A COMPARATIVE STUDY ON CLASSROOM INTERACTION OF THE VEILED AND UNVEILED TEACHERS AT UNIVERSITY LEVEL IN PAKISTAN

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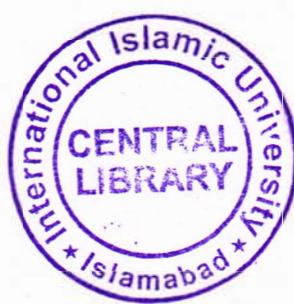
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Submitted in partial fulfillment of the requirements for the

Degree of MS in Education

At the faculty of Social Sciences

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APPROVAL SHEET

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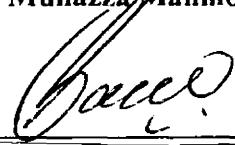
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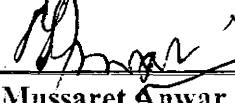
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Abstract

The study presents the results of a comparison between classroom interaction of veiled and unveiled teaching at higher level in Pakistan. It demonstrates the difference between the two. In the present scenario of objections and restrictions on veil worldwide and especially a relevant culture prevalent in Muslim countries as well, the study seems important in exploring this dimension of classroom interaction. Flanders' Interaction Analysis Model was used to study classroom interaction that further helped in the development of a comparative model for classroom interaction. The interaction in both cases was recorded and analyzed with the help of detailed questionnaires for teachers as well students. A structured interview was also used to record views and experiences of the teachers from both communities.

The objectives of the study were to; study classroom interaction of veiled teachers with students at the university level, study classroom interaction of unveiled teachers with students at the university level, study the relationship between the perception of students about the classroom interaction of veiled and unveiled teachers with students at the university level, differentiate between the perception of teachers about the classroom interaction of veiled and unveiled teachers with students at the university level, and evaluate the affect of teachers' observing veil on student learning.

The hypothesis that veil of a teacher does not affect *effective classroom interaction* at university level of education proved correct. Research proved a significant relationship between the interaction of veiled teacher and unveiled teacher with the students at university level. It also concluded a significant difference between the

interaction of veiled teacher or unveiled teacher with the students at university level and it goes in favor of the veiled teachers' classroom interaction proving their interaction more effective as compared to that of the unveiled teachers' classroom interaction.

It was also found that though important but facial expressions can be one among number of factors affecting classroom interaction. Hidden facial expressions of a teacher were found to be significant in affecting interaction but positively. Results of many factors of classroom interaction analysis challenged the commonly established viewpoint against veiled teaching, at least in Pakistan. The scope of the study can be extended if series of similar studies are carried in national and international perspective.

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DECLARATION

I hereby declare that 'A Comparative Study on Classroom Interaction of the Veiled and Unveiled Teachers at University Level in Pakistan' is my own research work. The sources consulted or referenced are acknowledged properly in-text and out-text. The research is entirely my personal effort done under the sincere guidance of the respectable supervisor. No portion of the work presented herein has been submitted against an application in any degree or qualification of the same or any other university or institute of learning.

Summera Malik

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MS Education

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IN THE NAME OF ALLAH, THE MOST BENEFICIENT

EVER MERCIFUL

Dedicated to
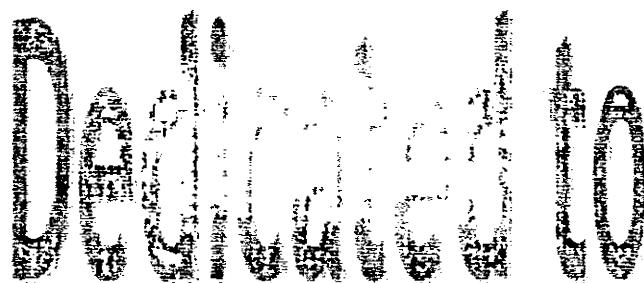
The women of Islam for following the divine values of Islam and observing veil

inspite of facing many obstructions and objections. Above all to The Mighty

Lord 'Allah Subhana o Taala' Who helped them to stay steadfast in

subjugating their will to His order.

FORWARDING SHEET

The thesis entitled '**A Comparative Study on Classroom Interaction of the Veiled and Unveiled Teachers at University Level in Pakistan**' submitted by Summera Malik in partial fulfillment of M.S. degree in Education, has been completed under my guidance and supervision. I am satisfied with the quality of student's research work and allow her to submit this thesis for further process as per IIUI rules and regulations.

Date: ___7/12/12___   Signature: _____

Dr. Munazza Mahmood

ACKNOWLEDGEMENT

All praise to The Almighty Allah, the source of all knowledge and wisdom exceptional to mankind. A lot of durood o salaam to the last prophet Muhammad P.B.U.H whose guidance through his sayings and seerah helped me recognize my Lord and show courtesy against His bounties.

I would offer special thanks to Dr. Munazza Mahmood, the supervisor who remained very conducive and cooperative throughout, that made this work an exciting experience for me. I also show my cordial gratitude to all of my teachers for rendering me an opportunity of getting their meaningful and constructive guidance towards the successful completion of this thesis. Beside this, Department of Computer Engineering and English of Comsats Institute of Information Technology, Chak Shahzad, and the English Department of NUML also deserve special thanks for their cooperation. I am also grateful to the students and teachers cooperated and participated in any regard.

I express my immense admiration to my devoted dear brothers, sister, children and husband who had been the vital source of retaining my energies to progress this work. The encouragement and unconditional prays of my loving parents served a real support in achieving the set targets.

Summera Malik

51-FSS/MSEDU/F08

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LIST OF ABBRIVIATIONS

- **UNDP** - United Nations Development Program

- **FIA** - Flanders Interaction Analysis

- **NUML** - National University of Modern Languages

- **A.S** - Alaihissalaam

- **S.A.W.W**- Sal Allah o allai hi wa aalay hi wasalam

- **R.A** - Razi Allah Taala Anho

- **US** - United States

- **BIAS** - Brown's Interaction Analysis System

- **BATs** - Behavioral Alteration Techniques

- **BAMs** - Behavioral Alteration Messages

- **CLES** - Constructivist Learning Environment Survey

- **EBD** - Emotional and Behavioral Disorder

- **TBL** - Team-Based Learning

- **NBPTS** - National Board of Professional Teacher Standards

- **GRPQ** - Guided Reciprocal Peer Questioning

- **IT** - Information Technology

- **FIAM** - Flanders' Interaction Analysis Model

- **CMCIA** - Comparative Model of Classroom Interaction Analysis

CHAPTER 1: INTRODUCTION

1.1 Introduction

Teaching-learning process in the classroom involves teacher-student interaction. The result of this process depends upon the type and intensity of this interaction. Effectiveness of teaching is directly as well as indirectly linked to the effectiveness of the classroom interaction. A much extended role has been recognized for the class room interactive behavior in the recent decades, therefore receiving considerable research focus. These behaviors may involve; taking turn, questioning and answering, discussion on anything, and feedback. (Chaudron, 1988). Interactive factors can be; verbal or non verbal. Ellis (1994) is of the view that the reason of increased importance of the teachers' talk is due to its potential effect on learners' understanding.

Veil or hijab is a religious obligation for a Muslim woman. To clarify the Quranic position and on the question of the veil, the interpretation of the verses from Surah Al Noor, verse: 30, 31 recommend women to cover their bosoms and jewelry. This further means that women should cover themselves. Allah almighty recommends to the wives of the prophet s.a.w.w. in Surah Al Ahzab, verse: 59, to wrap their cloack tightly around their bodies. The logic behind it is to get recognized easily as poise and chaste women and not to be bothered or molested publically. The scholars are of the view that since the wives of the prophet s.a.w.w. are considered the role model for Muslim women,

therefore they should be followed to adapt their lifestyle along with their form of dress. (Hoodfar, 2001). Therefore, it seems quite odd when in a Muslim society adult females face resistance in carrying it during teaching male adults. Contrary to the need , the situation is quite discouraging even for the female citizens of an Islamic country like Pakistan as also happening in most of the secular Muslim countries. Presently, it is a well known issue worldwide and west has aggravated the matter by compounding a campaign of criticizing Muslim women in veil. It is a living reality that "To enjoy with no hindrances." has not been a successful slogan in achieving knowledge at high speed. The basic reason for which are well known since long ago (Badiou, 2004) but blame goes to the elements which may not be the cause any way or if so then only in exceptional cases.

Women play key role within the nation that is fundamental to the conceptions of self and Nationhood (Scriver, 2010). Veil has its roots in the traditions of almost all the nations and civilizations but in the present international scenario it has come to represent Islamic fundamentalism exclusively. Women repression in any way and their subordination to freedom of expression is another interpretation secular minded people often do. It is also considered a blow to women empowerment and equality in the society (Ahmed, 1992, Bullock, 2002, Hoodfar, 1993, Mernissi, 1987).

It is experienced by number of people looking for better job opportunity in the field of education that they face sheer disappointment from the discouraging response during their interviews and in the job seeking procedure even in the country like Pakistan.

The job authority's refusal to take the services of the educated women observing veil, justify it as a hindrance to an effective teacher- learner interaction. They call it an obstacle as the facial expressions of the veiled faculty are not visible to the students that they consider important for an effective classroom interaction.

Fraser (1986), is of the view that perceptions of the educational environment usually gets influenced by the most recent experiences of the student and teacher thus affecting learning, and type and level of their social interactions. He considers higher levels of cohesion, comfort and direction of the aim, and less disorganization and adhesiveness, the essential factors which are consistently linked to better results in education.

Veil does not pose any hindrance to a woman in the fulfillment of her duties by preventing her from speaking or talking, instead provides her better way to express her thoughts, ideas and participate in discussion with confidence. When in veil, it is sure that she is judged for other than her physical qualities (Sabr, 2007). Perhaps they need to review their views because veiled women have full capacity to excel as any other women and in many cases rather more efficiently and effectively.

UNDP report (1997) states that Pakistani institutions devoid the provision of the development of intellectual and thinking skills among students. The reason behind is the use of traditional lecturing method where students have no option other than rote memorization (Inamullah, Naseer- ud din, & Hussain, 2008).

Good speaking skills usually overlap others to get audience attention as well as to develop better understanding. In the radio era people with good command over speaking could express through their verbal expressions. Winston Churchill was one of those and inspired people by his voice (Pease & Pease, 2006).

Walberg (1986) identified seven key factors supporting effective teaching: engaged academic learning time, use of positive reinforcement, cooperative learning activities, positive class atmosphere, higher order questioning cues and feedback, and use of advance organizers. By and large, more than 1000 verbal exchanges engage teachers while interacting with their students. Teachers have a lot to talk to their students in a single period of the day (Jackson, 1968).

