

A Study On Technique Of Modification Of Teacher's Behaviour

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Abstract:

Effective teacher, effective teaching, and effective institute --- this is the dynamic sequence of most effective education system. But is this possible? In this paper researcher try to present teacher through the technique of behaviour modification and discuss those why this modification is important in present scenario. Different methods are used to modification the behaviour of teachers.

"High-quality teacher is always ready to learn-sine qua non is facing dynamic complexity, key to the creation who can manage their lives and be connected with others around them in ever-changing world. There is no substitute for good teachers... We cannot have a society that teaches, without teachers who teach profession "--

Fullan, 1993

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I. INTRODUCTION:

Teaching is a broader action effort, where the teacher's teaching behaviour is refined through instruction, encouragement, and stimulation by the teacher. In this case, the teacher's behaviour affects the student's learning process. This type of teaching behaviour of the teacher is obtained through training and experience. Plans are made to refine the teaching behaviour of these teachers through various educational and psychological aspects. The characteristics of a teacher are often imitated by the students, so the teacher will be the possessor of the ideal character.

Teacher:

A good teacher is like a Candle - it consumes itself to light the way for others.

-----MUSTAFA KEMAL ATATURK

We mean a good teacher who has mastered his own subject as well as other surroundings and who will solve all the problems of the students. Teachers will be friends, guides and philosophers. A great teacher is warm, accessible, enthusiastic and caring. ... This is the teacher to whom students know they can go with any problems or concerns or even to share a funny story. Great teachers possess good listening skills and take time out of their way-too-busy schedules for anyone who needs them based and evaluated. Only a teacher can make a child a human being and make a society liveable, so a teacher must be charismatic and responsible and aware of the current situation.

Behaviour:

Behaviour is defined as something a person does. Behaviour may be increased by following the behaviour with a favourable consequence or positive reinforcement.

Teacher's Behaviour:

Teacher's behaviour is defined as the behaviour or activities of persons as they go about doing whatever is required of teachers, particularly those activities that are concerned with the direction of guidance of the learning of others. (D.G. Ryan).

An implication of definition is that teacher behaviour is social behaviour. Not only do teachers influence student behaviour, but students influence teacher behaviour as well. In teaching-learning process, teacher's behaviour is instrumental to bring change in learner's learning and shaping his/her behaviour. The totality of teacher's behaviour and its influence on the learner can be understood from two dimensions.

Teaching:

Teaching is an intimate contact between teacher, a more mature personality and student is less mature personality. In the process of education, teacher helps in developing the student personality by his intimate contact.

Behaviour Modification:

Behaviour modification is the field of psychology concerned with analysing and modifying human behaviour.

Analysing means identifying the functional relationship between environmental events and a particular behaviour to understand the reasons for behaviour or to determine why a person behaved as he or she did.

Modifying means developing and implementing procedures to help people change their behaviour. It involves altering environmental events so as to influence behaviour.

Behaviour modification procedures are developed by professional and used to change socially significant behaviours, with the goal of improving some aspect of a person's life.

Modification of Teacher Behaviour:

"It is well documented that trainee teachers bring with them a wealth of initial knowledge, both about their subject, and about the teaching of that subject. This is gained from their own experience, which can very influential, and from other personal experiences."

----- Leinhardt (1988)

"Whilst different researchers have attempted to categories this knowledge in different ways."

----- Schulman (1986)

"Trainee teachers may also possess conceptions about general teaching issues (for example about pupils, about social & emotional issues etc.) that will take precedence over these subject related beliefs, particularly when they are required to act in the classroom."

