



PERCEPTION OF B.ED STUDENTS ON TEACHERS' BEHAVIOUR IN TEACHER TRAINING INSTITUTIONS

Mohan Kishor Mahanta

*Ph.D. Scholar, Department of Education, Regional Institute of Education, NCERT
Under Utkal University, Bhubaneswar*

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Abstract

Teaching is a noble profession. Great men of the world went through the hands of great teachers. Great teachers of the world turned the world upside down with their philosophies and great ideas. Perception helps in understanding human behavior in the organization. It also helps in understanding perceiver's own mindset and tendency in judging others. Student's are very closely observes the teachers behavior and build a picture of their teachers as per their observation and perception. To study students' perception on teacher behaviour in teacher training institutions, to study teacher training students' perception on teachers behaviour in respect of their gender, social status and type of course. The study was conducted on survey research design at the states of Odisha and 6 different teacher training colleges and universities involved. The researcher selected 150 students from all (6) of the teacher training institutes from the Odisha and the researcher are selected by sample using purposive sampling technique. To analyze the students' perception about the teachers' behaviour in the teacher training institutes of Odisha, the results of the study were following; In general has positively perceived the teacher behaviour. They have positively perceived love and affection, discussion with students, give examples, explanation, and accept student's talents and equal opportunity but negatively perceived provision of Guidance. From this we could infer two things. One is perhaps student may not be aware of the provision of guidance services. The other one is teachers perhaps would have failed to provide this service to the student community. Male students have negatively perceived the teacher behaviour. This may be due to the fact that the Male students are considered to be not good when compared with; the Female students.

INTRODUCTION:

Teaching is a noble profession. Great men of the world went through the hands of great teachers. Great teachers of the world turned the world upside down with their philosophies and great ideas. Enumerate, by making a list of great men whose inventions and discoveries have

shaken and civilized the world, and you will find that all of them taught by particular individuals to whom they give credit. Teaching is one of the oldest professions. It has no specific history because all through human history people have learnt and have gone through the hands of teachers. However, it was in the Gurukula system where teachers (gurus) interacted with students in an organized way. The teachers instructed the students in various disciplines, and the students did for their teachers. The Greeks had a similar system where teachers and philosophers were approached by individuals to gain knowledge. In our days, it seems that the teaching profession is the least respected profession. You ask any child what he wants to become in future, and you will be surprised to know that it takes one out of thousand children to mention the teaching profession. Education has been undergoing rapid change in the last several years. New modes of learning have been espoused and new communication techniques/strategies are being encouraged as alternative methods to the traditional classroom model. However, "the traditional view of education, a view that still prevails, holds that learners must submit themselves to teachers" (Menges, 1977, p.5). As Menges further suggests, this view means that the teachers' authority is not to be questioned. The underlying assumption is that without the communication of power by the teacher over the student, the student cannot learn. The importance of effective communication in the classroom cannot be overstated. Communication is central to the teaching process. Some even argue that communication is the teaching process. As Hurt, Scott and McCroskey (1978) have stated it that, there is "a difference between knowing and teaching, and that difference is communication in the classroom".

Teachers develop different expectations for their students. A teacher's expectation can be thought of as his or her estimate of a child's probable academic performance within the classroom. When individuals know what other people expect from them, their behaviour will confirm this pattern. Thus what a teacher expects in the classroom can influence pupils' perceptions and behaviours. Rosenthal and Jacobson (1999) suggest that if teachers expect certain children to have high academic performance, those children will perform well, and if teachers expect certain children to perform poorly, those children will perform poorly.

Teachers develop different achievement expectations for individual students early in the year. Students are treated in accordance with teachers' expectations of them. Simultaneously, students perceive different treatments received by other students with different achievement levels. If the teacher's treatment is consistent over time, it might begin to affect student's self-concept, aspiration, motivation, and interpersonal relations.