We can learn to improve our communication skills to help in giving care and to become less stressful by improving the quality of teacher student relationship. Good communication skills enhance the ability to handle even the difficult behavior (Dementia: Caregiver's Guide, 2004). Gestures have been considered universal and actually have different language or interpretation in different cultures. Body language reflects our opinions, ideas and emotions (Blakeslee & Blakeslee, 2009).

Shomoossi (2008) quotes El-Khawas, "Faculty attitudes and behaviors have been found to have a profound effect on a student's intellectual development". According to Long (2000) difficulties faced by the students can be of different types like: learning problems, emotional and behavioral difficulties, and physical problems of various types. It may also include weak verbal communication with the learners, hindering the effective delivery of message. Teachers' veil can be one of the difficulties in achieving decided learning objectives but its negative role becomes quite a limited and can be controlled quite easily and effectively if teacher- student verbal interaction is dealt with due care.

The relationship between teachers and students is one of the most pervasive in our lives (Beebe & Mottet, 2009). Teacher- student interaction can be analyzed by using Flanders Interaction Analysis system (FIA). FIA provides the consulting teacher; the ability to draw conclusions about the verbal classroom interaction, and the ability to make inferences about the communication strategies applied in the classroom (Hopkins & Moore, 1993). It is a coding system widely used to analyze and improve teaching skills. (Inamullah, Naseer- ud din, & Hussain, 2008).

BIAS, Brown's Interaction Analysis System is recognized for its simple usage (Kono, 1993) but its factors need discussion to decide for their depth covering all angles of classroom interaction (Mahmood & Rana, 2006). Most of the researchers with occasional manipulations opted Flanders Interaction Analysis System (Simon & Boyer,

1974, Schwanke, 1981) sometimes to suit the individual researcher's objectives but primarily the framework remained the similar.

Research studies on the patterns of classroom interactions have recently been started in Pakistan for last four five years. Present study is a progress to this series in a different but unique perspective that would be worthwhile in the national as well as international scenario. Covering one's face does not undermine the potential of a true teacher as she develops a more careful behavior in delegating her duties in the class.

1.2 Statement of the Problem

Teacher- student interaction is the core activity in the whole education system. It is considered significant enough in deciding for educational output that it has become an interesting topic of research in the last few decades.

We distinguish excellent teaching from proficient or merely satisfactory teaching by identifying the differences in students' learning; a result of teacher- student interaction. Teachers' veil can also affect this interaction as it conceals her facial expressions and can be corrosion to vigorous interaction. This study was designed to compare verbal and non verbal (direct and indirect) classroom interaction of the veiled teachers with their students to that of the unveiled teachers with their students at university level of education.

1.3 Objectives of the Study

Objectives of the study were to;

1. Study classroom interaction of veiled teachers with students at the university level.

2. Study classroom interaction of unveiled teachers with students at the university level.

3. Study the relationship between the perception of students about the classroom interaction of veiled and unveiled teachers with students at the university level.

4. Differentiate between the perception of teachers about the classroom interaction of veiled and unveiled teachers with students at the university level.

5. Evaluate the affect of teachers' observing veil on student learning.

1.4 Hypotheses

- H_{o1}: There is no significant difference between the interaction of veiled teacher or unveiled teacher with the students at university level.

- H_{o2}: Veiled teachers' *'teachers' behavior-direct influence'* is not significantly different from that of the unveiled.

- H_{o3}: Veiled teachers' 'teachers' behavior- indirect influence' is not significantly different from that of the unveiled.

- H_{04}: Veiled teachers' *'students' behavior- direct influence'* is not significantly different from that of the unveiled.

- H_{05}: Veiled teachers' *'students' behavior- indirect influence'* is not significantly different from that of the unveiled.

- H_{06}: Veil of a teacher does not affect *'effective classroom interaction'* at university level of education.

1.5 <u>Significance of the Study</u>

The study of different patterns of classroom interaction at higher level educational institutions or universities of Pakistan is significantly needed and present study would be unique of its type to compare classroom interaction. It is useful to analyze higher level institutional approach of classroom interaction between teachers and students, and the prevailing situation.

This study will be significant in many ways. It will be useful to judge a relationship between veil and teacher-student interaction, to provide more factual details of the actual situation, to identify the difference between the two types of classroom interactions, the managers for knowing the strengths and weaknesses of observing veil in teaching at university level and its effects on classroom interaction, the veiled faculty but also to the managers for devising some useful strategies and remedies to modify or

enhance teaching practice while observing veil, to remove certain misconceptions related to the role of veil in education sector, and to accommodate the recruitment of the veiled female staff at university level.

1.6 Delimitation of the Study

The study was delimited to:

1. The faculty (veiled and unveiled) of the Comsats university, Chak Shahzad, Islamabad, and National University of Modern Languages (NUML).

2. The students of the under graduate and post graduate level classes of the same universities.

1.7 Methodology

The study was descriptive and comparative in nature in which two types of questionnaires were used as the main tool of data collection along with structured interviews as a secondary but very supporting tool to make the collected data more reliable. Quantitative as well as qualitative approach is used for the collection and analysis of data.

1.7.1 Research Design

Design selected for the research was descriptive. This design was used to identify the extent of any difference as well as relationship found between the two with reference to their effective classroom interaction.

1.7.2 Population

Population of the study depended upon the availability of the veiled teacher, therefore it consisted of the students taught by veiled and unveiled teachers, and veiled and unveiled teachers of Comsats University Chak Shahzad Islamabad Campus, and National University of Modern Languages Islamabad.

University	Total No of Veiled Teachers	Total No of Unveiled Teachers	Total No of Teachers	No of Students Taught by Veiled & Unveiled Teachers	Teachers For Interview
Comsats, Chak Shahzad	02	02	04	100	04
NUML, Islamabad	02	02	04	100	04
Total	04	04	08	200	08

1.7.3 Sample

Student sample was selected by using purposive sampling technique as it needed the students taught by veiled as well as unveiled faculty and the teachers observing veil while teaching male students is rarely found due to the resistance posed by the institutional authority. For teachers' sample universal sampling technique was used as due to the shortage of veiled teachers all available veiled teachers (observing veil while teaching male students) were taken as sample. Teachers' sample was also completely dependent on the availability of the veiled faculty in any public or private sector university (male /co- education) of the twin cities of Rawalpindi and Islamabad. Unveiled sample of the teachers depended upon the available veiled sample.

1.7.4 Research Instruments

• **Questionnaire**

Data were collected through two of the questionnaires, i.e. one for the students and the other for the teaching faculty (veiled and unveiled),The questionnaires were developed on the principles of Flanders Interaction Analysis and each contained about seventy two items to record all possible areas addressing classroom interaction between a teacher and her students.

- **Interview**

Structured interview was also devised as another instrument of valid data collection so as to enhance the reliability of the data. Areas of concern left or not responded in the questionnaires were focused in the interview.

1.7.5 Limitations of the Study

Study was purely observational in origin but certain limitations caused the researcher to change its design, therefore developed into a descriptive study but on the same FIA model. Moreover, the observation sheet developed previously was modified as the questionnaire. Significant limitations were :

- Lack of prior studies on veiled and unveiled interaction analysis in Pakistan.
- Unavailability of the proper audio-video recording system in the university classrooms where observations had to be taken.
- Unavailability of the second observer of the same category.
- Lack of the veiled faculty as the independent variable in all higher education institutions due to administrative resistance.

1.7.6 Pilot Testing

Questionnaires for students and teachers were same in their construct and were pilot tested. The sample of the pilot study was 30 students as respondents. 15 respondents were taken from Comsats, Chak Shahzad, 15 from NUML, Islamabad. Expert opinion was also taken to assure the instrument's reliability. The reliability of the scales was calculated through SPSS by applying Cronbach alpha.

The reliability of questionnaire was = 0.975

The reliability for the main four categories was;

Teachers' Behavior- Direct Influence =   0.927

Teachers' Behavior- Indirect Influence = 0.955

Students' Behavior- Direct Influence =   0.918

Students' Behavior- Indirect Influence = 0.871

1.7.7 Data Collection

Data were collected by visiting personally to the sample universities to distribute both types of questionnaires (teachers and students), and also to interview the required faculty members. Eight different teachers teaching different classes were

interviewed that remained an interesting experience for the researcher. Interviews were taken for two separate categories of teaching; veiled and unveiled. FIA model was followed while structuring the questionnaires as well as the interview.

1.7.8 Data Analysis

Quantitative as well as qualitative analysis was carried after the data collection. After obtaining the data from the available veiled teachers, purposely selected unveiled teachers, and their students with the help of two types of questionnaires and the responses recorded by conducting interviews with the concerned veiled and unveiled faculty, it was encoded. Encoded data was then calculated, tabulated, analyzed and interpreted by using, percentages, means, standard deviations, correlation r and two tailed t-test.

Each table of student sample was analyzed and interpreted by using Pearson correlation r and that of teachers' sample by t-test and *p* value. All the sub categories of each of the twenty sub categories of the selected instrument were also added, followed by the calculation of the mean score, standard deviation and their t-test as well. The mean scores, standard deviation were calculated and t-test carried for teachers' direct, indirect influence, and students' direct and indirect influence.

CHAPTER 2: LITERATURE REVIEW

2.1   Veil: An Overview

2.1.1 A Religious Obligation and a Divine Wisdom

Veil synonymous to *hijab* or *purdah*, is an important and compulsory part of Muslim women dressing. A veil is a part of clothing, worn almost solely by women, that is used to cover some part of the head or face in almost all religions of the world. One view is that as a religious obligation, it signifies the honor given to an object, space or individual. (Murphy, 1964). It gives grace to women instead of posing hindrance. It gives her respect and honor in the society and in her profession.

'The veil is a sign of something being marked off or sacred' (Covering Islam, 2004).Veil secures a woman and helps in the removal of obstacles which prevent her intellectual, moral, and spiritual progress. A woman does not have to rely on her physical beauty or dress in order to contribute to society. She carries character that defines peace, prosperity, and progress of a nation (Assessing British MP Jack Straw's Comments Concerning Hijab in Islam, 2006).

Experiences of anti-Muslim racial discrimination linked to the *hijab* are notified in large number of records. These records were considered by some to spot

veiled women as; strange, non-liberal, or subjugated in the eyes of racists (Tyrer & Ahmad, 2006). This is the situation in foreign countries and is acceptable to an extent that people are unaware of the Islamic Instructions but citizens of Pakistan and other Islamic countries face similar situations in their own countries as well. Opportunities for real Islamic education in the public sector as well as in the private sector are quite limited in Pakistan, originating such a mindset that considers veil a symbol of resistance regarding women liberty or their teaching.

