

**A COMPARATIVE STUDY OF TEACHER EDUCATOR'S
INTERPERSONAL BEHAVIOUR IN CLASSROOM
SETTINGS IN SELECTED COLLEGES OF EDUCATION IN
JAMMU CITY**

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ABSTRACT

The Teacher is considered a central figure in any classroom-learning environment especially in Indian school settings where the teacher controls the teaching learning process and directs the activities of students on a day-to-day basis. The interaction that teachers have with their students determines the nature of their interpersonal relationships and enables the teacher to improve their teaching practices. Most teachers would believe that good interactions with the students they teach are important. But are the students' perceptions of the interactions that take place in the classroom the same as their teachers perceive it to be? The purpose of this study was to assess the teacher educators' interpersonal behaviour in Teacher Education classroom in Jammu city. The Questionnaire on Teacher Interaction (QTI) was used as a tool to assess the teacher-student interactions in Teacher Education classroom. A sample of 250 students including both male and female teacher trainees was collected from five colleges of education in Jammu city. Statistical analyses including internal consistency reliability, scale validity ANOVA etc. was used. The descriptive statistics like Mean, Standard deviation, correlation, regression and t-test was used. The study describes how teacher trainees perceive the interpersonal behaviour of their teacher educators. Data analysis reveals that usually the teacher trainees see their teacher educator as good leaders. They also rated their teachers in terms of exhibiting helpful and friendly nature, understanding and giving students freedom and responsibility in the classroom. In fact, the teachers quite often in the classroom have exhibited the positive factors. Teacher trainees perceive their teacher educators to be strict which is quiet acceptable in the Indian classroom

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situation as a teacher is in command of a class most of the time. The negative aspects of the teacher interpersonal behaviour as assessed using QTI have been rated quite low by the students as teacher educators hardly show evidence of admonishing behaviour are less dissatisfied and less uncertain in their behaviour. Results on investigation of gender differences suggest that out of the eight scales of the QTI only one scales i.e. Student Responsibility/Freedom is statistically significant. Such results show that the overall objective of the study has been achieved in order to assess the teacher educators interpersonal behaviour in different colleges of Education located in Jammu city, India. The implications for teachers are outlined in this study suggest that if teacher want to improve their interaction with the students and their classroom-learning environment, they should ensure those behaviours that have been found to be empirically related with the variables in the QTI instrument in order to create a healthy learning environment which promotes learning and improves teacher-student relationship, ultimately affecting the overall quality of the teaching – learning process.

Keywords: Teacher Educator, Interpersonal behaviour, Colleges of Education, QTI (Questionnaire on Teacher interaction), Teacher Education

INTRODUCTION

Teacher education has become an integral part of the educational system. Education is a bipolar process. The two objects involved in education process are the teacher and the student. Hence, the role of the teacher and his education is the foundation in which the superstructure of the country is based. Teacher education is always held in high esteem by every educative society. It includes the programmes for the further education of the assumption that the teaching activity can be definitely improved after undergoing such a Programme (Reynolds, 1995). Inam (2005) notes that teacher education is a programme of imparting knowledge, motivating and guiding the teacher educators to learn through their own activities, training their emotions and developing their powers and capacities so that they are able to make effective adjustment to their environment and are prepared in a better way for successful teaching. Rajput and Walia (2001) stated that teacher educators are expected to shoulder the responsibility of familiarizing teacher trainees with the social, economic and cultural ethos and characteristics of India. They also emphasized that teachers are expected to help produce citizens with appropriate values, attitudes,

motivation and a high commitment to pursue their occupations in an energetic way. Teacher educators need to prepare student teachers to adopt professionally permissible approaches to assessment, evaluation and remediation.

