

Female Teachers And Their Classroom Behaviour

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Abstract: *Researcher has taken survey type method of research on the government aided schools female teachers at Varanasi region but sample size 400 has selected randomly from Varanasi district only. Classroom behaviour has measured by Flander's interaction method. Findings are there is no significant difference in classroom behaviour based on locality and subject (Science/Art).*

Keywords: *Survey method, Random sampling, Classroom Behaviour.*

I. INTRODUCTION

People are by nature unequal in their capacities to learn. So equalities of educational opportunities does not refer to equalizing native capacities through education but it refers that environmental circumstances are to be equalized in such a way that every member of the society gets equal chance to receive education in the best manner possible. In a democratic welfare society it is not simply enough to equalize the chance but together with this action, hurdles if any, must also be removed so that uneducated family really get access to education. For example, if they are too poor to buy books or to bear other expenses, they must be assisted by the environment to overcome these difficulties. Similarly, if they are too poor to spare their earning child to attend the school, their poverty of the society in general are educated and their children study with those of so called upper strata of the society, they will come to know about their rights and status in the society.

Equality among sexes is a fundamental right under the constitution of India. The state, however, also has the right to exercise positive, protective discrimination in favour of the disadvantaged population groups included women. Emphasis in education has moved from "Equality of Educational Opportunity" (NPE, 1968) to "Education of Women's Equality and Empowerment" (1986). As a result, the curricular and training strategies for the education of girls now demand more attention. Besides, making education accessible to more and more girls, specially rural girls removing all gender discrimination and gender bias in school curriculum,

textbooks and the process of transaction is absolutely necessary. Moreover, it will be the most appropriate thing to recognize and nurture the best features of each gender in the best Indian tradition. After all, India gave her women the right to vote without any prolonged battle for it unlike in the west. There is a need to develop and implement gender inclusive and gender sensitive curricular strategies to nurture a generation of girls and boys who are equally competent and are sensitive to one another, and grow up in a caring and sharing mode as equals, and not as adversaries.

Whoever is educated in the society should have equal access to job. Equality here does not mean rigid nature of merit criteria i.e., 60% of a poor boy is considered at par with the same number of marks scored by rich boy. Naturally the education of first generation will be weak academically as compared to the next generations. These weaknesses must be compensated by giving reservation to the first and second generations in employment. Once the backward class students cross the educational barrier, the extra benefit given to them should be pulled away and they should be treated with the remaining class people equally.

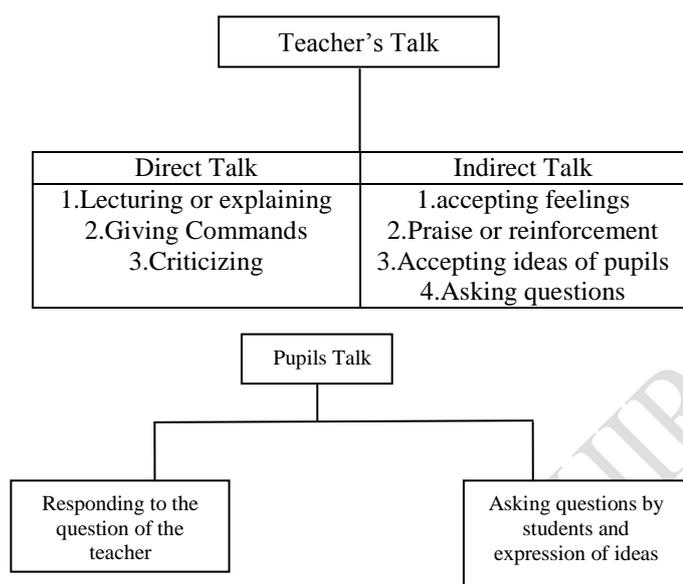
Ramens(1970) According to Ramens the term 'teaching behaviour' includes all those action and behaviour of an individual which a teacher can perform in a classroom, specifically those efforts which is related to giving instructions and guidance to others.

Direct Teaching Behaviour: Those behaviour in which a teacher tries to put his impact in classroom, criticizes ideas

and behaviours of students and not allowing them to speak freely.

Indirect Teaching Behaviour: When a teacher allows students to work out a problem in their classroom, to express their views and ideas then this type of behaviour is known as Indirect Teaching Behaviour.