In Islam, Christianity and Judaism the concept of covering head is or was associated with conduct as Hadhrat Marrium, the mother of Hadhrat Issa (A.S), is shown veiled in all traditional descriptions. Purdah was strictly observed in Iran before ban placed by Raza Shah Pehlavi (Moxley, 2009). Taliban in Afghanistan also enforced it during their period, where women had to observe complete purdah at all times when in public. The wearing of various forms of the Muslim veil has provoked controversial in the west but now in the east as well creating problems for those observing veil.

Purdah exists in various forms in the Islamic world and among Hindu women in parts of India. It is now generally accepted that the purdah and veiling was a compulsory part of Indian culture since the period of ancient Aryan. It is generally thought that when a woman comes out into purdah, she gets restricted in her personal, social and economic activities outside her home (Purdah, 2010, http://en.wikipedia.org/wiki/Purdah). No doubt, Muslim society generally reflect this. It appears as Muslim male suppress their

women, but the facts are different. Western opinions about veil as a symbol of female oppression is unsound and is associated with the complexity of hijab.

Usually people are taken as they are assumed rather what actually they are. Ignoring the fact that from where people are coming, both literally and metaphorically, really creates the difference between how they are truly understood and then making assumptions. These assumptions are quite often based on their stereotyped ideas about their culture. In other words it is the difference between tolerance and racism. People who see Muslim women observing a chador or hijab (veil) may think that they are subjugated by their culture but an increasing number of young women are opting their traditional dress to assure their resistance or self-affirmation in Australia. There are a number of living examples in the universities which show great courage to decide for wearing the hijab recently against their families' will in a Muslim as well as in a non Muslim society. Their mothers left observing hijab long ago, but the daughters realized it as a symbol of strength and safety. Contrary to the actual situation, generally everyone thinks of their decision the complete opposite. ('Interweaving': Ethnicity, Gender and Sexuality, 1996).

According to Alvi, 'Clothing is probably the most silent of expressions used by human societies to demarcate social boundaries and to distinguish self from other' at both the collective and individual levels'. Clothing among many other types of expressions leads one to understand and believe something about the individual. However, these linkages may not be truthful or conventional; they subsist in a very authentic manner, sometimes as far more than a marginal association. The veil has become associated with

Islam in North America. It also projects hijab as a symbol of Islamic oppression (2003).

Feminists of the western ideology have dominated the dialogue on veil both in east and

west. With this reference, a view point has been developed generally that it is an aspect of

patriarchies and a mark of women's backwardness, subordination, and subjugation. This

uni- directional approach narrows the study on veil to distinct-context analysis based on

single viewpoint and therefore extends to an imprecise and impractical view of a complex

cultural trend (Guindi, 1999).

Unveiled women don't have any particular motive and religious clarification

and justification of not covering themselves but choosing it as their personal preference

to dress the way they like. The female students using veil share some hard experiences as

well because of observing veil that are; teachers' biased attitudes, peers strange attitude

generally, communication difficulty, lack of confidence, sign of backwardness and also

given low preference for jobs. Inspite of these bitter experiences, they retain a sense of

safety when out of home in veil. This perception belongs to almost all of the veiled

women (Awan, Naz, Noureen, Nasreen, Aziz, & Hassan, 2011).

2.1.2 Status in Islamic Shariah and Ulama's Opinion

Middle class women of the twentieth century took it as a symbol of gender

equality and unveiled themselves. Mostly they do this due to the insistence of their

husbands who consider it a symbol of modernity. The irony in it is that the westernized

middle class women of the cities initiated to come out with no veil and Muslim women followed her as a symbol of modernization and development (El Hamel, 2002) .

Shariah puts this obligation on women to cover their head to their feet except hands and feet. Some of the Muslim women even like to cover their faces as well. Anderson (1999) states that covering oneself does not show her backwardness, ignorance and any sort of mental incompetence. Instead it serves as women protection. Allah Subhana o Taala says in the Holy Quran,

> 'Help one another in virtue and piety, but do not help one another in sin and
> Transgression.'[Al-Maa'idah]

Mawlana Amin Ahsan Islahi divides all places in a social life as; inside and outside home. He classifies the people in three categories whom a woman can congregate. These categories are: a) closest circle of relatives; b) a closer circle of relatives and friends; and c) outsiders and strangers. Category 'a' has the closest relatives only e.g. husband, father, brother, father-in-law, nephews, stepbrothers, small children etc. A woman generally comes in contact with this category inside her home. In such a condition, a woman is permitted to avoid any veil before these relations. She can show her beauty before them (Islahi, 1994). Restrictions on a woman in these circumstances are very small. People highlighted in verses 31 and 61 of *sura* Al-Noor are the second category of people according to Mawlana Islahi. (Al Qur'an, 24:31). The kind of *Pardah* explained in these verses is the one which is mandatory for the Muslim women to observe. It includes to lower their gaze and to secure their modesty, not to

display their beauty and needless jewelry. They should not act to attract others to them as well (Rauf, 2009). Additionally, old age women are released from the compulsion to observe *Pardah* inside and outside homes. (Islahi, 1994)

Response to a question conducted in 2007 that what should be the manner of meeting of a woman in places which are neither home nor public, Ghamidi considered all such places as 'protected and safe places'. Ghamidi is of the view that in all such places, no threat to woman's chastity is found. Educational institutions, hospitals, offices, factories and all places where men and women work are included in this category. He exempts women from certain other obligations in such places. If this view is recognized by the 'ulama, it would affect the social and political culture of the Muslim world immensely. In contrast to Ghamidi's views, majority of Ulama does not give such an exemption to women in such a places and advise for the complete observation of purdah or veil. Men and women are divided into mahram and non-mahram according to Mawlana Mawdudi and suggest friends as *non-mahram.* It means that men and women who are just family friends have to be separate on social occasions (Rauf, 2009).

Outsiders and strangers constitute the third category. Woman's interaction with such people is usually in public. Majority of the 'ulama suggest a full *Pardah* when outside home. The concealment of face and hands was not included in *purdah* by the early Hanafites, but their later 'ulama also included these in *Pardah.* The reason behind was the moral depravity in society at that time. Most of Ulama enforced that all Muslim

women are ordered to stay at home and should set out only if necessary. Most of the 'ulama including Mawdudi, Mufti Shafi and Islahi developed their views from the 32-33 and 59 verses of Surah e Noor, The Holy Qur'an (Rauf, 2009). According to Mufti Muhammad Shafi the above verses of the Holy Qur'an confirm the command of *Pardah* on all Muslim women (Shafi, n.d). Mawdudi agrees with the same view point that *jalbab* (the word actually used for purdah in the Holy Qur'an) is obligatory for a woman when she sets out of her home (Mawdudi, Tafhim-ul-Qur'an, 1974). The views of both of the 'ulama are also strengthened by the traditions of the Holy Prophet. Islahi's opinion is also supporting the same. He further clarifies that firstly, this was not just a temporary solution to save Muslim women's chastity in Madina, and the law is applicable even if the cause is not there. Secondly, no sensible individual can claim that today the circumstances are completely changed, therefore there shouldn't be such limits for woman (Islahi, n.d)

In whole of the above arguments regarding veil or purdah, the majority of Ulama advice to follow the instructions of the Holy Qur'an in its right perspective as it was ordered to the Muslim women of Holy Prophet's time. Hadhrat Ayesha (R.A) used to address the companions of Prophet Muhammad S.A.W.W while staying behind Purdah (curtain). She is the one who narrated the highest number of ahadith and Prophet's Sunnah after his S.A.W.W death. If so, then how can a Muslim woman whether a house wife or belonging to the working class deny the Islamic practices as these are devised by the Lord of the universe. There seems no logic in considering veil of a female teacher a

hindrance to her effective interaction with students' because there had been successful Islamic traditions of this type of teaching in the glorious time of Prophet S.A.W.W. and even after that.

2.1.3 A Present Perspective

In the international scenario, policies on the veil are frequently implied in broader laws, such as the French resistance on religious symbols in public schools, still extensively taken as restrictions by Muslims targeting Islam. Where as in Germany, the hijab/ veil is allowed for public school students but may be prohibited for public school teachers. In July 1998, Baden-Württemberg's Minister supported the Stuttgart school's decision of not to hire a Muslim woman as a teacher because she observed veil (Germany Country Report on Human Rights Practices, 1998). Such a policies on hijab or Veil are questionable everywhere internationally but the situation becomes grave if any glimpse of objection on veil/hijab is seen in any Islamic country. The changing global scenario after 9/11 incident has badly influenced the lives of Pakistanis. They are confused by the on-going change in the national and international scenario, and are seriously shaken in the process to rediscover their religious identity as a unique identity from the rest of the world especially the Christian/Western world. Hasnat, & Rashid view that a large number of Pakistanis prefer to keep the best of the both worlds (2004).

Four to five million Muslim reside in France that is the largest Muslim population in Europe. It is among the European countries that have put ban on religious symbols including hijab by Muslim women attending public school and played a vital role in making it a highly controversial issue. The discussion on the *hijab* is not new now. To cover or not to cover/to veil or not to veil has become a hot debate among Muslims and non-Muslims, and excessively carried not only internationally but also in the public and private gatherings as well as institutions in Pakistan. On her response to Amani's female teacher she is of the view that she wants to avoid endangering her personal obligation to her religion for her educational quest. She chooses to continue her commitment to the *hijab* to pronounce her individuality as a Muslim woman. Moreover, Amani is of the view that her *hijab* is a form of her political and cultural struggle against the way the *hijab* is alleged in the West. Observing veil is her personal choice and not something imposed by others (Hamdan, 2007). It helps in declaring publically for the acknowledgement of the authority of tradition and a complete submission to Allah (El Guindi, 1999).

Faith is believed to be misplaced and unlawful within the community perspective in the Western European states. A symbol of the secularized mind is the idea of resisting religion to play a role in the common welfare of societies. In fact, it is common throughout the Europe, despite many differences (Cesari, 2009).

The print and electronic media of America show and promote a misconception about all the Muslim women as anti-American and anti-West, declare Islamic ideology as such spreading hatred. The social perspective and significance of the veil as a symbol of resistance against imperialism, monarchies, dictatorships and autocratic regimes within and outside Muslim World has largely been ignored. (Hasnat, & Rashid, 2004).

They are also of the opinion that the number of girls wearing Hijab and joining religious organizations and also attending their preaching sessions such as Al-Huda, is on rise every day, but no incident or evidence of increase in religious extremism has been witnessed. The veil becomes influential in protecting a socially accepted, prominent social contribution for women in many situations, as seen in Iran's post-revolution. It is noticed that the veil does not have that role in Pakistan, but it has become more popular among women especially young girls in urban and rural areas. It shows a prominent rise in the general awareness about the teaching of Islam in Pakistan especially among women.

