REVIEW OF THE RELATED LITERATURE
A body of prior work related to a research problem is referred to as the related literature. Scientific research includes a review of the relevant literature. When a researcher reviews the previous researches in related fields, he becomes familiar with several known and unknown. Therefore, one obvious advantage of review of the literature is that it helps to eliminate duplication of what has already been done and provides fertile guidance and suggestions for further research.

“The orientation provided by a survey of related literature is helpful in making a straightforward statement of need for investigation and of avoiding two extremes of apologetic attitude and exaggerated claims.”

An important and crucial aspect of a research project is the survey of related literature which means to locate, read and evaluate the past as well as current literature of research concerned with the planned investigation. The time spent in such a survey invariably is a wise investment. Mouley identifies review of related literature as, “an exciting task calling for a deep insight and clear perspective of the overall field”. It promotes a greater understanding of its crucial aspects to ensure avoidance of unnecessary duplication. Review of related literature besides to allow the researcher to acquaint himself with current knowledge in the field in which he is going to conduct his research also accomplished following specific purposes-

- To enable the researcher to define the limits of this field. It helps him to delimit and define his problem.
- To provide ideas, theories explanation or hypothesis valuable in formulating the problem.
- To locate comparative data useful in the interpretation of results.
- To avoid the unfruitful and useless problem areas by the selection of those areas in which positive findings are likely to result.

To know about the recommendation of previous researcher for further research they have listed in their studies

According to Good, Barr and Scates, Survey of Literature serves the following purposes:
To show whether the evidence already available solves the problems adequately without further investigation and thus to avoid the risk of duplication.

To provide ideas, theories, explanation or hypothesis valuable in formulating the problem.

To suggest methods of research appropriate to the problem.

To locate comparative data useful in the interpretation of results.

To contribute to the general scholarship of investigator.

By the review of previous literature we can bridge the gap between new and old knowledge. Hence in order to be truly creative and original, one must read extensively and critically and review of literature as a stimulus to think.

This study will be designed to see observation patterns of classroom interaction at secondary and primary level.

- Related studies

**RELATED STUDIES**

The following studies will be reviewed in relation to the present study.

**Use of FIA System Gage (1991)** conducted research on Flanders interaction analysis and grouped the system into two broad categories: indirect teaching—types 1, 2, 3, and 4; and direct teaching—types 5, 6, and 7. One can see that the main difference between the two modes is basically whether teaching is viewed as asking or giving directions and lecturing. In comparing the modes, Gage also wanted to examine possible differences according to grade level, elementary versus secondary. He found very clear evidence that teachers who employed the indirect mode at the secondary level produced greater academic gains on the part of their pupils than teachers who used the direct mode. This means that the academic performance of teenage students will be enhanced through the effective use of questioning and open inquiry. The finding held true across subject matter. However, this research does not mean that the secondary teacher must stay exclusively in the indirect mode. The evidence is based on ratios of time expended in one mode versus the other. At the high school level, effectiveness is increased if the teacher uses the indirect mode more than half the time. Obviously, there will be times for giving careful directions, lecturing, and criticizing students for misbehavior, yet for the most part, employing questioning, reinforcing, cueing, and responding to feelings will produce academic gains to a greater degree.
To further buttress this approach to teaching and learning, researchers conducted a series of independent studies at the college level. Although the actual Flander’s system was not used, the overall results were quite similar. The college researchers found that professors who provide time for student questions, allow students to question one another, and encourage students to make statements in class fostered cognitive growth and complexity of thinking on the part of their students. So, results from both high school and college students indicate the advantage of the indirect mode.

**Observation Schedule and Record**

Medley and Mitzel (1993) developed the observation schedule and record which is both a 'Sign and Category' system designed to facilitate observational study of teacher graduates. The scales have been derived from factor analysis and the items have been empirically tested. Both verbal and non-verbal phenomena are observed and analyzed with this system. In this 'combined checklist and category system', items included are the following:

**Bale’s Interaction Process Categories (1996)**

Before Flander, Bale developed this category system with the object of studying individual behavior in selected social and psychological settings. The interaction is either recorded for subsequent analysis or observed and codified in a time based process.

This is a widely used system of observation, originally developed with the intention of providing a method of analyzing the behavior of small work groups, it has, however, come to be used in instructional settings since it has categories appropriate to describe the behavior of a teacher or pupils in a classroom, livery act of the group members is recorded in one of the twelve categories.

**Equivalent Talk Categories: (ETC).**

In 1997, Bentley and Milber developed the Equivalent Talk Categories (ETC) which are ten in number and which emphasize the type and degree of intellectual exchange between the teacher and his pupil enabling us to determine the available opportunities for pupil to think and to infer in the classroom. This appears to be of rather limited value.

Whatever system to use, it should be remembered that the validity of interaction depends upon the accuracy of observation and training of observers.

**Problem Based learning**

Mark (1994) conducted a research on problem based learning and came to the following conclusions:

Balance between teacher talk, pupil talk and silence
This is simply the proportion of the total amount of interaction time that is taken up by the teacher, by pupils and in silence. Flanders argues that established norms are 80% teacher talk, 20% pupil talk, and 11-12% silence. Observational data suggests that PBL will contain a higher percentage of pupil talk than the curriculum. Whilst these measures of talk are useful, a high proportion of pupil talks are useful.