----- Thompson (1984)

Application of Behaviour Modification:

Behaviour modification is often thought of in terms of children, students, or classroom management for teachers because it is used effectively with children. It is also often used by therapists and healthcare professionals. Behaviour modification can also be effective in other circumstances with many demographics; in fact, just about anyone can use behaviour modification to break bad habits or create healthy habits. Many adults have used behaviour modification programs to quit smoking, eat healthily, exercise regularly, work harder, and reach other various goals. Because no two people are alike, behaviour modification plans and programs are never one-size-fits-all. You may need to tweak or substitute elements of one plan or another to best suit your situation and your ultimate goals, and behaviour modification therapy may work best in conjunction with medications or other types of therapy.

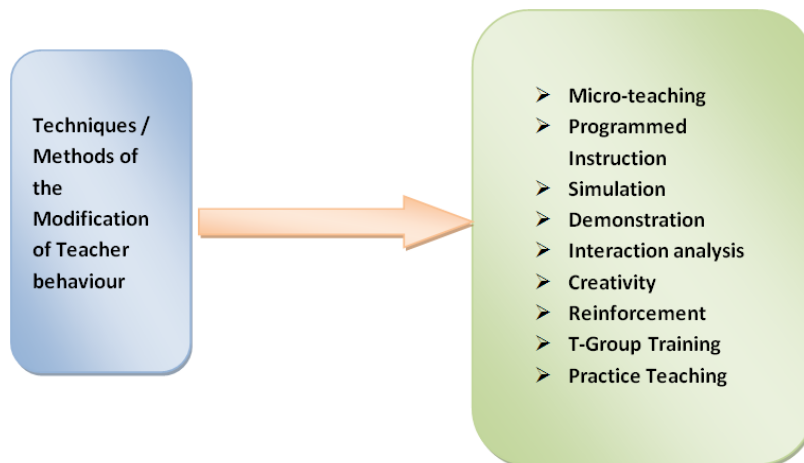
Characteristics of teacher Behaviour:

Certain environmental influences and the learned and unlearned characteristics of the individual teacher determine the nature of teacher behaviour. Some postulates that evolve from this assumption may include the following:

- **Assertive** – the teacher has a strong personality, is independent, competitive, and forceful.
- **Responsive** – the teacher has compassion, is helpful, sincere, friendly, and sensitive to student needs.
- **Clear** – the teacher presents content in ways that students can understand, answers questions, has clear course objectives.
- **Relevant** – the teacher uses examples, explanations, and exercises that make the course content relevant to students' careers and personal goals.
- **Competent** – the teacher is a content expert, intelligent, and knows how to teach.
- **Trustworthy** – the teacher is honest, genuine, and abides by ethical standards.
- **Caring** – the teacher cares about students, understands them, and has their best interests at heart.
- **Immediate** – the teacher's nonverbal behaviours are expressive; the teacher smiles, nods, uses gestures, makes eye contact, and doesn't speak in a monotone.
- **Humorous** – the teacher uses humour frequently.
- **Discloses** – the teacher reveals an appropriate amount of personal information when it's relevant to the topic.

Techniques /Methods of the Modification of Teacher behaviour:

It was postulated by D G Ryan's theory of teacher – behaviour that behaviour is modifiable. There are various feedback devices which are used for the modification of teacher behaviour. These are considered new innovations and current practices in teacher – education programme. The following are the main devices which are commonly used;



Micro- Teaching:

Microteaching is a teacher training technique involving a specific teaching behaviour/skill of short duration ---- 5 to 6 minutes for a small class comprising 5 or 6 fellow teacher trainees/ peer group on a single concept of subject matter. Microteaching is one of the most important developments in the field of teaching practice. Microteaching is an innovative technique of improving or bringing a change in an educator's behaviour. It is a tool to help the teacher- trainee to develop teaching skills under laboratory conditions. **Micro-teaching** is a teacher training and faculty development technique whereby the teacher reviews a recording of a teaching session, in order to get constructive feedback from peers and/or students about what has worked and what improvements can be made to their teaching technique. Micro-teaching was invented in 1963 at Stanford University by Dwight W. Allen.