Toncy (2008) found in her artistic investigation that the contestants had their own drive, sense and opinion of what the veil is. The participants expressed about veil as an agent of increasing self-control, arranges a private space with God, developing a feeling of following the prophet's wives, enjoying a strong feeling of being safe from

male harassment outside, protecting one's body from male unpurified gaze , assuring safety till marriage, self-relief , identifying the limits ordered by the mighty Lord, freedom in public, making one invisible in the street, praying, enabling one to feel relaxed and free, or establishing a stronger body boundary.

2.1.4 An Oppression or Safeguard to Professional Muslim Women

Hijab is an oppressive to women is a general perception in the west and widely prevailed misconception among the western scholars and now widely among those in the East. They are considered by many Muslim women as a liberator (Bullock, 2002), but not by all. This view has been borrowed by number of Muslim scholars as well, thus making the basic right of Muslim women into an issue. It is quite shocking for the female residents of a Muslim state that the issue has been converted into a big problem for them, therefore they face a lot of resistance from the educated section of the society who take it as a sign of backwardness, conservativeness, and decline in the projection of skills. Unfortunately, evolution in human rights issues in advanced societies has not modified this depressing view of the *hijab*.

Hamdan (2007) quotes Graff (2004) that French educators who are supportive of banning the hijab justify their support by calling themselves as feminists with a mission of struggling for liberating women from their oppressed circle. Pervez Hoodbhoy has raised voice on the root causes of religious extremism in Pakistan and criticized that it is a deliberate attempt of amalgamating an Arab culture in the cultural mold of

pluralistic South Asian society of the people of Pakistan. He further points out that 'abaya' is one of the examples (a long robe worn by Arabic women) an unknown word in Urdu (and an equally unknown entity in local culture) but according to him it is now a common trend especially in educational institutes (Masood, 2010).

Papanek (1982), Rozario (1998), and Hoodfar (1991) are of the view that the poor educational and employment achievements of women were attributed to the prevalent of "purdah" (veil) use practiced in many countries. Rahman (1994) and Zaman (1995) also support the view that there are constraints as a consequence of the stress on the use of "purdah". They claimed that the use of "purdah" portray a system of separating women from the 'public sphere' that enables males to dominate their women by carrying out control over their property, income and labor. In Bangladesh, the use and enforcement of "purdah" had prevented women from becoming self reliant. Observing "purdah" decrease women's mobility and their contribution in various aspects of life, whether in education or employment. Bakr (1994) concludes it as increasing dependence along with their lack of empowerment. This is not the basic reason of observing 'purdah', Izzat is the notion that women are repositories of a family's honor, and that their chastity and good reputation, being highly valued, must be guarded (Shaheed, 1990).

Social scientists often remain unsuccessful or ignore to bring a comparison between/ among similar things. It is generally observed that the situation of the poor illiterate peasant women of the south is implicitly or explicitly compared with the experiences of the upper middle class women of western societies. Some pre nineteenth

century's records are witness on the lack of morality and shamelessness in case of both oriental as well as Muslim women. The reason behind this lack of morality and shamelessness is not but just their revealing clothes and their free mobility (Hoodfar, 2001).

It is completely incorrect to connect the face veil to 'more extremist ideology' as this has never been understood to be the case by Muslims. Maintaining piety is the chief objective of the women who prefer to carry the veil that is not meant for an extremist interpretation of Islam. In routine, teachers deal with many unenthusiastic students, but it's a part of their job to employ them in class to some extent. Student's response to quick and timely questions (offered by teachers for assessing the students' attention in class) is also evidence whether they pay attention or not. However if the teacher realizes that the niqab is a means of involving students in communication then they will be proficient to overcome any perceived obstacles (Sabr, 2007).

Hijab or veil can be a factor affecting class room interaction but not to large extent. If one realizes any problem in her teaching or in interacting with others, she will try to overcome the troubles caused by veil by improving her focus upon some others. In fact, many of the problems faced by unveiled teachers in terms of students' distraction and lack of attention especially at higher level of education are due to their revealed facial beauty or attraction. The import of western ideology for more than last two decades has greatly influenced the mindset of the Muslim families not only in Pakistan but also in most of the Muslim countries. In response they have started thinking on western lines

going against their own religious and cultural norms and traditions. Therefore, institutional administration of a large number of educational institutions pose objection either on hiring veiled female candidates or if they hire them then demand for not observing veil during the class.

2.2 Classroom Interaction

2.2.1 Vital Variables of Interaction

Investigating specific characteristics of the teacher or child is significant while evaluating the most predictive aspects of the classroom causing student success. Probing into the nature of teacher-student interaction can be even more important (Jerome & Pianta, 2008). Late 1960s was the ideal period for the research on the whole-class interaction, responding to the conviction that the educational process is as imperative as the learning outcome (Shomoossi, Amouzadeh, Kctabi, 2008). Credibility, clarity, humor, immediacy, affinity-seeking, and relational strength, are a few of the vital variables of rhetorical and relational communication between teacher and student. Teachers and students have a number of important applications for each of these variables (Beebe and Mottet, 2009).

Teacher's Credibility and Clarity

In the classroom context, reliability is the overall perception that someone has toward a speaker for being credible, well informed, dependable, and self-motivated (McCroskey, 1998). Teachers considered credible are more influential over students than teachers who are not (Beebe and Mottet, 2009). An instructor's clarity or devoid of clarity has been confirmed by its positive or negative influence on students' learning. Researchers suggest the instructors to speak fluently, clearly, and audibly, for the development of clarity. They should also focus upon the set task and avoid drifting against the topic. Use of generally understood terminology is also essential to attain clarity (Chesebro and McCroskey, 2001).

- ## Instructor humor

While teaching teachers use humor at all levels. Teachers' humor affects the emotional environment of a classroom. Instructor's humor is another variable like credibility that adds up to instructor's metaphorical influence on learners and the learning situation. Teachers winning teaching-awards for their performance are found to be those using reasonable amounts of humor (Chesebro and Wanzer, 2006).

- ## Teacher immediacy

Teacher immediacy is one of the most investigated instructional communication variables. Sensitivity of physical and psychological nearness is called immediacy. Such closeness, either factual or psychological, chiefly affects the supposed quality of a communication liaison (Beebe and Mottet, 2009).

- ## Affinity

Affinity is the act or feeling of liking. Showing liking for someone or not plays a key role in deciding the nature of the association between you and the other person. Your high affinity toward a person shows likeness for the person (Frymier & Wanzer, 2006, Gorham and Burroughs, 1989). Affinity-seeking policy of the teachers of lower grade levels is different to the plan used by higher grade levels teachers (Frymier and Wanzer, 2006).

- ## Relational Strength

The ability to influence others depends upon the strength you have. The extent and kind of influence you put on others is focal in shaping the worth of the relationship between you and the other individual. People we like and admire are superior in having strength to affect us than those we don't. (Beebe and Mottet, 2009). Therefore, our

relational strength decides for teachers' influence on their students affecting students' learning output.

Some types of power messages are stronger in influencing learning than others. The more positive messages teachers use to influence students are known to be pro-social behavioral alteration techniques (BATs) and behavioral alteration messages (BAMs). More positive or pro-social BATs and BAMs may consist of; offering rewards, appealing to enhanced self-esteem if students would perform certain behaviors (e.g., read the assignment), expressing liking toward the student, being responsive toward the student, and noting that others have performed the same behavior and that the teacher has modeled the behavior (Plax and Kearney, 1990, Plax, Kearney, McCroskey and Richmond, 1987). Teachers' overall pattern of relation with their students represents the extent to which their interaction will be healthier and result in the achievement of decided learning objectives.

- **Teacher-child relationships**

Relationship between the instructor and student seriously affect a number of student developmental outcomes that includes; academic, behavioral, and social proficiency in the educational institution. Teacher-child relationship decides a number of developmental outcomes; therefore it is necessary to know the factors influencing the growth of high-quality relationships. Characteristics of the child, e.g., gender, ethnicity, socioeconomic factors, behavioral and academic competency, characteristics of the

teacher, e.g., past relational experiences, beliefs about teaching, ethnicity, and the characteristics of teacher-child relationship quality is effected by the teacher-child interaction, e.g., quantity of interactions, ways in which information is communicated, and by characteristics of the situation of the relationship, e.g., class size, school organization (Jerome and Pianta, 2008).

- ## Teachers' Differential Interactions

Teachers are commonly in a variety of interaction patterns with their students. This variety of interactions is called as differential interactions. Students are quite conscious of the differences in teachers' interactions and as a result deduce teacher's views about them. These interactions may result in students' learning that is different from the intended. Students may get an idea of considering some of the students better than others. Such messages are communicated not only by direct verbal teacher-student interactions but also nonverbally. Non-verbal interactions can be; smiling, nodding, leaning toward or away from students, sighing, or rolling eyes (Rubie-Davies, 2008).

2.2.2 Flanders Model of Interaction Analysis (FIA)

Flanders model of The FIA model is built on ten categories of class undertakings covering everything that occur in the class room together with verbal interaction. The ten categories of classroom interaction according to Flanders model sprout out of the two main categories, i.e. Teachers' Talk and Students' interaction

analysis (FIA) is not only sensitive to the proceedings but also to the sequence of proceedings in the classroom (Limbert, 1965). A positive learning environment encourages learning whereas a negative environment resists a successful access to the best knowledge obtainment. (Wilmore, 2006). Development of such a conducive environment is conditional to effective classroom interaction.

- **Categories of FIA**

The FIA model is built on ten categories (Appendix: A) of class undertakings covering everything that occur in the class room together with verbal interaction. The ten categories of classroom interaction according to Flanders model sprout out of the two main categories, i.e. Teachers' Talk and Students' Talk. These two in turn bifurcate into direct and indirect influence of each type of talk. All the ten categories under them constitute a complete classroom interaction between a teacher and his students (Limbert, 1965). They call the FIA categories as mutually exclusive which cover all that happens in the classroom. Fig: 1 is designed by the researcher by following the Flander's Interaction Analysis (FIA) categories given in Appendix A as adapted by S. J. Matthews (1995).