Previously teaching meant nothing more than giving information and imparting knowledge. It was the time when teaching was considered as a two way process: Teaching and the Subject being. The child was altogether ignored. No attention was given to his needs and desires. The child was measured by the adult yardstick. The subject matter was read out, told by the teacher and the child simply memorized. Modern system of education has brought the child into limelight. He stands of radical change. Now teaching is considered as a two way activity, where both teacher and students play an important role in order to improve the educational system (Ahmed & Naoreen, 2009). In teaching- learning process, there are different factors which can affect the students learning. Factors may be related to teachers and their behaviour, students and their socio-cultural background and the environment. As students are very much nearer to the teachers thus it can be said that teachers' related factors are very important to affect students learning. In other words, the behaviour of the teacher influences that of his students, whereas at the same time the behaviour of the students influences that of the teacher. Thus, it is important for the teacher training institutions to prepare the teachers which may be a source to enhance students' learning and create learning like environment (Walburg, 1990). Teacher behavior is an act of the teacher which occurs in the context of classroom interactions. Teacher behaves in different ways and therefore there are different types of classroom interactions. Some teachers are very strict and some are very kind and lenient. Some are witty and humorous. There are some who are very stern and serious at all the time. Certainly teachers' behaviour pattern sets the pattern of students' behaviour in the classroom. The teachers' behaviour tends to create an atmosphere which is described as classroom climate (Ahmed & Naoreen, 2009).

It is often said that students mostly try to follow their teachers. Therefore, our study of interpersonal teacher behavior contributes to the fundamental aim of making the teacher learning process more effective and efficient. More specifically, research into interpersonal teacher behavior is important not only for enhancing student outcomes, but also for improving teacher competency in classroom communication. It is widely reported that communication is reciprocal, so that the behaviors of the teacher and students influence each other mutually. To date, only a

few studies of the learning environment have been undertaken at the teacher education level to assess the teacher educators' interpersonal behaviour. The mutual relationship between teacher educators and teacher trainees in teacher education classroom is therefore an essential topic in this study. The complex character of classroom environment implies that multiple perceptions are necessary to get a comprehensive image of the education process. As perceptions are the results of an interaction between the person and his environment, they reveal how someone experiences a classroom situation. So, the present study is designed and carried out in a teacher training environment, to assess the perception of teacher trainees' interpersonal behaviour with their teacher educators. Since these student teachers have to take over the responsibilities of future teachers; hence this study will be an ardent effort in this direction.

Teacher -Student Interactions in India

Research studies involving teacher- student interpersonal behaviour have been conducted in other countries and also in India, yet the status of research in our country with respect to teacher educators interpersonal behavior at the teacher education classroom is still in its initial stage. This is primarily so because the teacher in teacher education classroom does not give much emphasis on to find out what kind of behaviour students like their teachers to exhibit in the classroom. At present, the number of colleges of Education in our country is quite large especially in the state of Jammu and Kashmir situated in the northern part of India where teacher educators interpersonal behavior in teacher education is almost negligible and a very few research study concerning relationship between teacher trainees and teacher educators in classrooms has been conducted. In 2005, a study has been conducted by Koul and Fisher, this study focuses on the relationship between teacher-student interpersonal behaviour and students' attitudes towards Science. To investigate this relationship, student perception data have been gathered with 1021 Secondary Science students, located in 31 classes in Kashmir, India. Teacher interpersonal behaviour was conceptualised in terms of two behavioural dimensions, Influence (the degree of teacher control in communication with students) and Proximity (the degree of cooperativeness between teacher and students), and measured with the Questionnaire on Teacher Interaction(QTI) . Results indicated that both teacher Influence and Proximity were positively associated with students' attitude and that their effect statistically significant after correction for other covariates and learning environment variables. Gupta and Fisher (2008) in their study report the use of Questionnaire on Teacher Interaction (QTI) for assessing the students'

perceptions of their teachers' interpersonal behaviour in a technology- supported science classroom environment in an Indian school. Analysis of data obtained from 705 students from 15 classes provides evidence for the reliability and validity of the questionnaire in Indian settings for use at the secondary level. The same data are also used for studying gender differences and the associations between students' perceptions of their teachers' interpersonal behaviour with three learner outcomes i.e. their attitude towards science, academic efficacy and academic achievement.