PERCEPTION:

Perception is the process of integration and interpretation of what the mind receives. Perception involves responding to the world through our senses. It is not a total response to everything outside with all our senses simultaneously. The response is something specific and serves some purpose on the particular occasion. Therefore, our response is selective, purposive and relevant to our needs. We select and organize those things which are needed for our purpose and leave the rest at the background of our perceptual field.

According to Moskovitz and Orgel (1969) perception is a wide range of response to a stimulus or set of stimuli which integrates the information beyond that what the stimulus contains. The meanings of other stimuli obtained from past experiences may also be added to this. Wickens and Meyer (1961) defined perception as a process which gives significance to the stimuli making the perceiver to react to the event in an adaptive manner. Murphy (1964) says that perception is a way of coming in terms with the environment playing certain features up and down. He emphasizes four different aspects in perception such as similarity, quality, past experience and set. According to Stagner and Karwoski (1952) perception is the process of obtaining knowledge of external objects and events by means of senses.

SIGNIFICANCE OF THE STUDY:

Perception is the process by which individuals organize and interpret their sensory impressions in order to give relevance and significance to their environment. Human beings are blessed with sensory organs and through these organs they generate various impressions and expectations.

Perception helps in understanding human behavior in the organization. It also helps in understanding perceiver's own mindset and tendency in judging others. In countries like India Student Teachers seek admission in District Institutes of Education (DIETs) and Teacher Training Institutes run on Government Aid and self – financing basis. They undergo training for a period of two years mastering theoretical concepts and undergoing training in practical aspects such as preparation of records, instructional aid and teaching competence. After successful completion of the course of study and passing the theory and practical examinations, they become eligible to be appointed as secondary grade Teachers in Primary Schools (Class I-V), Elementary Schools (Class VI-VII), Secondary Schools (Class IX-X) and Higher Secondary Schools (Class XI-XII).

During their formation as teachers a number of factors influence their behaviour and performance. Chief among them are the material resources such as buildings, classrooms, Laboratories, library and human resources such as Headmaster, Teachers, peer groups and others. In Teacher Training Institutes Teacher Educators are taken as role models by student teachers. Very often student teachers emulate their teachers in learning skills related to successful teaching. They very closely observe their teachers behavior and build a picture of their teachers as per their observation and perception.

NEED FOR THE STUDY:

The role of the present teacher has become very challenging, complex and multi-facts on account of the following reasons. There is explosion of knowledge and radical changes are occurring in the content areas of all disciplines; the teacher has to keep in view new concepts in teaching like individualized instruction, microteaching, e-learning, virtual earning, etc; he has to handle children hailing from different socio-economic, educational and cultural backgrounds; he has to equip himself with the latest trends in the field of education; he has to be democratic and secular in his approach in educational institutions; he has to be thorough with the subjects and varied methodologies of teaching to fulfill the expectations of the students; he must be good at maintaining student discipline; he must be also a good guidance and counseling worker.

The above stated roles are to be insisted on and student teachers are to be trained in them during the course of the teacher and these roles training. May roles are to be learned from their teachers influence the behaviour of the student teachers. As student teachers spend most of their time with the teachers in training institutes they seem to have correct perception of the teachers. Perception may be positive or negative. Positive Perception means desirable impressions formed of their teachers and their behaviour. Even though teacher behaviour comprises a number of behavioural characteristics from the student teachers' point of view it can be reduced to the following dimensions: love and affection, discussion with students, give examples, explanation, accepts student's talent, equal opportunity. Positive perception of their behavior implies students' liking of their teacher behaviour. These aspects are likely to exercise positive influence on their actions resulting in copying of their behavior to a great extent. On the contrary negative perception of their teacher behavior is likely to exercise negative influence on their actions and behaviour. This theoretical assumption can be tested through undertaking a study on student teachers perception of their teacher behaviour. Once the nature of perception of teacher behavior is understood substantial measures can be offered to improve teacher behavior which will ultimately result in preparation of effective teachers who lay the strong foundation at the school level for the prosperous future of India. Under these circumstances the investigation is planned.