Teacher's Talk
- Accepts Feelings
- Praises and Encourages
- Accepts or Uses Ideas of Students
- Asks Questions
- Lectures
- Gives Directions
- Criticizes and Justifies

Students' Talk
- Response
- Initiation
- Silence and Confusion
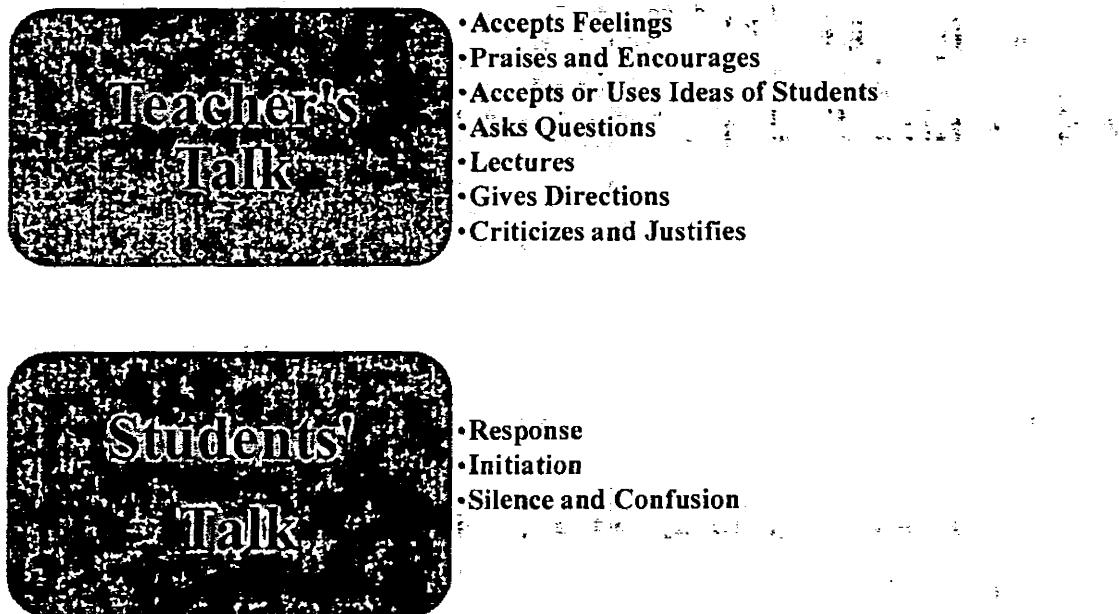
Figure 1: Categories of FIA (Appendix: A)

- ## FIA: A Device to be Used in the Course of Teacher Development and

Modification

Classroom observation or interaction analysis was greatly recognized throughout the sixties (Amidon and Hough, 1967). Flanders (1963, 1970) himself considered this as a device to be used in the course of teacher development and modification. Dimensions to record the responses are ideal in bringing positive changes in teaching. Ruhela, in his book 'Educational Technology' divides class interaction analysis into a) verbal interaction, and b) non-verbal interaction (2002).

Thakur defines class-room interaction analysis as a device designed to document verbal interaction categories during, or from the recorded sessions of teaching learning. Class-room interaction analysis is a technique to capture qualitative and quantitative scope of teacher's verbal behavior in the class-room (Flander's Interaction Analysis , 2011).

- ### The Model Facilitating Classroom Observation and Description

The FIA model as Appendix A facilitates classroom observation as well as the description by giving an opportunity of recording both quantitative and qualitative characteristics of teacher-student interactions. The teacher plays instructional, motivational, evaluative, managerial, and social roles in the class. All classroom verbal acts can be categorized according to these functions. Traditionally, these types of verbal acts play main role in controlling student learning and their behavior in the classroom (Ilatov, Shamai, Hertz, Lazarovitz, Mayer-Young, 1998). In order to study classroom interaction, investigations have been carried on: a) Teacher-pupil interaction, b) Pupil-pupil interaction, and c) Interaction with various materials. The essential factors given a focused attention in the classroom are: Affective, Cognitive, Psychomotor elements, along with Activity, Content, Physical environment, and Sociological structure. FIA model is popular for classroom interaction analysis but still has its limitation.

- **<u>Observational Research and Introspection</u>**

Observations prove to be a useful tool to collect socio-factual data for researchers. Observational research is field research. It is a social research technique which allows the direct observation of phenomena in their usual setting (Observational techniques, 2007). 'Validity is the best offered estimate of the truth of an agreed proposition, inference, or conclusion' in Trochim's (2006) view. Availability of the depth of information about a particular behavior makes the observational research findings strongly valid. On the other hand, reliability and generalizability may show negative aspect, e.g. reliability problems referring to the extent of the duplication of the observations. Repeated observations of behaviors are surely much time taking. Brown (2004) considers generalizability, an external validity. He is of the view that it is the extent to which the study's findings are also true for other people, in other places, and at other times. A problem with this type of research can be that research findings may only interpret and expose a unique population, therefore cannot be generalized to others. Researcher bias is another problem in observational research.

Introspection serves a second approach to research based on classroom. Research techniques involved are; the use of questionnaires or conduction of interviews. Both can be an ideal means of extracting introspective data. The Introspective approach involves asking people to respond questions instead of asking them to be observed in actual situation. It always demands for self-reporting of some kind. The use of diary keeping is latest in applying such research approach (Allwright, 1988).

2.2.3 A Positive Learning Environment

- **Essential Institutional Reforms**

A positive learning environment supports learning. To develop such an environment, institutional reforms are essential to be introduced time to time. Institutional reforms are considered important solely as those for improving standards, curriculum, teaching approaches, and/or discipline techniques (Anderson, 1996, Dow, 1991, Mirel, 1994, Goodman, 1992).

The expected purpose of bringing harmony in the educational institution is to restructure education in order to promote;   critical, liberal, social democracy. The term 'critical' refers to the avoidance of the casual attitude towards democracy. 'Liberal' means the beliefs in individual independence, privacy, and opportunity, whereas 'social democracy' refers to the democracy best viewed as a "way of life" rather than merely a set of political ritual and governmental structures (Dewey, 1927). Values like; equity, social justice, and the common good are stressed in the social democracy. The main focus of the educational investigations is to introduce and implement democratic ideals, structures, and practice of interaction in educational institutions to help in bringing purposeful educational reform. Goodman and Baron (2005) further comment,

One of the key principles of school-based reform is that the faculty will have the power to identify, conceptualize, and implement

the curricular, instructional, and structural alterations that are deemed necessary to significantly improve their students' education.

Similar reforms are equally important in higher education institutions for the uplift of the teaching-learning standards.

- **Cooperative Learning**

Cooperative learning is instructional process that employs students in collaborative discussions about the content. These interactive sessions facilitate students and enhance their learning. Teaching, explaining, asking questions, quizzing, or checking, in an instructional activity can be the components of these discussions. Students and teacher both actively contribute to the responsibility for learning. Cooperative learning processes significantly convert passive learning environments of the class into an active learning environment by engaging students actively in participation. Cooperative learning also modifies the social and motivational environment of the classroom and enhances encouraging and accommodating peer interactions and a positive direction towards accomplishment and learning (Cooperative Learning, 2008, <http://www.sage-ereference.com/educationalpsychology).

Adopting the principles of collaborative learning is the most direct means of creating classroom interaction. In this type of learning, the teacher proposes a learning problem or task, and then asks small groups of students to deal with the problem

collectively. Teacher especially instructs the students to reach a consensus on an issue, or to produce a group product. The rationale behind collaborative learning is to improve learning and accomplishment by encouraging peer-to-peer interaction and assistance (Bishop, 2000).

Learning is a continuous process and it occurs under certain circumstance. On the basis of this concept, teaching strategies have been classified according to a large range of criteria. Some of the categories applied to describe teaching strategies include: Student-centered, inquiry-oriented, constructivist, direct instruction, and cognitive. Two extensive categories of teaching strategies are: instructor-centered and student-centered. Most effective teachers and instructors are in the practice of using a variety of teaching strategies, but after carefully taking into account all of the factors that influence instruction.

All through practice, the instructor is advised to assess students' understanding. Assessment can also be conducted successfully by arranging a question-and-response period taken by the instructor or by evaluating the results of the practice activities. The instructor summarizes by repeating the lesson objective and reviewing the taught concepts, at the end of the expository lesson. Mini-lessons/presentations are also structured on the pattern of standard expository lessons. These lessons are different from the standard lessons in a way that the verbal explanation (actual lecturing) involves only a small fraction of the lesson whereas student practice time is increased. Similarly, the interactive-expository strategies are arranged on the same pattern, but the lesson also

contains some additional elements like; interactive questioning, modeling, and high levels student responding.

The Socratic Method commonly used today can ideally be said as discussion. In the discussion, the teacher who is actually the leader asks questions to students, and then gives feedback to student for their input. This is done by posing additional questions structured to facilitate student involvement and active knowledge building. Instructors must plan in detail for making student-centered teaching strategies successful, although they will not be directly involved in all aspects of learning while using these strategies. Many instructors use student groups as a teaching strategy. These groups can be homogeneous to heterogeneous, and be used for a broad range of learning objectives. Similar components are shared in the teaching strategies for inquiry, discovery, and problem-based learning. All of them are based on the idea that the instructor has helped student to satisfy their curiosity and interest in an area of study. Students usually work in groups to examine their question, gather data, and build up conclusions (Miller, 2008).

Investigation on the classroom environment have revealed that a democratic, student centered class climate and with indirect teaching, generate better situations for the students to work together by interacting with each other and learn. They demonstrate more convinced attitude to change and also to be self activated with better work practice resulting in superior achievements (Duffey and Martin, 1953). Therefore, action research with constructivism approach can be worthwhile in overcoming an effect of teachers' veiling if any, in improving teacher student interaction. A democratic, student centered

class environment and also an indirect teaching strategy open new ways to healthy interaction. It works well even at the university level assuring meaningful classroom interaction. In this context, veiling becomes a misconception of a group of people in terms of reducing students' learning especially at this level.

2.2.3 Behavior Modification

Behavior modification is the systematic application of learning principles and techniques to assess and improve individuals' behaviors (Watson, 1962). Behavior modification is an approach of treatment, found on operant conditioning rules. It substitutes disagreeable behaviors with more agreeable by carrying constructive or unconstructive reinforcement (Behavior Modification, n.d.).

The science of behavior modification has, arguably, made its most valuable contributions to education (Heward, Heron, Hill, and Trap-Porter, 1984). The most effective instructional practices are based on behavioral theory (Skinner, 1984). Research Studies have unveiled that student achievement and motivation in all subject strongly depend upon the teacher's perception of students' behavior as well as those of teacher behavior itself (Wubbels and Brekelmans, 1998). Teachers' behavior is significant in developing students' reactions to what they watch and understand out of them (Fraser, 2002).

- ### Learning Disability

If the behavior related problem is thought to be a result of a learning disability (LD), a psychologist would observe the student in the classroom in order to monitor the student's approach to learning tasks, level of frustration with tasks, and their common behavior. The students, who are alleged with an emotional or behavioral disturbance, are observed for their unsuitable behavior with peers and teachers or with any one of them.