Significance of the Study

The proposed research provides an opportunity to contribute to the ever expanding field of learning environment by assessing the teacher educator interpersonal behavior in teacher education classroom. The present study is significant because it is one of the few studies in the field of learning environment in India as well as at a global level that has focused on the teacher educators' interpersonal behaviour. This study also is noteworthy in that, by field-testing and validating the Questionnaire on Teacher Interaction (QTI), it has provided other researchers with a widely applicable, valid, economical and non threatening instrument for future use in assessing and monitoring students' perceptions of Instructor-Student interactions. Although the QTI has been used extensively in studies in Secondary classrooms and in elementary schools in several countries such as Singapore, India, Australia, and other South- East Asian countries, this tool has hardly been used for assessing the interpersonal behaviour in a teacher education programme in India. The findings of the present study can be applied for improving teacher educators' interpersonal behaviour as it present clues through teacher trainees perceptions as to what kind of behaviour students like their teachers to exhibit in the classroom which may lead to the development of a positive classroom learning environment and make learning more significant. This study is also significant because it helps the teacher educators to evaluate themselves through their students' perceptions.

RESEARCH OBJECTIVES OF THE STUDY

The research objectives of the proposed research study were:

(1) To establish the reliability and validity of the Questionnaire on Teacher Interaction (QTI) for use with teacher trainees in selected Colleges of Education in Jammu city. (2) To assess teacher

educators interpersonal behaviour with teacher trainees in selected Colleges of Education. (3) To investigate whether gender differences occur in teacher trainees' perceptions of their teacher interpersonal behaviour in Teacher Education classroom. (4) To compare the perceptions in teacher educators interpersonal behaviour as assessed by teacher trainees in selected Colleges of Education.

RESEARCH QUESTIONS OF THE STUDY

The research questions of the study were: (1) Is Questionnaire on Teacher Interaction (QTI) used as a reliable and valid tool in Indian Teacher Education classroom settings? (2) Is there any significant difference to assess teacher educators' interpersonal behaviour with teacher trainees in different Colleges of Education? (3) Is there any significant difference between male and female teacher trainees' perceptions of their teacher interpersonal behaviour in Teacher Education classroom? (4) Is there any significant difference between the perceptions of different Colleges of Education in teacher educators' interpersonal behaviour as assessed by teacher trainees?

RESEARCH METHODOLOGY

Sample of the Study

The samples were selected from 20 different Colleges of Education in Jammu city. All these colleges of teacher education stand recognized by the University of Jammu teaching the same syllabus and having the same examination pattern for preparing future teachers. Hence, these colleges provided the right atmosphere for a comparative study to assess the teacher-student interactions. The sample were selected randomly and chosen carefully so as to be representative of the population and comprise of co-educational classes in order to permit an unbiased test of gender differences. The samples were involving 200 teacher trainees'. 100 teacher trainees' were selected from each College of Education to assess their teacher-students interpersonal behavior in the teacher education classroom. There were 100 male and female teacher trainees each in the total sample of 200 which accounted for 50% share for each category, thereby giving equal representation to both the genders.

Research Instrument Selection

The Questionnaire on Teacher Interaction (QTI) (Wubbels & Levy, 1993) as a tool was selected to assess teacher educators' interpersonal behaviour. One advantage of the QTI is that it can be used to obtain either students' or teachers' perceptions of interpersonal behaviour. QTI are arranged in cyclic order and in blocks of the four. An Australian version of 48 items followed these two pioneering versions of the QTI (Fisher, Fraser, & Wubbels (1993). This shorter version has six items in each of the eight scales. Table 1 represents the nature of the QTI by providing a scale description and a sample item for each of the eight scales.

Table 1. *Description of each scale in the QTI with sample items*

Scale	Description	Sample Item
Leadership [DC]	Extent to which teacher provides leadership to class and holds student attention.	This teacher talks enthusiastically about his/her subject.
Helping/ Friendly [CD]	Extent to which the teacher is friendly and helpful towards students.	This teacher helps us with our work.
Understanding [CS]	Extent to which teacher shows understanding and care to students.	This teacher is willing to explain things again.
Student Responsibility/Freedom [SC]	Extent to which the students are given opportunities to assume responsibilities for their own activities.	This teacher is lenient.
Uncertain [SO]	Extent to which teacher exhibits her/his uncertainty.	This teacher is hesitant.
Dissatisfied [OS]	Extent to which teacher shows unhappiness/dissatisfaction with the students.	This teacher thinks that we cheat.
Admonishing [OD]	Extent to which the teacher shows anger/temper and is impatient in class	This teacher thinks that we cheat.
Strict [DO]	Extent to which the teacher is strict with demands of the students.	This teacher's tests are hard.