Flander (1963) originally developed a research tool named as Flander's interaction analysis, used as coding system to analyze and improve teaching skills. This observation system was designed to categorize the type and quantity of verbal dialogue in the classroom and plot the information on a matrix so that it could be analyzed. The result gave a picture of who was talking in a classroom and the kind of talking that was taking place. "The basic assumption of the system is that, in the classroom, the verbal statements of a teacher are consistent with his non-verbal gestures or rather, his total behaviour.



II. REVIEWS

Flanders (1963) originally developed a research tool, named The Flander's Interaction Analysis (FIA), which became a widely used coding system to analyze and improve teaching skills. As a result of research with his coding instrument, Flanders uncovered the two-third rule: about two-thirds of classroom time is devoted to talking, about two-thirds of this time the person talking is the teacher, and two-thirds of teacher talk is direct (i.e. lecturing, giving directions, and controlling students). The two-third rule is actually three related two-thirds rules and serves to substantiate that typically teachers verbally dominate the classroom.

Amidon and Powell(1967), Campbell and Barnes(1972), Kantowaski(1977) and Gorard(2000) used FIACS in their studies, discovered that teachers who were perceived as effective, engaged largely in accepting students feelings and ideas, used more praise and encouragement in their classroom communication.

Good and Brophy(2000), Handerson(2001), Singh N.K.(2003), Mauray Suresh(2004), Singh Arun(2005) had been organized study and found to result that inservice and

preservice teachers are equal in classroom behaviour. Bee(2006), Seals(2006), Singh Y.M. (2007), Hills(2008), Harkirat(2009), pratibhu(2010) and Ranjita(2011) had found the male science teachers behaviour were more effective than female teachers. Avdesh(2012), Seema(2014) and P.K.(2016) had found the classroom behaviours were related with social hurdles and teachers.

OBJECTIVES

Present study has carried the objective "To compare the classroom behaviour of female teachers based on locality and subjects."

HYPOTHESIS

- The null hypothesis were formulated as –
- ✓ There is no significant difference in classroom behaviour between the Rural and Urban female teachers.
 - ✓ There is no significant difference in classroom behaviour between the Science and Arts female teachers.

METHODOLOGY

It has done accordance research design as follows.

METHOD

In the present study for collecting data survey method was used.

POPULATION

The population of the present study was taken as female teachers of all the secondary level education in Jaunpur district.

SAMPLE

Total 400 female teachers were selected on the basis of subject and locality for the present study.

STATISTICAL TECHNIQUE

In order to analyse the collected data researcher has applied mean; SD and CR value.

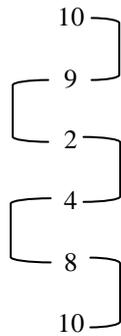
DELIMITATION

Researcher confined his study only aided schools of UP board.

TOOLS

CLASSROOM INTERACTION ANALYSIS: The researcher prepared an interaction matrix for data interpretation. The matrix was [10*10], i.e. since Flander has 10 categories, the matrix is of 10 rows and 10 columns.

In order to work out with matrix, the scored numbers were made as 10 at starting and ending.



The second were made pair in continuous manner and the 1st number of the 1st pair were entered in row and the second number in column and 2nd number of 1st pair become 1st number of 2nd pair and entered in row of 2nd number in 2nd pair were entered in column, similarly the procedure continued till all the numbers scored were tallied in matrix. After this, each row and each column was totaled separately and recorded, where each row and each column represents each category of teacher's behaviour.

After computing the matrix, the researcher did interpretation based on behaviour ratios. For this purpose, the researcher selected five behavioural ratios (DTT, ITT, I/D, TQR, Sir) and calculated them for each female teachers separately.

III. ANALYSIS AND INTERPRETATION

Group	N	M	S.D	SED	CR Value
Rural	200	48.03	21.32	7.072	0.657
Urban	200	43.38	23.37		

Table 1: Locality based Direct Teacher Talk Analysis

In this table 400 female teachers were divided into two groups with 200 female teachers from rural and 200 from urban area; the mean calculated for the female teachers from rural area is 48.03 and from urban 43.38 whereas standard deviation calculated for teachers from rural and urban areas are 21.32 and 23.37 respectively. The value calculated for Standard Error of Deviation is 7.072 and value for CR value is .657, which is less than df(398) at .05 level of significance i.e 1.96. Thus the null hypothesis is accepted that means there is no significant difference between the Classroom Teaching Behaviour (Direct Teacher Talk) of female teachers with different locality.

Group	N	M	S.D	SED	CR Value
Art	200	45.75	23.74	8.13	0.51
Science	200	41.55	21.78		

Df(398) at .05 level of significance=1.96

Table 2: Subject based direct teacher talk analysis table

Table shows the subject wise direct teacher talk analysis of 400 female teachers.