The Teachers Immediate Response Ratio (TRR) measures the tendency of the teacher to praise or integrate pupil ideas and feelings into the class discussion at the moment the pupil stops talking. It is calculated using data from the analysis of pairs. Given the tutorial role expected of teachers in the PBL system, a high TRR89 may be expected. No difference between the two curricula in student attainment and/or % of pupil talk and/or PIR might be explained by a lower than expected TRR89. Similarly the TRR89 may be useful to tease out any differences associated with the PBL system (indicated by High % pupil talk and PIR) and those associated with the actions of the tutor.

**The complexity of Classroom Interaction**

Mary, Lesley and Steadman (1993) came to conclusion that the frameworks described chronologically and topically relate programs of research to demonstrate similarity in their perspectives about what constitutes classroom interaction and how we can understand and study it. Each perspective assumes a conceptual stance, or a cluster of conceptual relationships among the purpose of the study and its research.

Kin Hai and Lim Siew Bee (2006) - Effectiveness of interaction analysis feedback on the verbal behaviour of primary school mathematics teachers” The study attempted to investigate the relative effectiveness of interaction analysis feedback on the verbal behaviour of teachers teaching mathematics in primary 5 classes of four randomly selected primary schools in Brunei-Muara district. Results showed that the feedback groups accepted student’s feeling more, praised students more, used student’s ideas and initiated more student talk in the classroom. Effects of feedback were encouraging with higher student academic achievement and more favorable attitudes after teachers were given feedback.

Brophy & Good,(1986)- “A significant impact of types of classroom communication on student outcome.” At Ph.D. level studied and concluded that teacher’s classroom verbal behaviour affect student’s achievement.

Berliner & Biddle,(1995)-“Student’s opportunity to participate actively in the classroom communication” at Ph.D. level studied and concluded that, in fact, student’s opportunity to participate actively in the classroom communication contributes to one of the most important predictors of student’s achievement.

Good & Weinstein (1986)-“Effects of verbal behavior of teacher on classroom communication.” at Ph.D. level studied and concluded that teacher’s classroom verbal behavior affect student’s achievement positively. However, student’s opportunity to participate in the classroom communication may vary with different verbal and non-verbal behaviour of teachers, with their achievements, attitudes and gender.

Amindon & Powell (1991), Campbell & Barnes (1982), Kantowski (1993) and Gorard (2000) used Flanders Interaction Analysis Observation System in their studies and discovered that teachers who were perceived as
effective engaged largely in accepting student’s feelings and ideas, used more praise and encouragement in their
classroom communication.

**Kline & Sorge (1994)**- “Effectiveness of Flander’s Interaction Analysis Category System on verbal behavior of
teachers” at Ph.D. level studied and came to the conclusion that even teachers who were not trained in the
mechanics of interaction analysis will change their classroom verbal behavior as a result of feedback from the
interaction analysis observation system.

**Arti Bakhshi, Kuldeep Kumar, Shallu Sharma and Ambica Sharma (2002)**- Satisfaction as
predictor of Life Satisfaction: A study on Lecturers in Govt. & Private Colleges in Jammu. Studied
at Project level and concluded that the present study aims to find out the job-satisfaction and
life satisfaction of the government and private lecturers of Jammu district. A total of 60
lecturers (30 male and 30 female) were selected using random sampling technique. The data
was obtained through questionnaires which were administered personally. Results indicated a
significant difference in the job- satisfaction of government and private college lecturers with
government college lecturers having higher job-satisfaction. Government and private college
lecturers do not differ significantly on life-satisfaction scores. A significant positive correlation
between job- satisfaction and life-satisfaction of overall sample was found. Positive correlation
between these two variables has important implications for managers and supervisors.

**Younger & Warrington (1996)**-“Effectiveness of teacher’s classroom verbal and non-verbal behaviour on the
students of primary level” at Ph.D. level studied and came to the conclusion that teacher’s classroom verbal
behaviour could affect significantly primary pupil’s achievement in mathematics and their attitudes towards the
subject.

**Hopkins and Moore (1993)**- “Investigated the effects of FIACS feedback on verbal behaviours of teachers” and
found that teachers who received feedback differed significantly in their use of certain verbal behaviours from
those who did not receive feedback. Teachers who received feedback were found to use more praise, accept and
clarify student ideas more, use more indirect talk, use more positive reinforcement after teacher-initiated student
talk, use less corrective feedback, criticise students less, ask more questions, use less lecture method, give fewer
directions and less teacher-initiated talk.

**Kasinath, H.M. (2008)**-“motivational correlates of emotional intelligence off secondary
teacher’s trainees” at studied and got concluded that recent finding have identified as the
single most facts predicating and happening in life .It is the capacity to create positive outcome
in your relationship with others and with yourself. Positive outcomes include joy optimism and success in work school and life.

**Patricia A Jenning and Mark T. Green (2008)** “The pro social classroom: teacher social and emotional competence in relation to students and classroom outcome” at Ph.D. level. And concluded the research has demonstrated that many teachers deal with highly stressful emotion situation in ways that compromise their ability to develop and sustain healthy relationship with their students effectively managed their classroom and support students learning.