

Construction of Non-verbal Teacher Behavior, Checklist for College Teachers

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ABSTRACT

Communication plays a vital role in human endeavor. To articulate our ideas, feelings, and emotions we communicate not only in verbal ways but also with non-verbal methods. These are essential in teaching-learning process also. Teachers in the classrooms can utilize a variety of verbal and non-verbal skills to help the students' comprehension of difficult concepts. The present non-verbal behavior checklist construction was used to study the significance of effective and ineffective college teachers. The study examined the hypotheses that effective and ineffective college teachers significantly differ on non-verbal teacher behavior. Population of the study included college teachers of Academic Degree colleges, Professional colleges (Agriculture, Veterinary and Engineering colleges) and Colleges of Education of Kashmir Division of Jammu and Kashmir state, The sample included 177 effective and 177 ineffective (Total=354) college teachers.

Key words:-Construction, Non-verbal Teacher Behavior, Checklist

1. INTRODUCTION

Communication is an integral part of our lives. We communicate in different ways to express our thoughts, feelings, knowledge, skills, and ideas. It is normally assumed that communication is identified with speech and sounds but communication is, in fact, the combination of verbal and non-verbal transmission of knowledge. Non-verbal communication includes sounds, gestures, body movements, eye contacts, facial expressions, pitch or tone of a voice, spatial distance, apparent behaviour, postures, and dress of an individual. Dileo (1977) remarks, "Language comprises all forms of communication: crying, facial expression, gestures, touching, yelling, and also speech and writing." Everything speaks in the process of communication including material objects and physical space but only speech sounds or verbal production is observed, non-verbal cannot, which is a valuable component of communication. It enhances the meaning of words. A speaker can raise the interest and curiosity of the listeners with the help of non-verbal communication. More often non-verbal communication occurs unconsciously. People are not aware of the fact that besides their verbal communication the nonverbal gestures also transmit a potent message. The body language, eye contact, physical appearance, and tone of voice provide meaningful information to the audience. Non-verbal communication is deemed much reliable and effective in comparison to verbal communication as it gives additional support to the verbal communication.

Givens (2002) stated, "A body movements, postures, or material artifacts which encodes or influences a concept, motivation, or mood. In its most generic sense is a sign, signal, or cue used to communicate in

tandem with, or part from words. Gestures include facial expressions, clothing movements". Calero (2005) stated, "One of the first researchers on nonverbal communication was Ray Birdwhistell, who used the term "kinesics" in 1952 when he wrote Introduction of Kinesics, "nonverbal communication" was used

for the first time in 1955 by G.W. Hewes when he wrote World Distribution of

Certain Postural Habits, and was followed by Irving Goffman's Behavior in Public Places which used the term "body idiom." Allan and Pease (2004) stated, "Albert Mehrabian, a pioneer researcher of body language in 1950s, found that the total impact of a message is about 7% verbal (words only) and 38% vocal (including tone of voice, inflection and other sounds) and 55% non-verbal." They further stated, "Anthropologist Ray Birdwhistell pioneered the original study of non-verbal communication-what he called 'Kinesics'. Birdwhistell made some similar estimates of the amount of non-verbal communication that takes place between humans.