- ### Classroom Behaviors May Cause Management Problems for Teachers

Male teachers are comparatively less sensitive than female teachers, therefore confer more warnings to students with behavioral issues (Hopf and Hatzichristou, 1999). General classroom behaviors may result in management problems for the teacher. The observation may extend to class wide behaviors and teacher–student interactions. Attention deficit hyperactivity disorder (ADHD) assessment is a progressively more popular cause of observing students in a classroom. In this assessment the observer monitors student behavior including time-on-task, impulsive actions, and interpersonal skills. Observations of this type complement other sources of information gathered in the ADHD assessment process. An applied behavior analysis (ABA) uses classroom observations of student behavior before, during, and after treatment. By this, the changes observed in behaviors, can be agreed for the treatment (Robinson, 2005).

- ## Anxious Students

General behavior shown by anxious students is to get teacher's avoidance or safety instead of improving their relationship with teacher. Their anxiety makes it difficult for them to adjust in different social situations. It happens mostly with those suffering social phobia (Mcgrath, 2004). Anxiety disorders usually appear with a limited apparent direct learning or that the amount of direct learning is extremely unequal in proportion with the amount of responding. Emotions are hard to study because they are affected by indirect relations between events and public and private responses to public and private happenings (Friman, Hayes, and Wilson, 1998).

Anxious students are not found to be deficient in having specific social knowledge, but the record of their social memories' highlight their own social failure as compared to their social successes Therefore, anxiety affects their individual interaction patterns especially at higher level of education.

- ## Positive Peer Relations

Dumas (1998) views that positive peer relations, social acknowledgment and the result of these positive traits develops a positive self-impression, playing a vital role in controlling oneself for showing hostile impressions, the internal realization of common morality, and growing flexibility.

Group accomplishments can be analyzed for the purpose of understanding its consequences. Group incidents reflect the respective social interaction as well as the modified social behavior of certain class. The members of class determine the effects received by the whole group (Michelson, DiLorenzo, Calpin, and Williamson, 1992). Research so far suggests that effective social skills involvement can be valuable to bring important positive changes in social behavior. Furthermore, modified social behavior support healthy and enhanced peer relationships and a positive learning environment. (Mcgrath, 2004).

Students with ADHD (Attention Deficit Hyperactivity Disorder) have a more rigid social style. Their ability to adjust with different situations and of doing what they say is weak. (Landua and Milich, 1988). Their social incompetence affects their thinking mode. Dodge, Pettit, and Bates, (1990) comment that such a students' lack in concentration; largely ignore monitoring others' reaction and social indication as well. Hence, they are not in the practice of rethinking, reviewing and adjusting their social behavior. They are set to blame external factor for their social failure, without having any feeling to repair their own behavior. Therefore their behavior becomes more complicated at higher level and require

- **Social Skill Acquisition or Performance Deficit**

To determine whether a student bears a social skill acquisition or performance deficit is an important issue when assessing social skills. Assessment of social skills can be done by using variety of methods, like; observation methods, interview methods,

sociometric methods, etc. In observation methods, information about student's social skills in natural settings can be collected such as in the classroom settings, in the cafeteria, and in the playground. Interview methods are used to collect the details of student's social skills potency and limitations and to take help in identifying deficiencies in specific skill for showing involvement. In sociometric methods assessment of student's relationships is focused with reference to his popularity, peer recognition, peer negative response, and his repute. Assessment methods are frequently combined in an inclusive social skills assessment that may incorporate rating scales, observations, and interviews for involvement. Use of multiple assessment methods is also important to monitor pupil's progress and to assess the effectiveness of the teachers' involvement. Coaching and social problem solving are two of the widely used cognitive–behavioral social skills intervention methods (Busse, 2005).

2.2.4 Teaching Style

- ### The Aim of Teaching

Engaging students in useful target-oriented learning experiences while focusing on the achievement of lesson-specific instructional objectives is the real aim of teaching. Teacher's specific actions and decisions, specific student actions and decisions, and the objectives according to the relationship; are the factors which decide teacher's distinguishable teaching style from others. Use of a variety of teaching styles is worthwhile in diverse situations. The need for a teacher to use a variety of teaching styles

originate from the perception that; student population is varied, physical education includes the objectives of all domains i.e. the psychomotor, cognitive, and social learning , and subject matter and context at times needs the application of a specific instructional approach (Mosston and Ashworth, 2002, Rink, 2002).

- ### Teacher: A Key Agency of Change or Transformation

"Teacher is a key agency of change or transformation" (Spork, 1992).Teachers set off an interaction at extensively higher rates as compared to students (Canese, 2008). Dealing with a passive class becomes a common problem for teachers. In such a class situation students are un-willing to respond and stay away from interface with the teacher. The reason behind students' unwillingness to reply or not replying for teachers' question is not always that they do not know. Most of the times lack of confidence, shyness, carelessness, lack of involvement and weak attention in the class, etc. are the reasons why students don't participate in the class. At times the student can react to a teacher's question but often don't, even understanding the question, knowing the answer, and having an ability to produce the answer. Additionally students are quite reluctant in giving feedback or asking a question from teacher in front of the class (Snell, 1999).

The interactions between the teacher and student depend upon the characteristics of both. Moreover, the nature of the teacher- students interactions figure out the quality of the relationships formed within the classroom (Jerome and Pianta, 2008).

• <u>Creative Teaching</u>

Effective classroom teacher- student interaction is also supplemented by opting creative teaching. Environmental factors deserving strong consideration for successful accomplishment of creative teaching comprise; expectations and interactions as well as teachers' teaching experience and beliefs (Hart, 2000, King, 2001).

Alderman (1999) pointed out that teacher' self-beliefs are the single biggest influential factor of students' learning effects. Despite constant changes in student-teacher interaction and continuous innovations in teaching methods, some obstacles remain for the implementation of creative teaching.

Everyone possesses six foundational elements naming; intelligence, knowledge, thinking style preferences, personality, motivation, and environmental context. Creativity is the creation of the combination of these six factors possessed by everyone. Stronger are these elements more will be the creativity. Superior creators are similar to good financier buying low and selling high in the stock market, and this is the only way to guarantee thriving creative performance (Sternberg and Lubart, 1995). Miller quotes Thorndike discovery that repetition of any behavior is more likely to be expected if it produces a positive outcome according to his 'the law of effect' (Miller, 2008).

Teachers' creative teaching behaviors depend upon a diverse collection of factors, which can be grouped into the subsequent nine categories: personal quality,

thinking style, family factor, education experience, teaching belief, personal effort, motivation, professional knowledge, and environmental factor. Dewey insisted the integration of the content area subjects while teaching and considered experiential learning as the most effective means of teaching, i.e. learning by doing. He also emphasized critical thinking rather memorizing facts, and enforced to include problem solving and inquiry methods as the two main concepts in instruction (Teaching Strategies, 2008, <http://www.sage- reference.com/educationalpsychology).

Creative teaching can opt the discovery style of teaching that reflects a constructivist view of learning (Alkove and McCarty, 1992). In constructivists' view the discovery process promotes a deeper understanding of the content and enhances the quality of learning (Prawat, 1992).

Alderman (1999) considers teachers' self-belief, the distinct major powerful aspect of students' learning effects. Csikszentmihalyi (1996) stresses upon teachers and parents for the provision of a friendly environment for an effective students' learning, but it is also a modified reality that in the present period of time when creative teaching is encouraged , teachers also have to adjust their knowledge and attitude toward teaching as a must (Cropley, 2001).

After reviewing a number of research studies on creativity Petrowski (2000) stated that self-motivation confirms its presence in most of the creative people.

Regardless of the continuous changes in student-teacher interaction and continuous advancement in teaching methodologies, some impediments exist in the process of the implementing creative teaching (Alderman, 1999).

- ## Teachers' Expectations

Teachers' self beliefs are always important in deciding for her teaching strategies and expectations. Teachers with a belief that ability is flexible have a tendency of taking responsibility in a situation when students do not learn a concept. In such a situation, the teacher seems ready to try creative approaches to teaching (Rubie-Davies, 2008).

Instructional materials that help teachers endorse the setting include a problem-based textbook for students and a teacher's guide as well that contains: assignments, assessments, teaching suggestions, and classroom management techniques (Harris, Marx, Blumenfeld, 2008).

- ## High Expectations Teachers

Teachers with high-expectations realize that all students will improve in their achievements with suitable proper help and feedback from the teacher's and peers' end. Success is recognized for effort and disappointment for task difficulty (Weinstein, 2002).

- ## Low Expectations Teachers

Teachers can be low expectations teachers of those of high expectations regarding their students' performance. Even a single teacher may have variations in having expectations from the same student in different circumstances. The teachers with high- and low-expectation are sensitive in structuring student grouping, selecting instructional materials and related activities, and their used evaluation and motivational systems put direct or indirect affect on the instructional environment students engage in. Differences in the socio-emotional environment are parallel to the differences in the instructional environment (Rubie-Davies, 2008).

- ## Friendly Environment

The development of a friendly environment by teachers and parents is of great importance to the improvement of students' learning. It is also important to consider the environment not to be built for fostering highly creative geniuses, but rather to encourage every individual to create some ideas (Csikszentmihalyi , 1996). Teachers are strongly advised to adjust their knowledge and attitude toward teaching as a must in the ongoing period of educational advancement (Cropley, 2001)

2.2.4 Instructional Innovation

- **Instructional communication**

The official study of communication between teachers and students is termed as 'Instructional communication'. Specifically, it is the process by which teachers and students stimulate meanings in the minds of each other through verbal and nonverbal communications. This definition is also applicable in nontraditional education contexts, such as corporate training and community education programs (Beebe, Mottet, and Roach, 2004). It is an interactive course of action between two people, while facing each other or in mediated structures (Instructional Communication, 2000).

Two widely used traditional approaches to instructional communication are; rhetorical and relational. The 'Rhetorical' refers to the communication when teachers employ verbal and nonverbal communications targeting to influence or convince students. 'Convince' leads to the development of communication that changes or strengthens attitudes, beliefs, values, or behaviors. Instructional communication with the rhetorical approach presumes a 'process-product' view of teacher- student communication. (Beebe and Mottet, 2009). The 'Relational' approach of the instructional communication depicts a link or situation where teachers and students mutually develop and apply verbal and nonverbal messages to create a relationship with each other (Beebe, Beebe, and Redmond, 2008).

The relational view of communication stresses on affective or emotional reactions and represents on existing models of communication in which implication is

mutually created and shared between individuals. In the nutshell, it focuses on how teachers and students perceive and affectively react to each other, which in turn affects teachers' teaching enthusiasm (Mottet, Beebe, Raffeld, and Medlock, 2004) and students' learning drive(Ellis, 2000, 2004). A chief focus of relational communication research is on how teachers' and students' apply and interpret nonverbal messages (Beebe, Beebe, and Redmond, 2008).