STATEMENT OF THE PROBLEM:

Students hailing from different socio, economic and educational backgrounds seek admission in teacher training Institutes. The training is meant for two years duration and the students are in constant touch with their teachers (teacher educators). They not only watch their teacher behaviour but also like to follow them. Behaviour exhibited by teacher educators affect student teachers behavior either in the positive manner or negative manner Teacher behaviour imprint lasting impressions on the student teachers.

Teacher Training Institutes play a significant role in the national development of a country. Effective teachers are shaped in these institutes. That is why there is a popular saying "Teachers are not born but made".

The present study is restricted to teacher behaviour namely love and affection, discussion with students, give examples, explanation, accepts students talent, equal opportunity.

It includes student teachers doing two year course in Bachelor of Education (B.Ed) in Teacher Training Institutes in Odisha state focusing attention on their teacher educator (Teacher) behaviour.

DEFINITION OF TERMS:

STUDENTS:

By "students" the investigator means the students studying in the B.Ed and Teacher Training Institutes in Odisha.

PERCEPTION:

Perception is considered to be a process that helps a person to become aware of things, situations and persons. "Perception" as the Oxford Dictionary suggests, can be classified as a mental

impression, an intuitive understanding or insight of the way one may individually look at things in the world. It is more of a psychological process and can vary amongst individuals. The concepts dealing with the nature of individual are four. They are (i) individual difference; (ii) whole person; (iii) motivation and (iv) human dignity.

TEACHER BEHAVIOUR:

Teacher Behaviour in the present study includes love and affection, discussion with students, give examples, explanation, accepts students talent, equal opportunity.

All teachers have the key to provide a good environment for the students. The benefits of having a pleasant environment are for the teacher and students. But before that happens, a teacher needs to be well prepared so that students receive the best treatment. As humans, sometimes teachers make mistakes. However, we always have another chance to do it better, for which teachers need to show respect, care, become role models, make a pleasant environment, treat all students fairly, instruct them but not be totalitarian and guide them to the road of success. Teachers need to think about what are the students' feelings. As a teacher, one good way to do this is to look back in their school years and remember what they went through when they were students. We will realize that most of the kids have problems with their teachers. I do not believe that there are students who have not encountered a problem with their teacher. If teacher's priority is to internalize the student's feelings, he becomes their idol.

OBJECTIVES OF THE STUDY:

1. To study students' perception on teacher behaviour in teacher training institutions.
2. To study teacher training students' perception on teachers behaviour in respect of their gender.
3. To study teacher training students' perception on teachers behaviour in respect of their social status.
4. To study teacher training students' perception on teachers behaviour in respect of type of teacher training institutions.

HYPOTHESES OF THE STUDY:

1. There is no significant difference between teacher training boys and girls with regard to their perception on teachers' behaviour.
2. There is no significant difference between the Government and Self-financing B.Ed course of teacher training students with regard to their perception on teachers' behaviour.
3. There is no significant difference between the General, OBC/SEBC, SC and ST students with regard to their perception on teachers' behaviour.

SCOPE OF THE STUDY:

The teacher's behaviour does affect how pupils learn. His personality his philosophy, his ways of handling the pupils, his ways of instructing, all enter into the learning process and help to determine its directions and quality. The teacher training school is considered a more conducive place for the cultivation of certain desired qualities that are more needed in the present day adjustment to the environment. With the increasing importance of teacher training schools in this direction in the

face of the diminishing role of the family in molding behaviours, it would be more appropriate to expect the present day school going population to collect more varied experiences through their exposure to the diversified value complexes and attitude orientations in the multi-dimensional school setting for developing of such goals.