O'Rourke (2004) stated, "Communication experts have established the fact that less than a third of the meaning transferred from one person to another in a personal conversation comes from the words that are spoken. The majority of meaning comes from nonverbal sources, including body movement; eye contact; gestures; posture; and vocal tone, pitch, pacing, and phrasing. Other messages come from our clothing, our use of time, and literally dozens of other nonverbal categories. Nonverbal communication is widely regarded as the transfer of meaning without the use of verbal symbols. That is, nonverbal communication refers in a literal sense to those actions, objects, and contexts that either communicate directly or facilitate communication without using words. As communication professionals and casual observers alike will testify, though, separating the effects of verbal and nonverbal behaviour is never easy, largely because they tend to reinforce each other, contradict each other, or are in some way about each other". Barber (1964) stated, "When a man nods his head to indicate assent (or, in some cultures, refusal), the gesture is arbitrary and therefore symbolic. Weeping is a sign of sorrow, and blushing is a sign of shame, but these signs are caused by the emotional states in question, and so are not arbitrary or symbolic." Bovee, et al (2003) stated, "People's actions often do speak louder than their words. In fact, most people can deceive others much more easily with words than they can with their bodies. Words are relatively easy to control; body language, facial expressions, and vocal characteristics are not. By paying attention to these nonverbal cues, you can detect deception or affirm a speaker's honesty. Because nonverbal communication is so reliable, people generally have more faith in nonverbal cues than they do in verbal messages. If a person says one thing but transmits a conflicting message nonverbally, listeners almost invariably believe the nonverbal signal. Chances are, if you can read other people nonverbal messages correctly, you can interpret their underlying attitudes and intentions and respond appropriately".

2. METHODOLOGY AND PROCEDURE:

The following methodology was used for the successful construction of Non-verbal Teacher Behaviour, Checklist of College Teachers.

a. Poling of the items:

The items for the non-verbal behaviour of the college teachers were pooled keeping in view the mostly occurring gestures and postures of the teachers using in the classroom as revealed by various researchers. As such the investigator prepared the following observation schedule for assessing the non-verbal behaviour of the college teachers.

ITEM NO.	OBSERVATIONS	Yes	No
1	Blushes;	0	0
2	Changes voice during the run of lesson;	0	0
3	Drinks water during the run of lecture;	0	0
4	Encourages students initiative	0	0
5	Expresses a jolly mood;	0	0
6	Frowns at student;	0	0
7	Gets irritated easily;	0	0
8	Kicks the students, the chairs, desks etc;	0	0
9	Makes eye contact;	0	0
10	Moves across the classroom to go to each individual child.	0	0
11	Moves outside the classroom during the run of lesson;	0	0
12	Nods head;	0	0
13	Pats the students;	0	0
14	Pauses in speech pattern;	0	0
15	Proceeds towards windows in the classroom during the run of lesson;	0	0
16	Shakes head;	0	0
17	Slaps the students;	0	0
18	Smokes inside the class;	0	0
19	Snatches papers from the student;	0	0
20	Stares at some student;	0	0
21	Stumbles while walking inside the classroom;	0	0
22	Turns pale;	0	0
23	Uses gestures for communication	0	0
24	Yells at students;	0	0

25	Any other non-verbal behaviour indicates used by the teacher.	0		
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b. Try-out Non-verbal Teacher Behaviour Checklist:

The self constructed Observation Schedule was initially tried out on a sample of 50 (Fifty) Permanent College Teachers in the five most premier colleges of the Srinagar City consisting of the academic colleges and professional colleges. The colleges are as under:

1. Govt. College of Education, Srinagar, J&K state
2. Govt. College for Women, M.A. Road, Srinagar, J&K state
3. Govt. Sri Pratap College, M.A. Road, Srinagar, J&K state
4. Govt. Degree College Bemina, Srinagar, J&K state
5. Govt. Amar Singh College, Srinagar, J&K state

After proper permission from the heads of the above colleges, the investigator keenly observed 50 teachers (ten from each college) of different subjects in their respective classes for a period of 30-40 minutes each. The observations of all the teachers were properly noted for each item in the observation schedule. The observations of the teachers in the try-out of the observation schedule are as under:

Chart showing try-out raw scores of college teachers on Non-Verbal Teachers Behaviour Checklist