- ## Systematic Implementation of Instructional Innovation

Participatory action research facilitates teachers to implement instructional innovation systematically in their classes. Problem solving related to classroom interaction at any level of education can be effectively done through the on-going (action) research in the class (Taylor, Dawson, and Fraser, 1995).

Constructivism is an approach based on the idea of on-going class research. Constructivism has taken a principal theoretical place in education and becomes a dominant running force in science education (Steffe and Gale, 1995, Tobin, 1993). It gives a sensible, focused support for understanding, accepting and interpreting teaching-learning experiences. In this mode constructivist approach acts as an effective theoretical idea to construct a classroom environment that maximizes learners' learning (Tobin and Tippins, 1993).

The Constructivist Learning Environment Survey (CLES) was developed to provide a reasonable perspective of teachers' attempts to modify their classroom learning environments according to the significant constructivist epistemology (Taylor, Dawson, and Fraser, 1995).

- **Constructivist Dimensions**

Puacharearn and Fisher quote "The CLES assesses learners' and teachers' perceptions of five dimensions pertinent to the notion of constructivist." These are named as : 'Personal Relevance' , that is the extent to which teachers relate science and mathematics to students' out-of-school occurrences, 'Uncertainty' the extent of the availability of opportunities for the learners to experience mathematics and science knowledge as evolving from theory dependent inquiry, involving human experience and values, developing and non-foundational, and culturally and socially committed, 'Shared Control' the degree to which learners are asked to share with the teacher's organizing learning environment, together with the communication of their own learning goals, design and management of their learning activities with the resolute and application of assessment criteria, 'Student Negotiation' is the extent to which opportunities are present for students to explain and justify to other learners their newly developing ideas and to listen and reflect on the practicability of the ideas of other learners and 'Critical 3 Voice' the limit to which a social environment has been recognized in which learners feel that it is reasonable and favorable to question the teacher's pedagogical plans and methods and to show concerns about any equipment to their learning (2006) .

2.2.6 Cultural Factors

Teaching and learning are the two processes involving perception and communication, and both of them are culturally effected (Au and Kawakami, 1994, Grossman, 1995, Nieto, 1996, Samovar and Porter, 1995, Stefani, 1997). The type of information perceived, stored and used is different in different cultures (Segall, Dasen, Berry, and Poortinga, 1990), and societies have their own unique cultural norms to practice.

- **Cultural Differences**

Cultural differences appear to be one of the most important factors in deciding for the type of interaction occurring in the classroom, because this involves the participants and their perceptions and cultural expectations of a given event. Cultural differences belong to the group of interactive factors which are most difficult to recognize and track. Like many other human behaviors, patterns of teacher-student interaction are based on culture and certain patterns cannot be called as "natural" in any sense. Expectations from students in one culture may be fully improper in other. The teachers using a variety of communicative and instructional patterns ranging from more monologic and teacher centered to a student- teacher dialogue extends students' prospect to present their communicative competences and prove active participant of the class (Canese, 2008).

- **Variations in Classroom Discourse**

A number of variations in classroom discourse have been noticed, including transformation in participant structure, the purpose of talk, the medium of interaction, and, cultural variations among students. Interactions are different in form when they are between teachers and only small groups of students or during conferences as one-to-one or when students request for any assistance. In such situations the interactions may diverge from the normal pattern of interactions. Other structures in conversation are observed when students interact directly with each other instead of involving teacher as the addressee of responses. The situation is also same when teachers give students more time to react and to elaborate their own responses, instead of questioning students the teacher uses declarative statements, reflective statements, or invites to elaborate or remain silent. Electronic media also facilitates simultaneous involvement and the existence of multiple conversations or strands (Cazden, 2001). Culture is the element that instills everything, and it has been observed in critical communication pedagogy that an examination of the classroom that fails to account for culture is problematic (Warren, 2009).

- **Social Competence**

Social competence is the extent to which a student can initiate and maintain positive relationships with both classmates and teachers, gain social acceptance from their peers, make satisfying friendships, and

terminate negative or disadvantaging social associations. (Gresham, 2000)

Gresham states that deficiency in social competence practically points out an emotional and behavioral disorder (EBD). Students with this type of deficiency ,are more expected to display negative, reserved, inconsistent or otherwise ineffective patterns of social interaction. Their social conduct often links those interacting them socially to respond firstly with distress, irritation or avoidance and, finally, with rejection (Shores and Wehby, 1999).

Success of a program becomes obvious if teacher commitment is ensured (McGrath, 1996), along with the considerable school support and needed resources (Rotheram-Borus, Bickford, Milburn, 2001). Teachers require training to get the ability to conduct the programme and must be convincingly socially proficient themselves but still in any programme, there has to be a little part of social cognitive training as well. This training should have a clear focus on social problem solving as in the past, as well on the teaching of the social cognitive skills such as controlling and monitoring emotions, revealing intensions, sympathy, thinking that focuses consequences and constructive self-efficacy (Mcgrath, 2004).

'Engaged learning time' is the time that engages student in the learning process. It is a main behavior referring to the total time students spend in learning in a classroom. This has been termed as their 'engagement rate'. It is the percentage of time

dedicated to learning or students' real time at work, while getting engaged with the instructional materials, and achieving from the activities being arranged (Borich, 2008).

- **Model of Social Behavior**

Previous research has revealed students' perceptions as those which are usually similar to those of external observers than teachers' self perceptions (Wubbels, Brekelmans, Brook, and Tartwijk, 2006). Teachers seem incorporating their own thoughts about good teaching and anticipations in their self-perceptions, but these are less influential on students' observations. Students' learning and how they learn are the chief factors which largely influence student perceptions (Shuell, 1996). It can be stated that students' observations and interpretations from the teachers' behavior are the factors to which students largely react.

Mcgrath (2004) developed a more common social behavior model to make clear the process of common social behavior. Specific EBD students may have shortfall in one or more of the processes listed underneath:

- accessing social knowledge/social memory,

- applying personal values,

- social cognition, that is; social cues' recognition, intention revealing, sympathy, controlling emotions, goal selection, social problem solving consequential thinking, and social self-efficacy assessment,

- social skill enactment; and

- social self-reflection , that is; monitoring of immediate responses and later analysis and reflection.

2.3   Effective Communication

"Communication is a necessary part of democracy". (Wahlstrom, 2007) Interaction between two individuals needs some kind of communication to be developed between them. Lack of communication leads to the lack of interaction. Effective communication always results from a detailed as well as a complicated and comprehensive system of visible and invisible interactions. The mode of communication between the two interacting forces can be different in different situations and depends upon various other factors directly or indirectly involved in the process. This variation gives rise to different communication styles that are mainly two; verbal and non-verbal.

2.3.1 Communication Style: Verbal, Non- Verbal

The communication style of teacher is an important factor influencing classroom interaction, other than student gender and academic standing. Oral communication is indispensable constituent at any level of education. It is doubtless to consider it the only most important vehicle of interaction between teacher and students, as well as among students, as they discuss concepts and ideas. It is also the principal way through which learning is demonstrated. For this reason, the spoken word, or speech, is generally considered to be the most important mediator of student learning. The study of classroom interaction is concerned with the use of oral communication in educational

processes. Class room interaction refers more generally to "talk," but it is also used to refer to communication that generally involves systems of shared meanings and social system. In this sense, it is always ideological, as it indicates the values, beliefs, and social practices of the group of people or institution in which it occurs. (Canese, 2008).

Language always works more than just reproducing or representing some idea or ideal, constructs meaning and develops relationships, and each statement creates a new relationship (Warren, 2009).

Certainly, the classroom interaction models present very general conclusions, for example, Flanders" (1970) model presented the popular 'two-thirds rule'. According to this rule; (a) someone talking for about two-thirds of the total time, (b) teacher takes about two thirds of this talk, (c) about two-thirds of the teacher's talk consists of lecturing or asking questions. However, it seems obvious that most of the classroom talk is non-interactive e.g. lecturing and it is restricted to the 'transmissive mode' (Barnes, 1973). On the other hand, the part of the teacher's talk like asking questions proposes some teacher-led interactive behavior (Shomoossi, etal., 2008).

Entirely, teachers have the responsibility of initiating classroom- talk and that of the feedback as well. The whole class interaction typically tracks an initiation-response-feedback structure (Sinclair and Coulthard, 1975). Research on classroom interaction revealed difference in male and female university students while participating in class discussions and reacting to teacher's questions and to quick discussions as well. Students

participate actively in the class and generate the gender differences in classroom interaction that is: boys are more likely than girls to create conditions where teachers require their participation and also to raise their voice or show readiness to participate when not openly selected. It does not show teacher's complete passiveness in the process. Teacher's response to the volunteered interactions is different. However, teachers usually avoid waiting for long time during a period of silence for the answer (Shomoossi, etal., 2008).

Previous research studies show that the duration of the teachers' utterance correlate with students' sharp language ability. (Williams, Davidson, Hammond, Johnson, and Silverman, 1981). In case of the students of higher level the other non-verbal communication options can be; stare, silence or pause, nodding head, ignoring students' response, distance of the teacher from the student, gesture, spatial posture of the teacher with respect to the student, etc. Williams, Davidson, Hammond, Johnson, and Silverman (1981) quote Argyle that teachers usually chose the style of verbal and non-verbal communication that suits the average ability of the class

Communication is something that is easily carried by bringing variations in the voice and body language than from mere facial expressions. Teachers face many unenthusiastic students in the class on daily basis, but are successful in tackling them quite meaningfully. Student's quick response to teachers' questions is an effective mean of assessing students' attention in the class. (Sabr, 2007).

Social skills are mostly conceptualized as learned behaviors consisting of distinct verbal and nonverbal behaviors. These skills require effective receptiveness to social situations, and are affected by the social environment (Busse, 2005 The verbal and nonverbal behaviors used to make others like you are known as 'affinity-seeking' behaviors. Investigations show that teachers successful in winning their students' likeness promote the learning climate. Such a group of teachers apply affinity-seeking strategies and are considered more credible. that is; more knowledgeable, trustworthy, and energetic, than the teachers not using these strategies (Frymier & Wanzer, 2006, Gorham and Burroughs, 1989).

2.3.2 Virtual communication

- <u>Virtual Communication: A New Dimension of Technological Advancement</u>

At a micro level, hijab does not prevent communication. Virtual communication is a new dimension of Technological advancement and has decreased the importance of face-to-face communication. The face has never been the only essential implement for effective communications. A Muslim woman can be effectively communicating with others even with her face covered. It is the evident that the essence of what is said matters more than someone's appearance (Assessing British MP Jack Straw's Comments Concerning Hijab in Islam, 2006) and how something is said is of equal importance. Clothing is being the most silent aspect of human societies to show

their identity and to sketch their boundaries as well in order to get distinguished as an individual as well as the member of a society. (Hoodfar and Mc Donough, 2003).