REVIEW OF LITERATURE:

Glanz et al., (2007) reported on the final phase of a three-part study on the status of instructional supervision within several New York City public schools. In the first parts of the study the researchers found, through extensive use of surveys, that centralized educational reform had serious consequences for instructional supervision. Results indicated that in many instances principals, given many non-instructional duties, did not have the time to undertake continuous and meaningful supervision. Often, such supervision was relegated to coaches, neither trained in supervision nor given organizational authority to effectuate needed reforms to ensure quality teaching.

Sadker & Sadker (1994) suggest that boys are often labeled as problems in need of special control or assistance; boys are more likely to fail a course, not be promoted, or drop out of school. They further suggest that because boys tend to be prone to taking risks, they jeopardize not only their academic future but also their lives as they dominate accidents, suicides, and homicide statistics.

According to Beal (1994), boys, as a group, tend to have larger friendship networks than girls do, meaning boys tend to play in groups rather than pairs. There will generally be an acknowledged leader, several of his close friends, and several peripheral members who are associated with the group through connections with one or two of the central group members, otherwise known as a dominance hierarchy. Because boys need to establish and maintain status within their peer group, their style of interaction tends to be “restrictive,” meaning that their behaviour shortens or interrupts a play episode rather than prolonging it. As a result, pairs of boys tend not to play together.

According to Eder & Hamilton (1978) (as cited in Beal, 1994, p. 123), girls tend to play with one or two “best friends,” and tend to try to maintain a relationship in which both parties have equal status (Beal, 1994). Because girls as a group tend to not want status differences between friends, they try to avoid conflicts that create a clear winner or loser. When overt conflict does occur, girls tend to try to defuse the problem by suggesting a compromise, changing the topic, giving in, or trying to clarify what the other child wants, rather than standing their ground and forcing the issue.

STUDIES IN INDIA:

Singh (1985) found six factors common to the teaching behaviour of both male and female teachers: skill of questioning, blackboard writing, explanation, reinforcement, introducing a lesson and summarizing the lesson and skill of illustrating with example was found to be specific to the teaching behaviour of male teachers, Skill of using teaching aids, and skill of questioning to develop critical awareness were specific to female teachers.

Yadav (1983) not only studied the effect of training in classroom questioning behaviour on teaching competence of student teachers but also studied its effect on pupil achievement.

Jain, R (1983) conducted a study on classroom behaviour analysis and his objectives were (i) to compare nonverbal interaction patterns of language, social studies and science teachers, and (ii) to compare nonverbal interaction patterns of male and female teachers. The hypotheses were: (1) there is significant difference in verbal and nonverbal interaction patterns of language, social studies, and science teachers. (2) The male teachers differ significantly from female teachers in using verbal and nonverbal interaction patterns. (3) The amount of direct verbal behaviour has a significant relationship with the amount of restricting nonverbal behaviour. (4) The amount of indirect verbal behaviour has a significant relationship with the amount of encouraging nonverbal behaviour.

Jain (1982) reported that male teachers devoted more time in asking questions than female teachers. Teachers with a positive attitude towards the teaching profession, classroom teaching, child-centred practices and the educational process reacted to ideas and feelings of pupils and frequently created an emotional climate in the classroom. Theoretical and aesthetic values were not significantly related to the effective behaviour of teachers. Teachers with a high aesthetic value did not have a favourable attitude towards the teaching profession but teachers with high religious value had a high favourable attitude towards the teaching profession, pupils and teachers.

Quraishi (1972) found that teachers' verbal behaviour in the classroom was related to a small extent to their personality. Extrovert teachers were found to have greater interchange of classroom events than introvert teachers (Goel, 1978). Structuring the lecture had a significant positive relationship with personality components like restraint, ascendance, emotional stability, objectivity, thoughtfulness and personal relations.

Pangotra (1972) reported that student-teachers who received feedback through the Flanders Interaction Category System made significant gain in the predicted direction in their use of the specific teacher verbal behaviour. **Sharma and Passi (1976)** observed that peer feedback, oral discussion and written feedback treatments did not produce differential effect on the teaching skill of gestures.