Item No	Observations	Govt. A S College Srinagar		Govt. Degree College Bemina		Govt. College of Education Srinagar		Govt. S.P. College Srinagar		Govt. College for Women M.A. Road Srinagar		Total	
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1	Blushes;	6	4	3	7	2	8	8	2	4	6	23	27
2	Changes voice during the run of lesson;	9	1	10	0	7	3	10	0	9	1	45	5
3	Drinks water during the run of lecture;	3	7	1	9	1	9	0	10	0	10	5	46
4	Encourages students initiative	9	1	9	1	6	4	9	1	10	0	43	7
5	Expresses a jolly mood;	7	3	8	2	6	4	9	1	9	1	39	11
6	Frowns at student;	6	4	8	2	5	5	3	7	8	2	30	20
7	Gets irritated easily;	4	6	3	7	3	7	3	7	3	7	16	34
8	Kicks the students,	2	8	0	10	3	7	1	9	2	8	8	42

	the chairs, desks etc;												
9	Makes eye contact;	9	1	10	0	3	7	10	0	9	1	41	9
10	Moves across the classroom to go to each individual child.	9	1	8	2	5	5	9	1	9	1	40	10
11	Moves outside the classroom during the run of lesson;	0	10	1	9	1	9	1	9	3	7	6	44
12	Nods head;	9	1	9	1	7	3	10	0	10	0	45	5
13	Pats the students;	8	2	9	1	6	4	9	1	10	0	42	8
14	Pauses in speech pattern;	10	0	10	0	7	3	10	0	10	0	47	3
15	Proceeds towards windows in the classroom during the run of lesson;	8	2	8	2	5	5	10	0	9	1	40	10
16	Shakes head;	9	1	10	0	7	3	10	0	10	0	46	4
17	Slappes the students;	1	9	0	10	0	10	1	9	0	10	2	48
18	Smokes inside the class;	0	10	0	10	1	9	10	0	0	10	1	49
19	Snatches papers from the student;	2	8	1	9	1	9	1	9	1	9	6	44
20	Stares at some student;	3	7	4	6	2	8	4	6	5	5	17	33
21	Stumbles while walking inside the classroom;	3	7	3	7	1	9	3	7	4	6	14	36
22	Turns pale;	4	6	5	5	0	10	1	9	3	7	13	37
23	Uses gestures for communication	9	1	9	1	7	3	10	0	10	0	45	5
24	Yells at students;	4	6	3	7	4	6	5	5	4	6	20	30
25	Any other non-verbal behaviour indicates used by the teacher.	3	7	2	8	4	6	1	9	3	7	13	37

On the basis of 70% observation ratings of teachers, on Non-Verbal Teacher Behaviour Checklist the items were chosen to be included in the final format. Out of 25 items of the self-constructed Non-Verbal Teacher Behaviour Checklist the following items got a rating of 70% and above.

These items numbers are:

01, 02, 03, 04, 05, 06, 07, 09, 10, 12, 13, 14, 15, 16, 20, 21, 22, 23, 24, 25, 26.

However, the below mentioned item No's of the self-constructed Non-Verbal Teacher Checklist got observation ratings of less than 70%. Therefore the items were excluded from the observation schedule.

These items numbers are as:

08, 11, 17, 18, 19.

c. Revision of the Observation Schedule:

After the analysis of data collected at try-out stage certain items of the observation schedule were not used and exhibited by the teachers in their classes. As such the items at S. No 08, 11, 17, 18 19 and were excluded from the schedule. Therefore, the final observation schedule is consisting of the following 20 items only.

d. Final Format:

ITEM NO.	OBSERVATIONS	Yes	No
1	Blushes;	0	0
2	Changes voice during the run of lesson;	0	0
3	Drinks water during the run of lecture;	0	0
4	Encourages students initiative	0	0
5	Expresses a jolly mood;	0	0
6	Frowns at student;	0	0
7	Gets irritated easily;	0	0
8	Makes eye contact;	0	0
9	Moves across the classroom to go to each individual child.	0	0
10	Nods head;	0	0
11	Pats the students;	0	0
12	Pauses in speech pattern;	0	0
13	Proceeds towards windows in the classroom during the run of lesson;	0	0
14	Shakes head;	0	0
15	Stares at some student;	0	0
16	Stumbles while walking inside the classroom;	0	0
17	Turns pale;	0	0
18	Uses gestures for communication	0	0
19	Yells at students;	0	0

20	Any other non-verbal behaviour indicates used by the teacher.	o	
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