



THE IMPACT OF BEHAVIOURAL ASPECTS IN TEACHING PRACTICE

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Abstract:

Education is a light that shows the mankind the right direction to surge. Elementary education constitutes a very important part of the entire structure of education. It is at this stage that the child starts going to a formal institution. The education which the pupil receives at a formal institution provides the foundation of the physical, mental, emotional, intellectual, and social development, and sound elementary education gives an integral element to effective and efficient secondary and higher education. If education fails to inculcate self-discipline and commitment to achieve in the minds of student, it is not their fault. We have to convert education into a sport and learning process has to generate interest in the students and motivate them to stay back in the institution than to run away from it. Education should become a fun and thrill to them rather than burden and boredom. The term innovation means a new way of doing something or the creation, development and implementation of a new product, processor service, with the aim of improving efficiency, effectiveness or competitive advantage. To discover who innovative teachers are, their practices, and how they might have impact on the improvement of teaching on higher education. The term innovative teaching represents a construct, comprised of a cluster of qualities including effective interaction with learners, openness to change, persistence, reflective practice, specificity of approach, and discipline-embedded pedagogy. Innovative teaching is more than the light bulb that comes on when innovation occurs, more than going where no one has gone before. The better teachers are genuinely interested in students and carefully analyze their teaching.

Index Terms: Behavioral Aspects, Teaching Practice, Innovation & Facial Expressions

1. Introduction:

We live in a world that is creative; we live in a time where innovation is the key word; inventions by human have reached every sphere of life. We cannot deny the fact that much of the education that has been imparted till now has been memory-based. But proper learning should involve memory-based learning that triggers the cultivation of use of analytics, proper evaluation of skills and above all, the presence of creativity, the urge to create something new that would bring about an evolution. Education has long been recognized as the central element in the development of human personality. But in the 20th Century, it has acquired a new range of functions. It is no longer merely one of the sectors of national life-like agriculture or industry, but a multi-dimensional one that energizes and provides to all the sectors. Education enables individuals to make the transition to new social orders by providing self-understanding and better knowledge of the choices available and a critical appreciation of the nature of change itself. Thus, education at all the stages becomes a kind of future shock absorber (Yasseen, Bassam M. Bany 2010). Our society is characterized by modernization and globalization, resulting in changes in professions, technologies, and education. This emphasizes the importance of teachers' innovative behavior: self-initiated creation, introduction, and implementation of new ideas or methods (Klaeijssen, A., Vermeulen, M., & Martens, R. 2015).

2. What is Innovative Teaching?

Innovative teaching is necessary for the present and future of education to help students to reach their full potential. Higher education should serve the long term intellectual needs of the student. Innovative teaching is a necessity for all teachers in order to meet the educational needs of the new generations. However, teachers' competency for innovative teaching is a key factor influencing innovative teaching performance. Education should not lead to the blunt memorization of information and the possibility of a creative use of this information, and in addition, the training should encourage the ability associated with the birth of new ideas, with the "inspiration". The term innovative teaching represents a construct, comprised of a cluster of qualities including effective interaction with learners, openness to change, persistence, reflective practice, specificity of approach, and discipline-embedded pedagogy. Innovative teaching is more than the light bulb that comes on when innovation occurs, more than going where no one has gone before. The better teachers, are genuinely interested in students, and carefully analyze their teaching.

3. Relevance of Facial Expressions:

Our facial expressions are powerful communication tools in our classrooms. When confronted with difficult behavior from some students, the danger is that we get frustrated and apply our reaction to an entire class of students. The impact due to communication of the face is so powerful in interaction. Faces are rich in information about individual identity, and also about mood and mental state, being accessible windows into the mechanisms governing our emotions. Studies reveal that the most expressive way humans display emotions is through facial expressions. Facial expressions are the primary source of information, next to words, in determining an individual's internal feelings.

