



ISSN 2349-638X

REVIEWED INTERNATIONAL JOURNAL

**AAYUSHI
INTERNATIONAL
INTERDISCIPLINARY
RESEARCH JOURNAL
(AIIRJ)**

MONTHLY PUBLISH JOURNAL

VOL-II

ISSUE-II

Feb.

2015

Address

- Vikram Nagar, Boudhi Chouk, Latur.
- Tq. Latur, Dis. Latur 413512
- (+91) 9922455749, (+91) 9158387437

Email

- editor@aiirjournal.com
- aiirjpramod@gmail.com

Website

- www.aiirjournal.com

CHIEF EDITOR – PRAMOD PRAKASHRAO TANDALE

A STUDY OF TEACHER BEHAVIOR IN CLASSROOM ENVIRONMENT**Mahesh M. Joshi ,**

SRTM University,

Nanded (MH)-431606

Abstract

The teaching behavior in the classroom setting has uttermost importance in the formal learning process in educational systems all over the globe. Theoretically as well as empirically it is well recognized that the good teaching has great association with learning. Learning process is defined as nurturing and or modification of knowledge, attitude, skills and behavior of an individual and the teaching behavior has significant effect over it. The teaching behavior in classroom process is any folded, dynamic and complex. It changes according to person to person and situation to situation. This study deals with teacher behavior in classroom environment and explores the relationship among various domains of teachers' endeavors on the basis of data emerged through observations in classroom environment.

Introduction:

Learning is process of constructing knowledge to bring up the change in the behavior, skills, attitude, values, cognitive structures, emotional responding, and social-cultural action patterns. The Classroom is place where the process of formal learning is arranged by the teacher according to rules, regulations set by the officials. This formal setting of classroom plays complex and dynamic role in the learning and development of the student. There are many factors those having influences on the teacher behavior which ultimately affect the learning and development of the students.

The factors influencing classroom process are not only the individual traits of the teacher or student but also the kind of socio-cultural-political patterns, phenomenon in the classroom setting.

The no. of research and study reports is available on the internet to review the status of classroom studies. Few of them are taken here for understanding the nature of problem and completion of Investigation. Pryor and Pryor (2005) investigated pre-service elementary social studies teachers' attitudes and beliefs about democratic practice in the

classroom. Misco and Patterson (2007) also surveyed and interviewed pre-service teachers to examine their belief and classroom practices for social controversial issues.

Sinha, Jai B P, Gupta, Parvinder, Singh, Sarita, Srinivas, E. S., & Vijaykumar, V. S. R., (2007) have studied the effect of teachers' societal beliefs and its effect on organizational climate and managerial practices of teachers. Yilmaz, Hulya & Cavas, Huyuguzel, (2008) conducted a study to investigate the effect of the teaching practice on pre-service elementary teachers' science teaching self-efficacy and classroom management beliefs.

These kind of study shows that teacher behavior is complex and associated to various socio-economic-political-cultural dimensions with Philosophy and Psychological perspectives. On this, backdrop the purpose of the study is defined.

Purpose of the Study:

The purpose of the study is focused to study the factors associated to the process of teaching and teacher behavior in classroom setting. It includes following domain of teacher behavior: (i) *Objective Orientation*, (ii) *Cognitive Level*, (iii) *Affective level*, (iv) *Social Process*, (v) *Pedagogical Components*, (vi) *Managerial Process*, (vii) *Learning Environment* and (viii) *Liveliness*.

Method & Procedure:

Observation technique was applied to gather the data. Researcher observed practice teaching lessons of 28 Student Teachers of B.Ed. course and recorded frequency of teachers' activities in different domain. Four lessons of each teacher were observed and the average of these four lessons is taken in to consideration for purpose of analysis. Observation schedule was developed to record and measure the frequencies of teacher behavior in different domain. Overall 112 lessons are observed and analyzed.