For the analysis, 400 female teachers were divided into two (i) 200 female teachers of art subject (ii) 200 of science.

The value of mean art female teacher is 45.75 and for science female teacher is 41.55 where as the standard deviation for art female teacher is 23.74 and for science female teachers is 21.78. Thus the value for Standard Error of Deviation calculated is as 8.13 and the value for CR is .51, which is again less than df(398) at .05 level of significance i.e.

1.96, so the null hypothesis is accepted i.e there is no significant difference between the classroom teaching behaviour of female teacher with different subject.

Group	N	M	S.D	SED	CR Value
Rural	200	15.43	11.47	2.91	0.92
Urban	200	12.73	6.17		

Table 3: Locality based Indirect Teacher Talk Analysis

In this table 400 female teachers were divided into two groups with 200 female teachers from rural and 200 from urban area; the mean calculated for the female teachers from rural area is 15.43 and from urban 12.73 whereas standard deviation calculated for teachers from rural and urban areas are 11.47 and 6.17 respectively. The value calculated for Standard Error of Deviation is 2.91 and value for CR value is .92, which is less than df(398) at .05 level of significance i.e 1.96. Thus the null hypothesis is accepted that means there is no significant difference between the Classroom Teaching Behaviour (Indirect Teacher Talk) of female teachers with different locality.

Group	N	M	S.D	SED	CR Value
Art	200	12.6	7.63	3.76	1.57
Science	200	18.52	11.06		

Df(398) at .05 level of significance=1.96

Table 4: Subject based indirect teacher talk analysis table

Table shows the subject wise direct teacher talk analysis of 400 female teachers.

For the analysis, 400 female teachers were divided into two (i) 200 female teachers of art subject (ii) 200 of science.

The value of mean art female teacher is 12.6 and for science female teacher is 18.52 where as the standard deviation for art female teacher is 7.63 and for science female teachers is 11.06. Thus the value for Standard Error of Deviation calculated is as 3.76 and the value for CR is 1.57, which is again less than df(398) at .05 level of significance i.e. 1.96, so the null hypothesis is accepted i.e there is no significant difference between the classroom teaching behaviour of female teacher with different subject.

Group	N	M	S.D	SED	CR Value
Rural	200	0.484	0.389	0.109	0.127
Urban	200	0.357	0.337		

Table 5: Locality based Indirect/direct Teacher Talk Analysis

In this table 400 female teachers were divided into two groups with 200 female teachers from rural and 200 from urban area ; the mean calculated for the female teachers from rural area is 0.484 and from urban .357 whereas standard deviation calculated for teachers from rural and urban areas are .389 and .337 respectively. The value calculated for Standard Error of Deviation is .109 and value for CR value is .127, which is less than df(398) at .05 level of significance i.e 1.96. Thus the null hypothesis is accepted that means there is no significant difference between the Classroom Teaching Behaviour (Indirect Teacher Talk) of female teachers with different locality.

Group	N	M	S.D	SED	CR Value
Art	200	.366	.342	.137	1.395
Science	200	.557	.4		

Df(398) at .05 level of significance=1.96

Table 6: Subject based indirect/direct teacher talk analysis table

Table shows the subject wise direct teacher talk analysis of 400 female teachers.

For the analysis, 400 female teachers were divided into two (i) 200 female teachers of art subject (ii) 200 of science.

The value of mean art female teacher is .366 and for science female teacher is .557 where as the standard deviation for art female teacher is .342 and for science female teachers is .4. Thus the value for Standard Error of Deviation calculated is as .137 and the value for CR is 1.395, which is again less than $t_{df(398)}$ at .05 level of significance i.e. 1.96, so the null hypothesis is accepted i.e there is no significant difference between the classroom teaching behaviour of female teacher with different subject.

IV. FINDINGS

Findings were there is no difference between the classroom teaching behaviour of female teachers on the basis of subject and locality.

V. CONCLUSIONS

So from the researcher point of view only the female teacher can put some effort to bring students to schools, make them to learn by creating some interesting climate with the school campus.

When we talk about teacher and their teaching methods, it is to be kept in mind that now teachers are not only the dictators but they are the facilitator the students, that means students are put in a problematic situation and teacher will help them to solve the problem by working out that in many ways.

And teachers effectiveness can be checked out by observing the complete interaction between the teacher and students during class hours (i.e. various activities done to impart knowledge to children).

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