Data Collection

After making requisite preparations for the study and selection of the instruments for the purpose of assessment, the process of data collection were initiated. The data collection for the proposed research study was done using quantitative as well as qualitative data. The quantitative data was collected by administering the QTI and the qualitative data was collected by conducting Interview in order to assess the teacher educators' interaction and interpersonal behaviour with teacher trainees.

RESULTS OF THE STUDY

VALIDATION OF THE QTI

To determine the reliability and validity of the QTI, three statistical computations were done. The first being the Cronbach alpha coefficient (Cronbach, 1951) which is a measure of internal consistency and Analysis of variance (ANOVA) as an evidence of the ability of each scale to differentiate between the perceptions of students in different classrooms along with η^2 statistics, which provides an estimate of the strength of the association between class membership and the dependent variable. The third involved checking the circumplex nature of the QTI.

Table 1 represented the statistical data for the QTI. The alpha reliability coefficients for the different scales of QTI using the individual as a unit of analysis ranged from 0.51 for the Uncertain Scale to 0.59 for the Admonishing Scale. However, for the scale of Leadership the alpha reliability coefficient reported a score of 0.33 which when recomputed after deleting of an item changed to 0.53. The item deleted for computation purposes was number 13, i.e., 'This teacher knows everything that goes on in the classroom.'

For the scale of Understanding the alpha reliability coefficient reported a score of 0.38 which when recomputed after deleting of an item changed to 0.54. The item deleted for computation purposes was number 6, i.e., 'If we don't agree with this teacher, we can talk about it.' The alpha reliability of Uncertain Scale was reported as 0.29 which when recomputed after deleting of an item changed to 0.51. The item deleted for computation purposes was number 23, i.e., 'This teacher is not sure what to do when we fool around'. The alpha reliability of Dissatisfied Scale was reported as 0.36 which when recomputed after deleting of an item changed to 0.59. The item deleted for computation purposes was number 47, i.e., 'This teacher is suspicious.' For the scale of Admonishing the alpha reliability coefficient reported a score of 0.39 which when recomputed after deleting of an item changed to 0.59. The item deleted for computation purposes was number 12, i.e., 'This teacher is too quick to correct us when we break a rule'. The alpha reliability of Helping/Friendly and Strict scales was reported as 0.57 and 0.58 respectively. Thus, in all the above scales the reliability results of the QTI were consistently above 0.50. This suggested that the QTI could be used as a reliable tool (De vellis, 1991) in Indian teacher education classroom settings.

In the same table, ANOVA results showing all the eight QTI scales differentiate significantly between classes ($p < .01$, $p < .05$). The η^2 statistic for the QTI indicates the amount of variance in scores accounted for by class membership has also been indicated in Table 4.1. The scores ranged from 0.01 for the Student Responsibility/ Freedom Scale to 0.30 for the Dissatisfied Scale which shows that the QTI instrument is able to differentiate between students' perceptions in different classrooms.

Table 1

Internal Consistency Reliability (Cronbach Alpha Coefficient) and Ability to Differentiate between Classrooms (ANOVA Results) for the QTI.

