

# NON-VERBAL INTERACTION PATTERNS OF LESS CREATIVE TEACHERS

\*Syeda Saba Safiya

---

## Introduction

The dynamics of teaching is a crucial factor in how much students learn (Grouws, 1981). Though students' performance may not be a simple direct consequence of the teachers' teaching act, the latter has a lot to do with classroom learning. Teachers establish the pattern of general conduct during a lesson, while on their part students establish certain types of behaviour to coincide with this pattern.

Consequently the students participate to varying degrees in different classes and react differently to different teachers. This combined instructional pattern and student participation lead to a specific classroom environment characterized by specific interaction patterns. The instructional theory of 'social emotional climate' hypothesizes that this environment has a direct effect on both student attitudes and achievement (Hager, 1974). The validity of this hypothesis has been the subject of verification by many researchers, using various verbal classification systems to assess and describe the classroom climate.

Education is a national responsibility which is to transform a static society into one vibrant with a commitment to development and change. The development of human resources is said to be the main function of education through which development of attitudes, aptitudes, capabilities both of knowledge and skills, provides strength and resilience to respond to changing situation. The goals of societal development are enshrined in the constitution and they envisage a society based on justice, social, economic and political equality of status and of opportunity and it enjoy us the state do endeavour to all citizens, fraternity assuming the dignity of the individual and the unity and integrity of the nation.

## Literature Review

Dass (1980) in a study of high school students found no significant sex differences on verbal creative thinking, though boys were scoring high in all the three dimensions of creative thinking.

Riana (1980) could not establish sex differences among high school students on verbal and figural measures of creativity, though the overall differences on total verbal and figural creativity scores were in favors of girls.

Singh and Sharma (1981) studied the sex roles in verbal creative thinking abilities. The findings of the study were :i) male students scored significantly higher than the female students on originality aspects of creativity; and ii) no significant differences were found in the flexibility and total creativity scores of male and female students.

Singh (1981) found that socioeconomic status was found to be positively and significantly related with the verbal, non-verbal and total creative thinking of high school students suggesting that the high creative generally came from higher socio-economic status.

## Research Methodology of the Study

Chapter attempts to review the literature available on the subject of verbal and non verbal along with other paraphernalia of research i.e., objectives of the study, relevance and justification of the present study, research techniques, method of study methodology adopted for collection of data. It thoroughly gives complete picture of research methodology conceptual as well as practical. It also examines limitations, constraints which appeared during the course of study. It also consists of hypothesis of the study & research design adopted by the researcher thus, it addresses all about research methodology of the study: It has been done as following:

## A Statement of Research Problem and Objectives of the Study

The research process involves a more or less generalized pattern embracing six steps: defining the problem, planning a research design, planning a sample, collecting data, analyzing the data and formulating the conclusions and preparing the report. The first step relates to the formulation of the problem. As soon as the problem is defined, the researcher is required to select a research design. Creative selection of the research design goes a long way in reducing the cost of accomplishing reliable results. Once the design is selected, a sampling plan is chosen, applying either a probability or non-probability sample or a combination of both. The research design is put into operation in the fourth step of data collection. This step embraces a small pre-test prior to

undertaking the main study. The data analysis step involves the mammoth task of editing and coding data and thereafter processing of data, frequently using computers. Finally, the conclusions are formulated in the light of the purpose of the research. The researcher report should communicate the research findings clearly and effectively.

The research process involves a circular flow because conclusions from research studies frequently give rise to fresh ideas and problems which should be further investigated. Moreover, the above steps overlap chronologically and form functionally interrelated activities. The interrelatedness of these steps involves backward and forward linkages. The backward linkage indicates that the subsequent steps exert substantial impact on the preceding steps in the research process. Thus, for example, the computer coding requirements are taken into account in the questionnaire design. The forward integration suggests that the preceding steps of research exert a tremendous impact on the structure of the following steps. Accordingly, for example, the objectives of the study stated in the problem definition influence the selection of sample and the methods of data collection.

### **Review of Allied Work Already Done**

It is common practice to start the research report with a "review of the literature". Sometimes, it becomes so often that its potentials for facilitating the formulation of specific problems are lost. The accumulation of behavioral science knowledge is feasible through a gradual process (of course, original breakthroughs from the work of geniuses) in which a group of researchers builds on the work of others. The group, in turn, contributes some amount of knowledge which forms a starting point for further work.