Data Analysis & Results:

For the purpose of data analysis correlation, t test and ANOVA technique was employed and hypotheses were tested. Following null hypothesis was formulated.

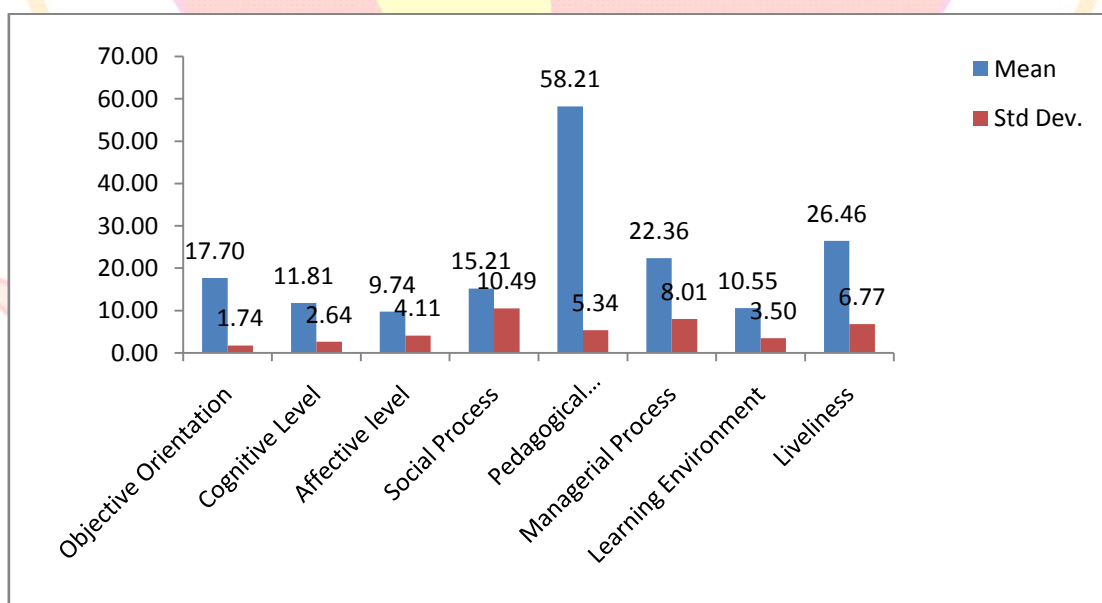
H₀ : There would be no significant correlation amongst frequency of teacher behavior in different domains.

The mean and S.D. values of frequency of teacher behavior according to domains are as following

Table no. 1: Mean value and SD of Teaching Behaviour in various domains

Domains	Mean	S.D.
Objective Orientation	17.696	1.739
Cognitive Level	11.813	2.639
Affective level	9.741	4.108
Social Process	15.214	10.494
Pedagogical Components	58.214	5.341
Managerial Process	22.357	8.010
Learning Environment	10.554	3.500
Liveliness	26.455	6.768

The above given table no. 1 shows that the mean value frequency of teaching behaviour in the domain of Pedagogical Components (m=58.21, SD=5.34) is highest than other components. The descending order of domain is as : Liveliness (m=26.45, SD=6.78) > Managerial Process (m=22.35, SD=8.00) > Objective Orientation (m=17.96, SD=1.73) > Learning Environment (m=10.55, SD=6.78). The Affective level (m=15.21, SD= 4.10) has lowest behavioral frequencies. The frequencies of teaching behavior in the above given domain are shown in graph no. 1



Graph no. 1: Teaching Behaviour in various domains

The correlation matrix of the above given factors is shown in the table no. 2

Table no. 2: Correlation Matrix of Teaching Behaviour domains

Correlation Matrix (R)						
Domains	Objective Orientation	Cognitive Level	Affective level	Social Process	Managerial Process	Learning Environment
Objective Orientation						
Cognitive Level	0.431					
Affective level	0.263	-0.410				
Social Process	0.217	-0.554	0.872			
Pedagogical Components	0.007	0.147	-0.046	-0.051		
Managerial Process	0.138	0.887	-0.419	-0.678		
Learning Environment	0.598	0.243	0.641	0.316	0.238	
Liveliness	0.452	-0.120	0.926	0.833	-0.230	0.697

The t values to find significance of correlation coefficients of various domains of teacher behavior are given in the table no. 2. The *p-value* 0.05 (5%) is set for level of significance.