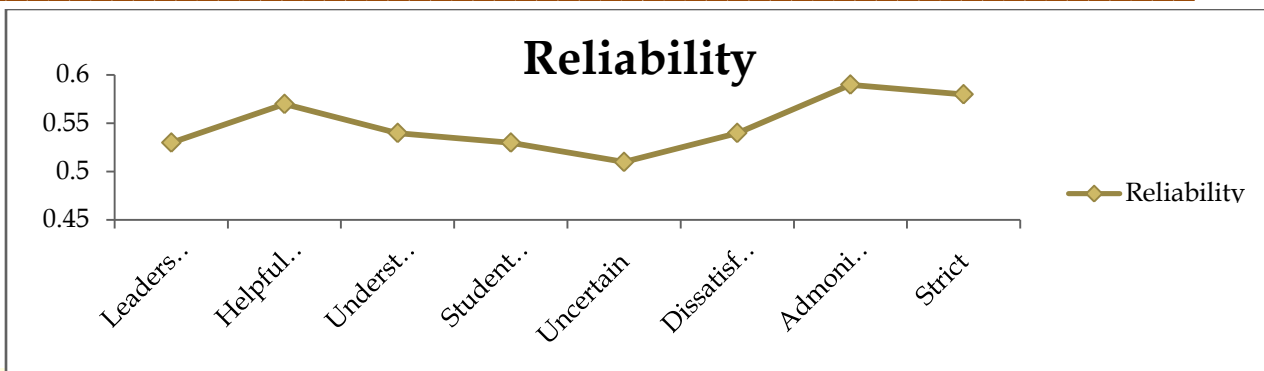
Scale Name	No. of Items	Alpha Reliability		ANOVA η^2
		Bef.	Aft.	
Leadership (DC)	6	0.33	0.53	0.02
Helping / Friendly (CD)	6		0.57	0.04*
Understanding (CS)	6	0.38	0.54	0.07**
Student Responsibility / Freedom (SC)	6		0.53	0.01
Uncertain (SO)	6	0.29	0.51	0.09**
Dissatisfied (OS)	6	0.36	0.54	0.30**
Admonishing (OD)	6	0.39	0.59	0.05**
Strict (DO)	6		0.58	0.18**

** Significant at $p < 0.01$ * Significant at $p < 0.05$

Bef. : Before Deleted Item Aft.: After Deleted Item n = 250

The η^2 statistics (which is the ratio of 'between' to 'total' sum of squares) represents the proportion of variance explained by class membership.

Figure 1 represents the alpha reliability scores on the QTI in a graphical manner.



A further study was also carried out to investigate the inter-scale correlations between the different scales of the QTI. The QTI is based on a circumplex model in which the scales are arranged to form a circular pattern of the eight dimensions of interpersonal behaviour and they are expected to be correlated.

This model is reflected in Figure 2 where the results of the inter-scale correlations (Table 2) from the study generally reflect the circumplex nature of the QTI and thus further confirms the validity of QTI to be used in Indian classroom settings.

Table 2 *Inter scale correlations for the Questionnaire on Teacher Interaction (QTI)*

Scale	Lea DC	HFr CD	Und CS	SRf SC	Unc SO	Dis OS	Adm OD	Str DO
Leadership (DC)	1	.16**	.15*	.17**	-.08**	-.23**	-.11	.16**
Helping / Friendly (CD)		1	.14*	.13*	-.24**	-.06	.09	.13*
Understanding (CS)			1	.10	-.14*	-.00	.03	.01
Student Responsibility/ Freedom (SC)				1	-.06	.00	.00	.13
Uncertain (SO)					1	.13*	.12*	.02
Dissatisfied (OS)						1	.09	.09
Admonishing (OD)							1	.07
Strict (DO)								1

n=270 ** Correlations is significant at 0.01 level * Correlations is significant at 0.05 level

Figure 2 depicts the circumplex model of the QTI as it relates to the different scales of the QTI. In this model, the Leadership scale is highly correlated to its neighbouring scales i.e.; Helping/Friendly which has a correlation of 0.16, its correlation with the Understanding Scale is

0.15 and Student Responsibility / Freedom Scale shows correlation of 0.17. The correlation becomes lower with the next scale i.e. Uncertain which is a negatively correlated with a score of -0.82. As the scales move further apart correlation with Dissatisfied and Admonishing also become negative with scores of -0.23 and -0.11 respectively. The maximum negative correlation is with the opposite scale of Uncertain. Generally, the findings in this study support the circumplex model of QTI and hence validate it for use in Indian Teacher Education classroom situation.