All teachers and students use facial expressions to form impressions of another. A study had revealed that the facial expressions of the lecturers kept the students motivated and interested during the lectures (Toby et al.2008). A teacher can also use student's facial expressions as valuable sources of feedback. While delivering a lecture, a teacher should use student's expressions to determine whether or not to slow down, speed up, or in some other way modify his presentation. The basic strategy of optimizing the classroom behavior is that the teachers must have the capability to feel student's minds changing; they must be good at observing student's facial expression, every action and movement. This helps the teachers to understand their own weakness and to change it.

It is increasingly recognised that the learning environment is an important factor in explaining students' motivation for school and their learning outcomes (Eccles and Roeser2011; Pintrich2004). Teachers are key actors who shape the learning environment (Eccles and Roeser2011) and one of their most important tasks is to create a learning environment that enhances and sustains students' motivation and engages students in learning. Teachers usually hold very stable long-term beliefs about the nature of student motivation and the particular motivational strategies that are effective in motivating their students (Pajares 1992Turner 2010; Turner et al. 2009). Teacher beliefs are developed through teachers' own experiences as learners (Mansfield and Volet 2010; Richardson 2003), their initial teacher training as well as their professional experiences as teachers (Avalos 2011; Turner et al. 2009).

Teacher student interaction plays a vital role in any classroom environment (Mohamed Sathik&Sofia,2011).They should be highly skilled in understanding the emotions in order to identify the comprehension of the students from their facial

expressions itself. If the teachers are not able to identify the significance in the facial expressions it will undermine the understanding of the students, thereby, create negative impact on student's learning. Momentary expressions that signal emotions include muscle movements such as raising the eyebrows, wrinkling the forehead, rolling the eyes or curling the lip. When students are feeling uncomfortable, they may have lowered brow, drawn together brow, horizontal or vertical forehead wrinkles, and have a hard time in maintaining eye contact. To be a good receiver of student messages, a lecturer must be familiar to many of the subtle nonverbal cues that their students send.

Studies show that student's emotional states are expressed with specific behaviour that can be automatically detected. Detecting facial landmarks such as position of forehead, eyes, nose, mouth, etc. play an important role in face recognition systems as they act as the action units of the face, which determine the denotation behind the expressions (Jain1999) indicated by them. Recognition of emotions from facial expressions involves the task of categorizing active and spontaneous facial expressions to extract information about the underlying emotional states.

4. Classroom Management:

Classroom management is a term used by teachers to describe the process of ensuring that classroom lesson run smoothly despite disruptive behavior by students. The term also implies the prevention of disruptive behavior. It is possibly the most difficult aspect of teaching for many teachers; indeed experiencing problems in this area causes some to leave teaching altogether.

"Ignoring and approving" is an effective classroom management strategy. This involves ignoring students when they behave undesirably and approving their behavior when it is desirable. When students are praised for their good behavior but ignored for their bad behavior, this may increase the frequency of good behavior and decrease bad behavior. Student behavior may be maintained by attention; if students have a history of getting attention after misbehavior, they may continue this behavior as long as it continues to get attention. If student misbehavior is ignored, but good behavior results in attention, students may instead behave appropriately to acquire attention. Classroom behavior is one of the trickiest issues teachers face today. Disruptive behavior results in lost curriculum time and creates a classroom environment that is not always conducive to learning. One key to nipping behavioral problems in the bud is to promote positive behavior before problems arise.

5. Conclusion:

Effective teachers have a sense of how each student is doing in the classes that they teach. They use a variety of formal and informal measures to monitor and assess their pupils' mastery of a concept or skill. When a student is having difficulty, the teacher targets the knowledge or skill that is troubling the student and provides remediation as necessary to fill in that gap. Communication with all parties vested in the success of the student is important, as parents and instructional teams are also interested in monitoring the student's progress. Monitoring student progress and potential need not be solely the responsibility of the teacher; indeed, an effective teacher facilitates students' understanding of how to assess their own performance. Ultimate accountability, however, does lie with each teacher, so students' progress and performance needs to be documented. An effective teacher who has observed and worked with a student has a sense of the potential that student possesses, encourages the student to excel, and provides the encouragement to motivate the student to make a sustained effort when needed.

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