



CHAPTER II

REVIEW OF THE LITERATURE

Introduction

The background information on interaction behavior between teachers and students in the classroom and clinical practicum requires a review of related literature. The review of the literature concentrated on the various methods used in different fields of education by different authors in relation to Flanders Interaction Analysis Category.

Historical Background

Until before 1930 no teachers had instructional system to follow on teaching and learning process in interaction. In late 30's the educational researchers showed an interested on analysis of the classroom interaction. Johan Withall was one of the early researcher who studied the classroom climate by measuring in classroom interaction by means of a category system. Most categories used by Withall were similar to Flanders system of interaction. The work of Withall encouraged and supported the future researchers in interaction behavior. Different researchers had studied the interaction at different level with different angle Henderson H. had studied the integrative and dominative behavior of teacher in their contact with children. His ideas and his basic categories were similar to the "Flanders" concepts of indirect and direct influences, to students.

A varieties of system designed to analyze student-teacher interaction in the class-room have been developed by many authors such as Anderson (1939), Withall (1949), Mitzel (1958), Aschner (1959), Hughes et al. (1959), Smith (1960), and Amidon and Flanders (1963). Among all those mentioned above, one of the best known system for examining verbal interaction class-room behavior was developed by flanders in 1950's. Since then, it has been using by most of the researcher for their study in interaction behavior in the education as measuring tool.

Flanders interaction catagory system contains namely three major catagories (a) teachers talk (b) students talk and (3) silence or confusion. All three major catagories were divided in subcatagories according to the statement of teacher and students. Teachers statements were classified indirect or direct which indicated that the amount of freedom and authoritarian behavior presented by the teachers to the students in the classroom. In order to make the interaction behavior meaningful the Flanders system also provided the catagory system of student talk like respond to teachers and initiate the interaction in the classroom. A third major section was the silence or confusion, which is included in order to account the time spent in between interaction behavior (Amidon and Hough, 1963).

Today's most of the interaction behavior study depends on these 3 catagories of Ned.A Flanders with some moderation. Even if it was moderated but the purposes of using the catagories are the same: that is to know the interaction behavior of the teacher and students during the educational conversation.

Flanders is one of the most famous researcher in the field of educational interaction analysis. His interaction category system has been using by many educators specially among the teachers and student groups. The main concept of Flanders is:

"Interaction analysis is nothing more and nothing less than an observation technique which can be used to obtain a fairly reliable records of spontaneous verbal statement, from which one can recognize the approximate quantity and quality of the teacher and student statement (Amidon and Hough, 1967: 2).

Since 1949 several studies had done on the Teacher-Student Interaction. The literature on these topics which were relevant to education could be summerized as follows:

Amerfil M.W. and Phillis B. had studied the interaction techniques that nursing faculty used with students in the clinical settings. The result of this study was summerised according to type of faculty- student interactions, the length of the interaction and the type of interaction techniques used. The data were grouped in high and low leveled interaction techniques. Low level questions were those questions that allow the students to use knowldge, comprehend and apply. Those questions that demands analysis, synthesis and evaluation were considered high level questions. In this study the author founnd that if the students need to develop problem solving abilities, the faculty need to implement higher level interaction with the students.

Literature in the field gives some support to the assumption underlying the purpose of the study. In an initial study of, "Classroom Interaction between Teacher and Community Targeted Problem-Based Medical Students, Faculty of Medicine, Chulalongkorn University." Boonnart Laisanitserakul et al (1990) had reported that the teachers and resource person used 88 % of the time and the students used only 10 % of time for answering and asking the questions in the clinical teaching, the silence period was noted only 4 % of time.

The study of the "Effectiveness of Short-Term Teacher-Training Programme", by Malee Phulklongtan, et al (1982) reported that the short-term training programme also changes the teaching behavior by increasing the direct and indirect verbal motivation. Teachers become more sensitive to their own classroom teaching and also more independent in the educational activities. The result showed that the staff behavior in interaction was improved and the teaching standard have changed.

Folley, Smilasky, and Yonke (1979) had highlighted the importance of student participation in clinical teaching in their study. The researchers studied the nature of the verbal interaction behavior by assessing the proportion of time devoted in the clinical field by the medical students in their clerkship. The first striking result was that the medical students for whom the clerkship experience was designed functioned as passive audience. Even in the teaching rounds

which were planned as educational experience for medical students, they talked only 4 percent of time. In contrast the instructors talked 62 percent.

The study on teaching clinical by Romm, Dignon, and Herman (1989) in "Teaching Clinical Epidemiology: A control trail of two methods".like large lecture group and small discussion group. The researcher found no significant different in academic achievement of two methods but the authors said that more satisfaction were reported in small group learners than in larger one. So this study suggested that the small group teaching and learning environment was much better for motivation to learn.

Elliot, (1987) mentions in his study "An enquiry into staffing, organization and teaching in South African medical Schools", that how the average medical teachers allowcate their time between teaching, clinical work, research and other activities. The researcher found that over 70% of the teachers were not using any formal plans for teaching. And the education process was teacher-oriented. Only 13% of teachers often used educational objectives and majority (50%) never used then at all.

Parfitt (1989) mentioned in his study that self learning students did do significantly better in the problem identification and planning for nusring intervention than the control group. The control group did the MCQ. better since they still contineud the traditional teacher-oriented teaching learning method. So this study expresses the idea that the

change of teaching method from didactic to more creative approaches makes students to be a problem solver and creative thinker.

Guilbert (1985) explored the idea in his study *Teacher Training Workshop in Education. Summary of 15 years' personal experience* found that the teachers of health personnel have become increasingly aware of learner - centered from teacher-centered after the workshop performed by educational scientists. The workshop was performed in learning by doing, so the program of workshop was planned by participants. This study suggested that the students must have chances to develop their skill independently to solve any problem.

Nhodim (1988) had mentioned in his study "*Learning human anatomy: does learning occur during a lecture?*" that the lecture surely help the students if it is well prepared and conformed to the principle of programmed instruction. To find out the result the researcher performed pre and post tests and compared the scores. The result demonstrated that the significant learning can occur during a lecture prepared and delivered in accordance with sound pedagogical principles.

Nalinee Vanchai (1976) said in her thesis submitted for the degree of masters of education. To make the effective interaction in education the climate of the classroom must be suitable. The teacher must be a ideal with perfect knowledge, skill and attitude in concerning subjects. The academic background of the teachers must be well developed. So that the interaction will be performed in well manner during the class periods. A teacher must be a model of perfect in education to present the interaction behavior in the

classroom or in the clinical field. So that the students will be interested and exhibit their qualities of interaction and learn them in well manner.

From the several authors as stated above, it showed that the percentage of teacher talk was high and student talk was low. All studies indicated that improper teacher- student interaction in the class-room inhibited student's learning. The other researchers such as, Phulklongtan M., Elliot J., and Nhodim J.O. supported that hypothesis and recommended that the teacher should set proper learning experience to increase the student participation in the class-room activities.

The review of literature on teacher- student interaction revealed no studies have found concerning to nursing education. It would be useful and helpful to nursing education if we study on this matter as we have said in chapter I.