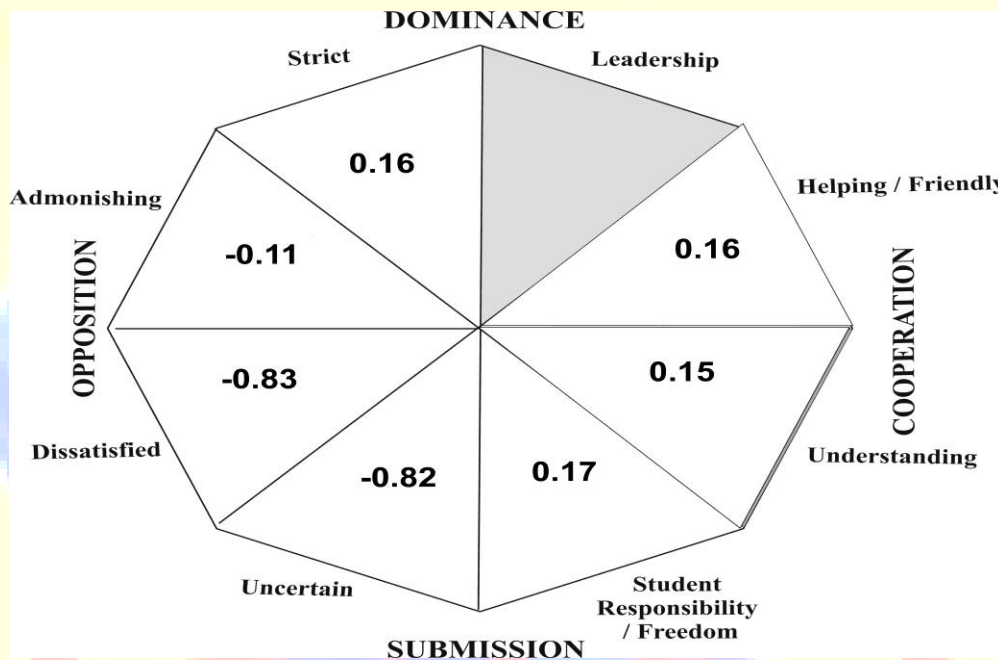


Figure 2 Circumplex model of the QTI

MEANS AND STANDARD DEVIATIONS ON THE QTI

The values of means and standard deviations are given in Table 3. The mean scores of the different scales of the QTI ranged from 1.51 for the Dissatisfied Scale to 4.20 for Leadership scale which depicts that the highest mean value is 4.20 for the Leadership Scale and the least value is 1.51 for the Dissatisfied Scale. In the same Table we can also see the value of Standard Deviation, ranges from 0.33 for the Admonishing scale to 0.48 for the Student responsibility /Freedom. The values of the Standard Deviation are less than 1.00; it suggests that there is no major diversity in student- teacher perceptions. The means scores of the eight scales of the QTI are represented in a graphical manner in Figure 3.

Table 3 Means and Standard Deviations for the QTI

Scale Name	No. of Items	Mean	S.D
Leadership (DC)	6	4.20	0.37
Helping / Friendly (CD)	6	4.03	0.41
Understanding (CS)	6	4.14	0.34
Student Responsibility/ Freedom (SC)	6	3.78	0.48
Uncertain (SO)	6	1.69	0.36
Dissatisfied (OS)	6	1.51	0.37
Admonishing (OD)	6	2.03	0.33
Strict (DO)	6	3.12	0.44

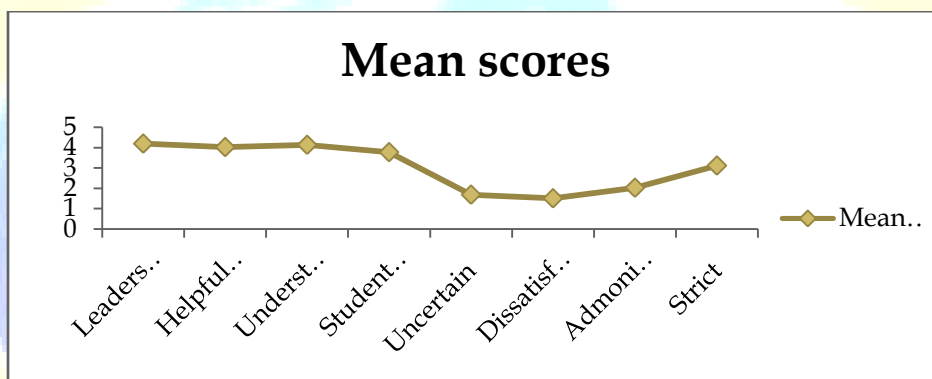


Figure 3 Mean scores on the eight scales of the QTI

GENDER DIFFERENCES AND PERCEPTIONS OF TEACHER STUDENT-INTERACTIONS

To find out whether gender differences occur in teacher trainees' perceptions of their teacher interpersonal behaviour in teacher education classroom the Mean and Standard Deviation of male and female sample were compared using the independent sample t- test analysis.