Table no. 3: t values of Correlation values Teaching Behaviour domains

t Statistic	Objective Orientation	Cognitive Level	Affective level	Social Process	Managerial Process	Learning Environment
Objective Orientation						
Cognitive Level	5.011					
Affective level	2.854	4.715				
Social Process	2.336	6.977	18.672			
Pedagogical Components	0.074	1.555	0.482	0.540		
Managerial Process	1.460	20.113	4.844	9.665		
Learning Environment	7.820	2.633	8.759	3.489	2.567	
Liveliness	5.315	1.265	25.815	15.781	2.483	10.197

**Bold value shows p > 0.05 significance of value*

The values of correlation coefficient shown in the table no. 2 and their t values in table no. 3 reveals that Objective orientation has significant positive correlation with Cognitive level ($r=0.431, t=2.85, p>0.05$), Affective level ($r=0.263, t=2.33, p>0.05$), Social process ($r=0.217, t=2.33, p>0.05$), Learning Environment ($r=0.598, t=7.82, p>0.05$) and Liveliness ($r=0.452, t=5.31, p>0.05$). The cognitive level has negative significant correlation with affective level ($r= -0.410, t=4.71, p>0.05$) and social process ($r=-0.554, t=6.97, p>0.05$) and also has significant positive correlation with Managerial process ($r=0.887, t=20.11, p>0.05$) and Learning Environment ($r=0.243, t=18.67, p>0.05$). Affective level has significant positive correlation with Social Process ($r=0.872, t=4.84, p>0.05$), Learning Environment ($r=-0.641, t=8.75, p>0.05$), Liveliness ($r=0.926, t=25.81, p>0.05$) and also it has significant negative correlation with Managerial process ($r=-0.419, t=4.84, p>0.05$). Social process has significant positive correlation with Learning Environment ($r=0.31, t=3.48, p>0.05$), Liveliness ($r=-0.833, t=2.48, p>0.05$) and also has significant negative correlation with Managerial process ($r=-0.231, t=2.48, p>0.05$). Managerial process has significant positive correlation with Learning Environment ($r=0.238, t=2.56, p>0.05$) and also has significant negative Liveliness ($r=-0.230, t=2.43, p>0.05$). Liveliness has significant positive correlation with Learning Environment ($r=0.697, t=10.97, p>0.05$).

Conclusion and Discussion:

The results of correlations among the teacher behavior in the domains of (i) *Objective Orientation*, (ii) *Cognitive Level*, (iii) *Affective level*, (iv) *Social Process*, (v) *Pedagogical Components*, (vi) *Managerial Process*, (vii) *Learning Environment* and (viii) *Liveliness* explore the interconnectivity of teaching behavior with various domains as well as the complexity of the teaching behavior.

In general, the focus of teaching behavior is towards the pedagogical components and Liveliness components. The behavior in the affective domain is found with lowest frequency and most neglected behavior in the classroom process. In the comparison of affective or social domain or objective oriented behavior the Managerial process is dominant domain. Descending order of domains is as: *pedagogical components > Liveliness > Managerial Process > Objective Orientation > Learning Environment > Affective level*.

The present cases have shown that cognitive behavior of teacher is not associated positively with the affective levels and social process. It underlines the need of improvement in teaching behavior to bring a positive social and affective impact. Behavior in affective level has shown fine

positive association ship with social process, Learning Environment and Liveliness. This is one of the good indicator that affective domain has efficacy to nurture social processes, creation of learning environment and liveliness. This may result in more enthusiastic learning.

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