$\underline{\underline{C}} \ \underline{\underline{O}} \ \underline{\underline{N}} \ \underline{\underline{T}} \ \underline{\underline{E}} \ \underline{\underline{N}} \ \underline{\underline{T}} \ \underline{\underline{S}}$

		,	,		Page
PREFAC	Œ	• `• •	• • •	•••	ii
TABLE	OF.	CONTENTS	•••	• • •	V
CHAPTI	ER.				
. I	:	INTRODUCTION	• • •	• • •	1
What is Teaching? - The Teacher Behaviour - Teach is Social Behaviour - Teach is relative - Some Basic of a Theory Teacher Behav ption One - Sub-assumption Two - Sub-assumption Two - Sub-assumption Four - Sub-assumption Four - Sub-assumption Two - Sub-assumption One assumption Two - Sub-assumption Two - Sub-assumption Two - Sub-assumption Teacher Behav derived from Teaching Trapatterns of Teacher Behav derived from Teaching Trapatterns derived from Socian the Teacher's Backgrounderived from Philosophica Patterns Generated by the needs - Patterns generate and Community Conditions derived from Research on Present Inquiry - Outline				her Behaviour acher Behaviour Assumptions viour - Assum- on One - Sub- umption Three - b-assumption x - Assumption - Sub- umption Three - viour - Pattern aditions - cial Learnings und - Patterns al Traditions - e Teacher's ed by School - Patterns Learning -	is

II : REVIEW OF PAST STUDIES

Studies relating to Personality Traits and Teacher Behaviour by Ryans, Davies, Ringness and others - Studies relating to Attitudes and Teacher Behaviour by Sprinthall and Giebink - Studies

relating to Creativity and Teacher
Behaviour by Morgan - Studies relating
to Dogmatism and Teacher Behaviour by
Hanny and Ober - Studies relating to
Needs and Teacher Behaviour by Wallen,
Wilk and others - Studies relating to
Anxiety and Teacher Behaviour by
Petrusich and Lewis - Studies relating
to Authoritatianism and Teacher
Behaviour by Levin and Sheldon Studies relating to Values and Beliefs
and Teacher Behaviour by Harvey and
Bowie.

III : PROBLEM

Statement of the Problem - Personality Trait - Attitude - Teacher Behaviour -Importance of the Problem - Dependent and Independent Variables of the Study -Description of Dependent Variables -I/D Ratio, i/d Ratio and T/S Ratio -Teacher's accepting Behaviour of Student's Ideas (Category 3) - Student Initiation (Category 9) - Description of Independent Variables - Personality Traits - Active - Vigour - Impulsive -Dominant - Stable - Sociable - Reflective -Description of Independent Variables -Teachers' Attitudes - Teachers and Management - Teachers and Parents -Teachers and Students - Interaction Among Teachers - Proximity of Classrooms and Grades Taught - Age of Teachers -Length of Service in the School -Democratic Administrative Procedures -Democratic Classroom Procedures -Teaching Profession - Education -Rationale for Selecting Personality and Attitudinal Variables - Hypotheses.

IV : METHODOLOGY

Selection of the Tools - Description of the Tools - Personal Information Proforma -Flanders Interaction Analysis Technique -Structure of the Technique - Accepts Feeling - Praises or Encourages -

Accepts or Uses Ideas of Student - Asks Questions - Lecturing - Giving Directions - Criticizing or Justifying Authority - Student Talk (Response) -Student Talk (Initiation) - Silence or Confusion - Tabulating the Matrix -Interpretation of Matrix - Training Procedure - Estimating Inter-observer Reliability - Thurstone Temperament Schedule - Purpose - Description of the Areas covered by the Schedule - Format - Administration - Response Mode - Scoring -Norms - Reliability - Validity - Attitude Scales - Scales One to Six - Response Mode - Scoring - Reliability - Validity - Education Sclae - Response Mode - Scoring -Teaching Profession Scale - Scoring -Reliability - Validity - Observation
Training - Sample - Data Collection Scoring - Analysis of the Data Statistical Methods - Step-wise Regression.

V : RESULTS AND DISCUSSION

Means and S.D.'s of Criterion and Predictor Variables - Relation Between I/D amd i/d Ratios and Personality Traits - Relation Between I/D and i/d Ratios and Attitudes - Relation Between Category Three and Category Nine and Personality Traits - Relation Between Category Three and Category Nine and Attitudes - Relation Between T/S Ratio and Personality Traits - Relation Between T/S Ratio and Attitudes - Overview -Correlation among the Predictor Variables -Personality Traits and Attitudes as Predictors of Classroom Behaviour Prediction of the I/D Ratio - Prediction of i/d Ratio - Prediction of Teachers' Accepting Behaviour of Student's Ideas -Prediction of Student Initiation . Prediction of T/S Ratio - Effect of Personality Traits on Direct and Indirect Behaviour - Conclusions.

VI : SUMMARY

The Present Inquiry - Dependent and Independent Variables of the Study -

viii

Hypotheses - Sample - Research Tools - Data Collection - Analysis of the Data - Results - Conclusions.

APPENDIX

- A : Personal Information Proforma
- B : Attitude Scales Administered to Teachers (Gujarati)
- C : Personality Test Administered to Teachers (Gujarati)
- D : Teaching Profession Scale Administered to Teachers (Gujarati)
- E : Education Scale Administered to Teachers (Gujarati)
- F : Scoring Key for Attitude Scales (Items 1 to 144)
- G : Area-wise Classification of Attitude Statements
- H : Scoring Key for Personality Test
- I : Area-wise Classification of Personality Items
- J : Scoring Key for Teaching Profession Scale
- K : Scoring Key for Education Scale
- L : Attitude Toward Management or Administrator
- M : Attitude Toward Parents
- N : Attitude Toward Teachers
- O : Attitude Toward Democratic Administrative Procedures
- P : Attitude Toward Pupils
- Q : Attitude Toward Democratic Classroom Procedures

APPENDIX

R : Thurstone Temperament Schedule

S : Attitude Toward Teaching Profession

T : Attitude Toward Education

U : Frequency Matrix

V : Percentage Matrix

W : Ground Rules

X : Calculation of Inter-observer Reliability by Scott's Method Using Percentage

Y: Correlations Between the Predictor Variables and the Criterion Behaviours (Seibel's Study)

 ${\bf Z}$: Relationship Between Needs and Measures of Classroom Behaviour (Wallen and Others Study)

REFERENCES ...

XXXXX XXXX