Table 4 Means, Standard Deviations and Significance of Difference between Means for Gender Differences in Students' Perceptions of Teacher-Student Interaction as measured by the QTI Scale

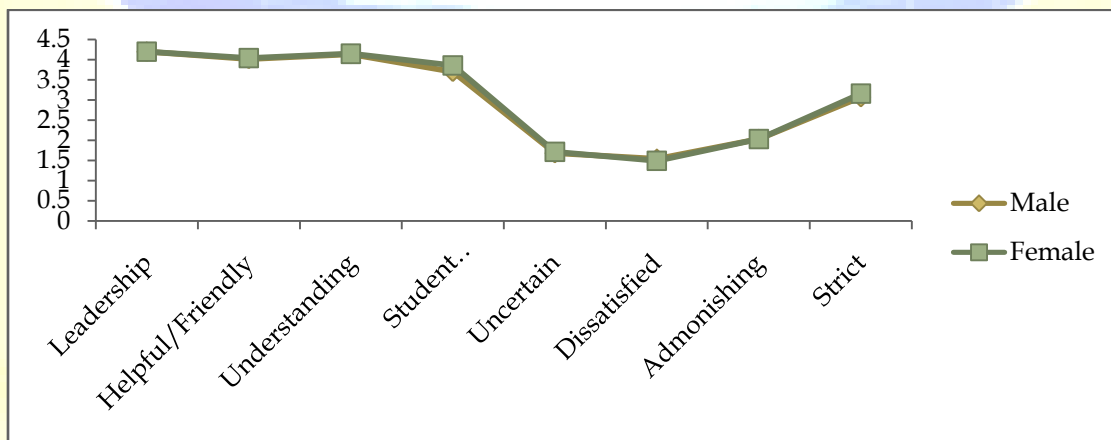
Scale	Gender	Mean	Mean Difference (M-F)	Standard Deviation	t
Leadership	Males	4.20	0.00	0.39	0.03
	Females	4.20		0.35	
Helping/ Friendly	Males	4.02	-0.02	0.43	0.35
	Females	4.04		0.39	

Understanding	Males	4.14	-0.01	0.36	0.18
	Females	4.15		0.32	
Student Responsibility / Freedom	Males	3.70	-0.16	0.49	2.65**
	Females	3.86		0.46	
Uncertain	Males	1.68	-0.03	0.37	0.48
	Females	1.71		0.35	
Dissatisfied	Males	1.54	0.05	0.34	1.22
	Females	1.49		0.39	
Admonishing	Males	2.03	0.00	0.36	0.06
	Females	2.03		0.29	
Strict	Males	3.07	-0.09	0.45	1.60
	Females	3.16		0.42	

n=250, Male=125, Female=125 ** Significant at $p < 0.01$

After analyzing the data, out of the eight scales of the QTI only one scale i.e. Student Responsibility/Freedom with a t-value of 2.65 is statistically significant ($p < 0.01$). In this scale, females have a higher mean score (3.86) than Males (3.70). This means that female teacher trainees feel that their teacher educators provide more responsibility and freedom to them in the teacher education classroom as compared to their male counterparts.

Figure 4 represents the mean scores of the male and female students on the eight scales of the QTI.



COMPARING TEACHER INTERPERSONAL BEHAVIOUR IN THE FIVE COLLEGES OF TEACHER EDUCATION

To compare the teacher trainees' perception about their teacher interpersonal behaviour in the five colleges of teacher education, the data were collected with the help of QTI as a tool from all the 250 students. The data obtained were subjected to statistical analysis using the ANOVA to determine if significant differences occurred in the perceptions of teacher trainees' in different

colleges of teacher education.