“Microteaching is scaled down teaching encounter designed to develop new skills and refine old ones”
 ----- McAleese and Unwin (1971)

Microteaching cycle:



Programmed

“Programmed instruction is a planned sequence of experiences, leading to proficiency in term of stimulus responses, relationship, that have proven to be effective.”

----- Espich and Williams

Instruction:

Programmed instruction is a method of presenting new subject matters to students in a graded sequence of controlled steps. Students work through the programmed material by themselves at their own speed and after each step test their comprehension by answering an examination question or filling in a diagram.

Programmed instruction is a method of presenting new subject matter to students through a graded sequence of controlled steps with corresponding activities. Students work through the programmed material at their own speed independently and assess their own comprehension after each step through exam questions or filling in a diagram. This method consists of a network of tests and statements which direct the student accordingly depending on their pattern of errors.

There are some basic principles of programming which are as follows:

- Principle of Small Steps: A program is prepared with large number of small and easy steps. ...
- Principle of Immediate Reinforcement: Programmed instruction involves giving immediate reinforcement to the learners. ...
- Principle of **Self-Pacing**: ...
- Principles of Continuous Evaluation.

Interaction analysis:

Interaction Analysis is a system for describing and analyzing teacher-pupil verbal interaction. ... Basically, Interaction Analysis has been used to help quantify teacher verbal behaviour. The system can also be used to study the relationship between teaching style and pupil achievement. Interaction Analysis is a process of encoding and decoding the study pattern of teaching and learning. In the coding process, categories of classifying statements are established, a code symbol is assigned to each category and a trained analyst interprets the display of coded data and reconstructs the original events on the basis of the encoded data even though he may not have been present when data were collected. Interaction Analysis is used as a technique capturing qualitative and quantitative dimensions of teacher's verbal behaviour in the classroom.

Simulation:

Simulated Teaching is a teacher training technique which was developed by Donald R Cruickshank in 1968. Simulation has been defined as an attempt to 'give the appearance and / or to give the effect of something else'. This somewhat wide definition would seem to cover such things as play acting, disguise, models, even photographs and paintings. There is, however, another aspect of simulation which any definition of simulation should include. All simulations actively involve the learners in making decisions, playing roles, adopting attitude or operating the simulator. The learner learns by manipulating the model.

Creativity:

Creativity is the act of turning new and imaginative ideas into reality. Creativity is characterised by the ability to perceive the world in new ways, to find hidden patterns, to make connections between seemingly unrelated phenomena, and to generate solutions. Creativity involves two processes: thinking, then producing. "Creativity is the process of bringing something new into being. Creativity requires passion and commitment. It brings to our awareness what was previously hidden and points to new life. The experience is one of heightened consciousness: ecstasy." – Rollo May,

T – Group Training:

T- Group is also a feedback device for the modification of teacher- behaviour. It has been developed by Bathel and Mine in 1947 . The T-group provides participants with an opportunity to learn about themselves, their impact on others and how to function more effectively in group and interpersonal situations. It facilitates this learning by bringing together a small group of people for the express purpose of studying their own behavior when they interact within a small group

T- Group provides the opportunities and situations to express their feeling regarding the training programme freely. Pupil- teachers become honest, straight forward and insightful by attending the meeting of T-Group regularly. The teacher- educators provide most thoughtful guidance for the problems of teaching.

II. CONCLUSION

Recalling the complexities of modern life, teachers are aware that direct and indirect learning instruction is needed for students to successfully adapt to the changing world. In the light of the above discussion, it can be said that the mentality of student engagement develops through the teacher's desirable behaviour. That is why teacher-learning programs around the world are being designed in such a way that teaching behaviour can be improved in a simple, educational and psychologically desirable way. It is especially seen in the classroom that a teacher should have the skill to present the content to the student with erudition, skill with technique. Otherwise, if ignorance is revealed to the students, the teacher will be considered unpleasant and incompetent to them. The teacher's behaviour in the right direction creates a learning atmosphere in the classroom. This is the success of the teacher.

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