A review may indicate the utmost relevance of some of the previous studies and theories to the researcher. A review of some of these relevant studies may further clarify the problem, suggest measures to translate concepts into concrete operations and help in making a contribution to a body of knowledge. As research is a social product and each piece of research is based on contribution of a particular research study increases with the existing body of knowledge. Without such linkage, the contribution of the study to a large store of knowledge is substantially reduced. The measures to ensure that the study is relevant of other knowledge relate to its formulation in relationship to earlier research or theory and at a level adequately abstract so that its findings may be related to those of others on the same concepts.

Obviously, the studies purposing to resolve a practical problem do not reach the desired level of abstraction and fail to make significant contribution to the knowledge unless special care is taken to transpose the question to an adequate level of abstraction.

### **Method and Administration**

Every type of research has its own design. Research design consists of methods or strategies, sample and techniques of Research. The main Objective of the study was to test the hypothesis. The method and procedure adopted is being presented in the following lines-

### **Method of Study**

Keeping in view a number of considerations such as the nature of problem, the objectives of the study and resourcefulness of the investigator the researcher decided to use survey method. In the present study all the steps have been used which are essential for survey method.

### **Objectives of the Study**

- To study the verbal interaction pattern of creative teachers.
- To study the nonverbal interaction pattern of creative teachers.
- To study the verbal interaction pattern of less creative teachers.
- To study the nonverbal interaction pattern of less creative teachers.

### **Population**

The teachers of the self-finance college of B.Ed. of Ghaziabad region will be constituted as population of the present study.

### **Sample**

In order to select the sample from the population random purposive sampling technique will be used by keeping the following under consideration:-

- Both male and female B.Ed. teachers will be taken under consideration.
- Both rural and urban background B.Ed. colleges will be taken.

### **Methodology**

Keeping in view the nature of problem, the objective of the study and resourcefulness of the

investigator the methodology will be used survey method.

## TEST FOR CREATIVITY

The battery is meant to identify creative talent at all stages of education except preprimary and primary. The type of task included in the test have been chosen so that they could be most easily and economically administered over a Wide age range of sample starting from middle school and going up to the post graduate level.

The battery is in use for more than a decade now and has been found as a consistently reliable and valid tool in the research studies conducted in the area of creativity.

The verbal test which has been described in the present manual is part of the total battery, which consists of both verbal and non-verbal test.

The theoretical framework for the preparation of the test battery was provided by empirical studies on the nature of creativity. Especially useful in classifying the concept of creativity has been the distinction Guilford has made between two types of thinking abilities, namely, convergent thinking and divergent thinking. Guilford defines, "Divergent thinking as a kind of mental operation in which we think in different directions, sometimes searching, sometimes seeking variety" and "convergent thinking as a information leads to one right answer or a recognized best or conventional answer, divergent production leads to novel responses to given stimuli".

## Conclusions

Education is a national responsibility which is to transform a static society into one vibrant with a commitment to development and change. The development of human resources is said to be the main function of education through which development of attitudes, aptitudes, capabilities both of knowledge and skills, provides strength and resilience to respond to changing situation. The goals of societal development are enshrined in the constitution and they envisage a society based on justice, social, economic and political equality of status and of opportunity and it enjoy us the state do endeavour to all citizens, fraternity assuming the dignity of the individual and the unity and integrity of the nation.

*"In the developing countries of Asia and the other third world countries, the development is, there for, concerned with improving and transforming the economic and social life of the rural poor and in this, the basic human service and critically important food-nutrition, health and education".*

## References

- Allport, G.W. (1948), Personality A Psychological Inter-pretation, Holt, & Co., New York.
- Adaval S.S. (1973), A study of conformity behavior as related to Anxiety and other personality variable, Ph.D. Psy, Allahabad, Third Survey of Educational Research, M.B. Buch. P.318.
- Achamamba B. (1979), Cognitive efficiency, Personality, and perceptions of time, Ph.D. Psy., SVU Fourth Survey of Educational Research, M.B. Buch. P. 318.
- Bhatt D.B. (1992), A comparative study of same personality traits of problematic and Non-problematic school going children, Ph. D. Psych, Fifth Survey of research Educational, 870.
- Cattell R.B. (1950), Personality: A Systematic Theoretical and Factual Study, McGraw-Hill, New York.
- Chauhan S.S. (1978), ADVANCED Educational Psychology.
- Chaube A. (1983), A study of some Personality Traits and Pressing Problem of Junior High School student, Ph.D. Education, Meerut University, Fifth Survey of Educational Research, M.B. Buch. P.353.
- Deshpande M.B., An Analytical study of Cognitive Affective Development and Scholastic Achievement of Tribal secondary School students, Ph. D. Education, Nag. University, Fourth Survey of Educational Research, M.B. Buch. P. 360.