METHODOLOGY

RESEARCH DESIGN:

The present research being focused on students' perception on teacher behaviour in teacher training institutes the investigator has chosen the survey research. Survey deals with the incident and relationship of sociological and psychological variables usually as they occur in some educational context. Such study deals with how people feel or perceive; how they behave their role or group status.

There must be a plan by which the specific activity of the research can be conducted and brought to successful closure. Research design normally serves two specific purposes as stated below:

- I. To provide answers to research questions and
- II. To control variance.

SAMPLE FOR THE STUDY:

The sample area of the study is Six teacher training institutions of Odisha state. In most of these educational unions different types of teacher training institutes such as SCERT (DIET), Government colleges and Universities. The researcher selected 150 students from all (6) of the teacher training institutes from the Odisha and the researcher are selected by sample using purposive sampling technique.

Totally there were 18 teacher's behaviour statements in the student's perception rating scale. Against, each teacher behaviour statement, 5 ratings have been given namely „strongly agree (SA)“, „agree(A)“, „disagree(DA)“, „strongly disagree(SDA)“ and „undecided (UD)“, having scores 4, 3, 2, 1 and 0 respectively for positive statements and 1, 2, 3, 4 and 0 for negative statements in the SPTB tool. Information pertaining to the school name, student's name, gender, age, community, type of school, level of school was also included in the rating scale. The behaviour scores for each teacher's behaviour statements were derived through self-ratings of the teacher training students.

LIMITATIONS OF THE STUDY:

1. The area of the study is limited to coastal area in Odisha.
2. The study is confined to the teachers working in Teacher Training Institutes only.
3. Rating scale is the only tool to assess the student perception on teacher behaviour.

Analysis & Interpretation of the Data:

Wilkinson and Bhandarkar (1987) state, “Analysis of data involves a number of closely related operations that performed with the purpose of summarizing the collected data and organizing these in such a manner that they will yield answer to the research questions or suggested hypothesis or questions”. Technically speaking, processing implies editing, coding, classification and tabulation of collected data so that they are amenable to analysis.

For deciding the teacher training institute student's perception on their teacher behavior the following norms have been used. For the total sample the mean has been taken as the cut off point. Students who have scored mean and above are considered to have positive perception and teacher training institute students who have scored below mean are considered to have negative perception. For each sub sample the same procedure has been employed.

PERCEPTION ON TEACHER BEHAVIOUR – BY FREQUENCIES:

The teacher training institute students' perception on Teacher behaviour in terms of frequencies.

NO	PERCEPTION			
	POSITIVE	%	NEGATIVE	%
150	75	50	75	50

the table is clear that 50% of the teacher training institute students have positive perception on their teacher's behaviour and 50 % of the teacher training institute students have negative on their teacher behaviour.

PERCEPTION ON TEACHER BEHAVIOUR – BY GENDER WISE:

The perception on teachers' behaviour in terms of teacher training institute students' Gender wise (male and female).

GENDER	NO	PERCEPTION			
		POSITIVE	%	NEGATIVE	%
Male	20	11	55	9	45
Female	130	60	46.15	70	53.85

From the table is clear that 55% of the male students of teacher training institutes have positive perception on their teacher behaviour; whereas 46.15% of the female students of teacher training institute have positive perception on their teachers' behaviour. And 45% of the male students of teacher training institutes have negative perception on their teacher behaviour; whereas 53.85% of the female students of teacher training institute have negative perception on their teachers' behaviour.

PERCEPTION ON TEACHER BEHAVIOUR – BY SOCIAL STATUS:

The table explains the perception on teachers' behaviour in terms of teacher training institute student social status (GENERAL, OBC/SEBC, SC/ST).