Table 5 Comparison of classroom interactions on five colleges of teacher education using ANOVA

Scale	College 1 Mean	College 2 Mean	College 3 Mean	College 4 Mean	College5 Mean	F
Leadership	4.24	4.09	4.24	4.18	4.23	1.53
Helping/Friendly	3.92	3.87	4.05	4.18	4.16	6.08*
Understanding	4.18	4.01	4.12	4.22	4.18	2.77*
Student Responsibility/ Freedom	3.31	3.75	3.76	4.05	4.03	26.76*
Uncertain	1.62	1.78	1.84	1.63	1.60	4.60*
Dissatisfied	1.39	1.64	1.52	1.50	1.53	2.93*
Admonishing	1.96	2.08	2.06	2.05	2.01	0.96
Strict	2.98	2.83	3.32	3.32	3.14	14.27*

N=250 * Significant at $p < 0.01$

Data analysis reveals that out of the eight scales of QTI, only six scales differ significantly in terms of the teacher trainees perceptions of their interactions with their teacher educators'. These are Helping /friendly, Understanding, Student Responsibility/Freedom, Uncertain, Dissatisfied and Strict. The difference in perceptions was not significant on the Leadership and Admonishing Scales.

IMPLICATIONS OF THE STUDY

This study contributed to the validation process for the QTI for use with Indian sample and studies follow will have the large Indian set with which to make comparisons. Analyses of the data collected in the study demonstrate that in a small place like Jammu has students coming from a range of different cultural backgrounds and this influences how students perceive their teacher interpersonal behaviour in teacher education classroom. Statistically significant differences were also found in the perceptions of male and female students. However, the findings of this study put forward that the outcome of the study in terms of teacher trainees perceptions about the interpersonal behaviour of their teacher educators has provided valuable

feedback for the teacher-educators to look at how their students perceive their behaviour in the classroom and what areas they need to work on to make the teaching-learning process in the classroom more meaningful and productive. The findings of this study are usually useful for improving teacher educators' interpersonal behaviour as it presents clues through teacher trainees' perceptions as to what kind of behaviour students like their teachers to exhibit in the classroom which may lead to the development of a positive classroom learning environment and make learning more significant and impactful.

The finding of this study will also contribute significantly to the ever expanding field of learning environments and will also encourage researchers in India to take up such research studies as there are hardly any research studies concerning learning environments. Thus, if teachers want to improve their interaction with the students and their classroom learning environment, they should ensure that those behaviours that have been found to be empirically related with the variables in the QTI instrument. In a nutshell, the results from this study can provide guidelines for teachers in India who wish to develop more positive and productive interpersonal relationship with their students. It is the teacher educators who must decide the type of learning environment they want to have and implement accordingly. The same findings can be used in a broader perspective applied to learning environments in areas other than teacher education.

SUGGESTIONS FOR FUTURE RESEARCH

The present study was conducted to assess the teacher educators' interpersonal behaviour in different Colleges of Education in Jammu city. The results obtained from the study credibly bring out the value of the teacher-educators interpersonal behaviour in teacher education classroom. However, the investigator is convinced that much work remains to be done in order to fully understand the interpersonal behaviour between student and teacher in both developed and developing countries. It is therefore important that future research studies should be directed to tap this productive area for improving the state of teacher educators' interpersonal behaviour in teacher education classrooms. Some of the probable areas of research which invite attention are as follows:

- It would be desirable replicating the present study involving a larger sample selected from numerous colleges of Education including more teacher trainee from wide-ranging cultural backgrounds and from other states and regions of India. This would help in further establishing

the reliability and validity of the learning environment instruments and also reveal the relative usefulness of the teacher educators' interpersonal behaviour in teacher education classroom.

- A productive area for future research would be to develop modified learning environment instruments, taking into reflection the learning styles, orientations to learning, learning disabilities and cognitive styles of teacher trainees at different levels of teacher education in Indian and other cross-cultural settings.
- Another important direction which emerges from this study is to have research studies conducted with the teacher-student interpersonal behaviour in different classrooms at the pre-school, primary, higher secondary and college levels, thereby enlarging its scope to cover varied target groups with different learning needs in diverse educational environments.
- Another vital area that needs to be researched in the light of the results of the present study is the system of teacher education in India which needs to be reformed in light of modern educational requirements in terms of making the teacher educators interpersonal behaviour more effective in teacher education classrooms.
- Lastly, the aim of such studies should be to bring out new, novel and innovative styles of teaching and learning which are not only beneficial to a selected few but also to the educational community as a whole, helping prepare the 'citizens of future'.

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