutes plays a vital role in modification of teacher's behaviour. In the present study teachers behaviour or activities of persons as they go about doing whatever is required of teachers particularly those activities which are concerned with the guidance and direction of the learning activities of students. The process of education is continuous. A teacher as well as his behaviour is constantly changing. The teachers' behaviour can be expected to change from situation to situation. It is something that is constantly achieved and re-achieved by us. The possible factors for the same could be the physical and mental level of the students, age of the students, social background of the students or any of it. Thus, the study is inclined to know the effectiveness of interaction analysis observation system towards modification of teacher's behaviour.

Review of Related Literature : The study of the past researches shows some noteworthy facts. First (1967) used Flander's interaction analysis technique to analyse the classroom data and suggests that teachers of low achieving group tended to use the direct influence than indirect and the teachers of the average group tended to minimize effective behaviours, concentrating on lecturing. Mahashwari (1976) found that effective teachers using the categories of 'Accepting feelings, praise, use students ideas, questions, student's response and initiation, whereas ineffective teachers employ lecturing, direction and authority' categories. Suhag (2001) conducted a study on interaction analysis of classroom behaviour of effective and ineffective History teachers and suggested that the proportion of 'teacher talk' in case of ineffective teachers was significantly higher than that of effective teachers than that of effective teachers. The extent of 'pupil talk' was found to be higher in the classroom managed by effective teachers than that of ineffective teachers. Roy (1992) revealed that some of the behaviours such as lecturing, asking questions, accepting feelings, are more commonly used by almost all the teachers; praise and reward, acceptance and clarification and asking questions are more used by indirect teachers, lecturing is more used by direct teachers than indirect teachers. This study hereby is a try to know the effect of interaction analysis category system on the behaviour pattern of teachers at primary and secondary levels.

Objectives : The study has been conducted with the following objectives.

To know about the observation pattern of classroom interaction at primary level in the light of FIACS.

To know about the observation pattern of classroom interaction at secondary level in the light of FIACS.

To compare the observation pattern of classroom interaction at primary and secondary levels of light of FIACS.

Hypothesis : Hypothesis of the study were as follows.

About one third of the classroom time is devoted to talking at both primary and secondary levels.

About one third of the classroom time is devoted to personal talk by the teacher at both the levels.

About one third of the classroom time is devoted to teacher

talk (i.e. lecturing, giving directions, class managements etc.) at both the levels.

Research Design : The multi-stage sampling was used ten primary and ten secondary schools of Bhiwani district were randomly selected. The sample of study consisted of 40 classrooms at primary and secondary levels. The number of teachers observed was 20 at primary level and 20 at secondary level. Thus the total number of observed teachers was 40 and total number of observed students was 1000. All the 40 classes of the above level were selected randomly. The study was an observational type of the descriptive method. Survey method was used the data were collected from the above said sample. For the analysis and interpretation of data Mean, S. D. and 't'-test was used.

Results and Discussion : There will be a significant difference between the mean scores of observation patterns of classrooms interaction at primary and secondary levels.

Table 1
Comparison of teacher talk at secondary and primary levels.

SR. NO.	Level	Mean	S. D.	't' value
01	Secondary	645	27.03	4.58
02	Primary	605	28.32	

Table 1 indicates that 't' value is significant at 0.05 level which means that the teacher talk at secondary and primary level differ significantly. Thus the hypothesis that there is a significant difference between the teachers' talk at secondary and primary levels.

Table 2
Comparison of 'students' talk' at secondary and primary levels.

SR. NO.	Level	Mean	S. D.	't' value
1	Secondary	90.65	19.15	3.78
2	Primary	70	15.03	

Table 2 indicates that 'T' value is significant at 0.05 level which means that the 'student talk' at secondary and primary levels differ significantly. Thus, the hypothesis that there is a significant difference between students talk at secondary and primary levels.

Table 3
Comparison of 'silence' at secondary and primary levels.

SR. NO.	Level	Mean	S. D.	't' value
1	Secondary	31.65	8.82	-4.74
2	Primary	42.75	5.70	

Table 3 indicates that the 't' value is -4.74 which is less than the 't' table value at 0.05 level which means that the 'silence' at secondary and primary levels do not differ significantly. Thus, the Hypothesis that there will be no significant difference between the scores of 'silence' at secondary and primary levels.

Findings :

There is a significant difference between the mean scores of 'teacher talk' at secondary and primary levels. It means that the 'teacher talk' at secondary level and primary level is not same.

A significant difference is found between the mean scores of 'students talk' at secondary level and primary level. It means that the 'students talk' at secondary and primary levels is not same.

No significant difference is found between the mean scores of 'silence' at secondary level and primary level. It means that the 'silence' at secondary level and primary level is same.

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