SOCIAL STATUS	NO	PERCEPTION			
		POSITIVE	%	NEGATIVE	%
GENERAL	61	25	52.08	23	47.92
OBC/SEBC	48	30	49.18	31	50.42
SC	23	9	39.13	14	60.87
ST	18	10	55.56	8	54.44

From the table is clear that 52.08% of GENERAL teacher training institute students, 49.18% of OBC/SEBC teacher training institute students, 39.13% of S.C teacher training institute students and 55.56% of S.T teacher training institute students have positive on their teachers' behaviour. Whereas in negative perceptions on teachers' behaviour are in 47.92% of GENERAL teacher training institute students, 50.42% of OBC/SEBC teacher training institute students, 60.87% of SC teacher training institute students and 54.44% of ST teacher training institute students.

PERCEPTION ON TEACHER BEHAVIOUR – BY TYPES OF B.ED COURSE:

The table explains the perception on teacher behaviour in terms of type of B.Ed course wise, eg- Government & Self-financing.

TYPE OF B.ED COURSE	NO	PERCEPTION			
		POSITIVE	%	NEGATIVE	%
GOVT.	47	23	48.94	24	51.06
SELF-FINANCING	103	52	50.49	51	49.51

From the table is clear that 48.94% of the teacher training institute students of Government (B.Ed course) and 50.49% of the students of Self-financing teacher training institutes have positive perception on their teachers' behaviour. Likewise, 51.06% of the teacher training institute students of Government (B.Ed course) and 49.51% of the students of Self-financing teacher training institutes have negative perception on their teachers' behaviour.

ANALYSIS OF PERCEPTION ON TEACHER BEHAVIOUR BY THE TEACHER TRAINING STUDENTS' GENDER WISE:

The details of statistical measures and tests of significance of difference between mean rating in the assessment of perception on teacher behaviour between teacher training institute boys and girls students are presented in Table. The research hypothesis -1, of investigator is that, "There is no significant difference between teacher training institutes boys and girls in with regard to their perception on teacher's behaviour". This hypothesis converted into null form for statistical purposes and the test applied. The details are presented in Table.

The table explains the significant difference in the perception on boys and girls in teacher training institutes with regard to their perception on teacher's behaviour.

SEX	NO	MEAN	SD	Calculated "t" value	Table "t" value	Significance
Male	20	76.2	11.83	0.8226	2.61	No significance
Female	130	76.8	6.66			

(2.61 = 0.01 Significant Level)

The obtained "t" value for Boys and girls teacher training institute students' perception is 0.8226. As the calculated „t" value 0.8226 is less than the table value 2.61 the null hypothesis is accepted at 1% level of significance. Hence, the null hypothesis is accepted at 0.01 level (i.e., 1% level). So there is a no significant difference between the perception on teacher training institute boys and girls students in their perception on teachers' behaviour.

It is evident from Table, that there is no significant difference between teacher training institute boys and girls students' perception on the assessment of teacher's behaviour.

ANALYSIS OF PERCEPTION ON TEACHER BEHAVIOUR BY B.ED COURSE WISE:

The research hypothesis of investigator is that, “There is no significant difference between Government B.Ed and Self-financing B.Ed students (trainees) with regard to their perception on teachers’ behaviour”.

Type of B.Ed course	No	Mean	SD	Calculated “t” value	Table “t” Value	Significance
Govt	47	76.55	7.359	0.8759	2.61	No significance
Self-financing	103	76.75	7.508			

As the calculated “t” value 0.8759 is less than the table values 2.61; hence the null hypothesis is accepted at 1% level of significance. The obtained “t” value for course wise students' perception is 0.8759. As the calculated “t” value is 0.8759 are the less than of table value 2.61. So, the hypothesis is accepted at 0.01 levels (i.e., 1% level). Hence, there is a no significant difference between the perceptions of teachers training students with respect to their course wise in their perception on teacher behaviour.

It is evident from Table, that there is a no significant difference between the Government B.Ed students and Self-financing B.Ed students (trainees) with regard to their perception on teachers’ behaviour.

RESULTS OF THE STUDY:

To analyze the students’ perception about the teachers’ behaviour in the teacher training institutes of Odisha, the results of the study were following;

Positive perception on teachers’ behaviour are in 50% of the teacher training institute students and 50% of the teacher training institute students have negative perception on their teacher behaviour. Positive perception on teachers’ behaviour are in 55% of the male students of teacher training institutes; whereas 46.15% of the female students of teacher training institute have positive perception on their teachers’ behaviour.

Positive perception on teachers’ behaviour are in 52.08% of GENERAL teacher training institute students, 49.18% of OBC/SEBC teacher training institute students, 39.13% of S.C teacher training institute students and 55.56% of S.T teacher training institute students have positive on their teachers’ behaviour. Whereas in negative perceptions on teachers’ behaviour are in 47.92% of GENERAL teacher training institute students, 50.42% of OBC/SEBC teacher training institute students, 60.87% of SC teacher training institute students and 54.44% of ST teacher training institute students.

Positive perception on the teachers’ behaviour is 48.94% of the teacher training institute students of Government (B.Ed course) and 50.49% of the students of Self-financing teacher training institutes.

DISCUSSION ON HYPOTHESES:

Hypothesis -1, of investigator is that, there is no significant difference between teacher training institute boys and girls with regard to their perception on teachers' behaviour. ("t" value = 0.8226. accepted, There is a no significant difference between the perception on teacher training institute boys and girls students in their perception on teachers' behaviour.

Hypothesis-2 of investigator is that, there is no significant difference between the Government and Self-financing B.Ed course of teacher training students with regard to their perception on teachers' behaviour. "t" value = 0.8759, accepted, There is a no significant difference between the perceptions on teacher training students with Government and Self-financing B.Ed course wise in their perception on teacher behaviour).

Hence, the investigator found that conclusion of the teacher training students' perception on teacher behaviour was differed on the demographic variables such as gender, age, type of course wise.

CONCLUSION OF THE STUDY:

The teacher's behaviour does directly affect how pupils learn. His personality his philosophy, his ways of handling the pupils, his ways of instructing, all enter into the learning process and help to determine its directions and quality.

The Teacher training institute is considered a more conducive place for the cultivation of certain desired qualities that are more needed in the present day adjustment to the environment.

With the increasing importance of Teacher training institute in this direction in the face of the diminishing role of the family in molding behaviours, it would be more appropriate to expect the present day. school going population to collect more varied experiences through their exposure to the diversified value complexes and attitude orientations in the multi-dimensional Teacher training institute setting for developing of such goals. A close examination of the behaviours and characteristics of the Teacher training institute students who are in their later adolescent stage clearly bring out the fact they are socially not mature to which they alone are not responsible. As they take the teachers also as their models and learn from them, we first of all should know they look at their teachers; their behaviour characteristics so as to develop in them deserved attitudes towards their teachers and their teacher behaviour.

In total students' perception on teacher behaviour in teacher training Institutes of Odisha, for students' perception, there is a no significant difference between teacher training institutes in gender, age and also institutes wise in the perception about their teachers' behaviour.

EDUCATIONAL IMPLICATIONS OF THE STUDY:

In general has positively perceived the teacher behaviour. They have positively perceived love and affection, discussion with students, give examples, explanation, accept students talent and equal opportunity but negatively perceived provision of Guidance. From this we could infer two things. One is perhaps student may not be aware of the provision of guidance services. The other one is teachers perhaps would have failed to provide this service to the student community.

Male students have negatively perceived the teacher behaviour. This may be due to the fact that the Male students are considered to be not good when compared with; the Female students.

SUGGESTIONS FOR FURTHER RESEARCH:

The investigators would like to recommend the following for further research programmes.

1. A study of the perceived behaviours and the performed behaviours of the teachers may be carried out.
2. An investigation into teachers' perception on students' behaviours may be done.
3. Psycho-socio correlates of Students' Perception on Teacher Behaviour can be studied.
4. Teacher Training students' expectations of their teachers in relation to their personality Characteristics can be studied

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