A fast growth in the acceptance of virtual and remote functioning among organizations of all types and sizes has taken place in the last decade (Effective Virtual Working, n.d). Effective virtual communication across cultures is possible through understanding cultural variables and their affect. A cross-cultural training programme is necessary to introduce the strategies to encounter challenges of virtual communication and earn the benefit if it can produce (Importance of Virtual Communication, n.d).

- **Cultural Variables Affecting Virtual Communication**

Training with cross-cultural perspective will be useful in understanding various cultural variables affecting virtual communication:

o   High and Low context

o   Attitudes to conversation: silence, gaps, superimposes

o   Direct and Indirect Communication styles

o   Long term Direction

o   Universalism and Particularism

o   Power Distance

- **Benefits of Effective Virtual Working**

Effective Virtual functioning will be useful in the following ways:

- **Develop** practical strategies to respond to the challenges of distant communication

- **Select** the proper means and communication style for each particular context

- **Communicate** more effectively with colleagues based distantly

- **Understand** the cultural factors that create different communication styles. (Effective Virtual Working, n.d)

"Virtual teams are teams of people who primarily interact electronically

and who may meet face-to-face occasionally".

Researches on virtual communication show the effectiveness of the virtual teamwork. Some of the tips for making this teamwork successful are: set up a clear code of conduct or set of norms and procedures for behavior, identify and reward performance, use visuals in communications, recognize that most communications will be non-verbal, therefore use warning in tone and language. Trust is the vital factor that helps in interpreting individuals' behavior. It appears to be an angle deciding for how the communication meaning is interpreted (Jarvenpaa, Shaw, and Staples, 2004) Therefore, trust has an important role in virtual teams where confusion seems high (Kirkman, Rosen, Gibson, and Tesluk, and McPherson, 2002).

In virtual teams, connections are mainly virtual (electronic) and software is used to judge the interactions (Gould, 2006). For achieving maximum benefits in the field of business, virtual relationship has been compromised, that is also equally useful in

education sector; such as in audio or video conferencing especially at college and university level. In virtual audio-video lectures somewhere if facial expressions are visible on the screen, students are unable to get influenced by class's physical and psychological environment that an instructor creates in the real class situation. Moreover, instructor's physical gestures and eye contact are not added up to the overall impact of the virtual interaction between an instructor and the students in contact electronically. In case of only audio lectures students rely on verbal communication, and by the variations in speaker's voice, tone and selection of language.

The shortfall of any one of the factors helping in effective classroom interaction can be recovered by enhancing some of the other. Same is the case with the hidden facial expressions of a female instructor when she develops an interaction with her students, makes sure that veiling does not pose any resistance in her interaction with her students.

2.4   Effective Teaching Through Effective Communication

Teaching is a complicated process that is if the resultant of a lot of effort in; planning, preparing, practicing, observing, interacting, evaluating, and revising more effective because all these factors help in making teacher-student communication effective. Continuous action research has unveiled a number of significant elements which are helpful in making teaching effective.

2.4.1 Changed Perspective of Teaching

The interactive attributes of the classroom behaviors are considered of high value in the present period of time, for instance: turn-taking, questioning and answering, discussion, and feedback. Existing perspectives on classroom learning clarify that students learn best with their involvement in it and have full opportunity to en rich their conceptual understanding. These learning ideas suggest that students build their knowledge actively and socially, and are considered as constructivist ideology of learning. Educators face a challenge of how to develop learning supportive classrooms (Chaudron, 1988).

For making a learning environment successful, the traditional role of the teachers has to be changed that is; from just giving information to effective scaffolding and effective communication that facilitates students to integrate and apply ideas. New roles of students in this situation are; need of becoming more empowered and dependable in their learning because they involve in real tasks, work together with class fellows, and acquire technology for research and problem solving. Ambitious teaching and learning can be supported through the engineering of learning environments. Cognitive research studies propose that previous knowledge of learners and its organization have a substantial role to learning and performance (Harris, Marx, and Blumenfeld, 2008).

Technology has taken a noticeable place in education and changed the ways of teaching and learning. Effective and advanced computer software programs are designed to enhance critical thinking, problem solving, and decision making, as well as to provide

practice on basic skills. Teaching strategies based on Inquiry and discovery, and problem-based learning also contains parallel constituents. They all stand on the viewpoint that the teacher accommodates student inquisitiveness and concern in a part of study.

Peer tutoring is another diverse grouping strategy, involves group making with more proficient students matched with less proficient in a given area or skill. Similar student interest can also be used for groupings called interest grouping for students' better understanding in an area of interest. Cooperative learning grouping is termed as the most popular heterogeneous grouping technique used presently. Individual accountability, serves another significant angle of effective cooperative learning where each member is accountable for his own task, as well as for that of the entire group (Teaching Strategies, 2008,<http://www.sage- reference.com/educationalpsychology).

The interaction patterns are difficult to identify as most of the time, teacher assigns turns by calling on the participants. However, since the teacher also encourages volunteer participation, both and female students get opportunity to participate in discussions. An interesting point to be observed is that the student-student interaction in such a class is limited but the teacher manages this by picking up points from students' responses and shifting them for responses to other students. The teacher may comfortably manages the class without any humor showing himself a kind of authoritative and serious teacher and chooses to socialize with learners under controlled situation (Shomoossi, etal., 2008). A teacher may or may not socialize the class, to allow or disallow an open volunteer action from pupils' side.

'Backward design' is a method of course designs in which instructors 'think backward'. It is the method facilitating instructor the development of a course that offers students with both declarative and procedural knowledge. It can be called as the conceptual knowledge and the skill of applying that knowledge in decision making. (Michaelsen, Peterson, and Sweet, 2009).

2.4.2 Instructional Strategies for Effective Teaching

Instructional strategies linked to positive relationships with enhancement in learning, motivation, and of an overall positive climate are as under:

- **Facilitating enjoyment:** The teacher is committed to increase student interest in classroom activities, lectures, and assignments.

- **Optimism:** The teacher expresses positive gestures increasing communication and extending a hopeful attitude.

- **Assuming equality:** The teacher assures students' equality by ignoring status differences between teacher and students.

- **Conversational rule keeping:** Teachers are soft and respectful to students and avoid interrupting them.

- **Comfortable self:** The teacher is confident, relaxed, comfortable and composed in the classroom.

- **Dynamism:** Teachers are enthusiastic and energetic.

- **Eliciting others' disclosures:** Teachers give individual attention to students, ask them to express about themselves, and then use the information they learn from students to admiring the student.

- **Altruism:** Teachers are helpful to students and go beyond expectations to assist students.

- **Listening:** Teachers use wait time to listen without interrupting a student.

- **Sensitivity:** Teachers express their feelings of care, empathy, and warmth for students (Gorham and Burroughs, 1989).

2.4.3 Key Behaviors Contributing to Effective Teaching

Research on teaching has modified the concept of good teaching to effective teaching, and has changed the research focus from studying 'teachers' entirely to studying 'them with their effects on students' (Effective Teaching, 2008). Effective teachers facilitate learners to know their learning basis or intention and respect and understand their previous experiences, understandings and assume these previous experiences as a sound foundation for the new learning (Wilmore, 2006). Lesson clarity, instructional variety, teacher task orientation, student engagement, and success rate, are crucial for effective teaching.

- **Lesson Clarity**

Effective teachers are always very particular about the clarity of what they deliver. They are very conscious about making their point clear to the learners who may

be at varied levels of understanding, select those methods to explain the concepts which are helpful to students in following a logical sequential order. deliver orally in a direct manner. conscious of being audible to all students, and avoid distracting mannerisms as well (Borich, 2008).

- **Instructional variety**

Instructional variety means; the changeability and flexibility of a teacher in delivering a lesson. Asking questions is one of the most useful ways of giving variety during instructions. A large variety of questions types can be blended into the lesson in its ideal pacing and sequencing in order to make meaningful variation. Teacher must be skillful in asking questions and how to differentiate among various question formats, like; fact questions, process questions, convergent questions, and divergent questions.

Another meaningful part of variety in teaching is not less obvious that is; to utilize appropriate learning materials, apparatus, demonstrations or displays, and space in the classroom. The physical quality and visual variety of the classroom also broadens the perimeters of the instructional variety and high level of student achievement on end-of-unit tests (Borich, 2008).

- **Teacher Task Orientation**

Teacher task orientation is a key behavior that refers to how much classroom time the teacher devotes to the task of teaching an academic subject. Some task-related decisions that a teacher should take include:

o   How much time teacher spends in planning for teaching and making students prepared to learn?

o   How much time teacher spends presenting, asking questions, and encouraging students to ask or reflect independently?

o   How much time teacher spends in assessing the performance of his learners?

These questions should be relevant to how much material is; a) presented, b) learned, and c) assessed, contrasting to how much time is given to complete procedural affairs; a) taking attendance, b) distributing handouts, c) collecting homework, d) checking for materials, and others. All teachers are required to make their students ready to learn as well as enjoy learning. Most of the research studies reflect that the performance of students is better in classrooms with a clear focus on teacher–student interactions on subject-matter content. It provides their students the maximum learning opportunity and also to apply what was taught, and such a classes tend show higher rates of achievement (Borich, 2008).

- **Engaged Learning Time**

"The more time allocated to the task of teaching a specific topic, the greater the opportunity students have to learn". Student appointment in the course of learning is termed as the 'engaged learning time', and it represents a main behavior referring to the 'time period' students acquire for learning in a classroom (Borich, 2008).

- ## Student Success Rate

"Student success rate' is another main effective teaching behavior. Student success rate is the rate of students" understanding and completing lesson exercises and assignments appropriately (Borich, 2008). More is students' understanding and appropriate completion of work assignments, higher will be the rate of student success. Therefore, both ends are directly proportional to each other.

2.4.4 Factors Supporting Effective Teaching

Effective teaching is conditional to a variety of factors including: confidence, good lesson plan and its preparation, command over subject related or topic- related knowledge, teaching methodology, types of questions and questioning techniques. It also takes care of the use of appropriate activities, and audio-visual aids. Effective teaching considers a number of many other factors which may affect the overall teaching and learning process indirectly. The indirect factors which can play a significant role in making teaching effective and more productive are: teaching style, teachers' personality, class control, decision making, etc. In effective teaching due importance is also given to the physical and emotional environment of the classroom. Effective teaching arranges for a number of different learning strategies in order to improve the quality of the teacher-learner interaction. High quality of such an interaction is resultant in achieving higher order learning at any level of education (Caine and Caine, 1991).

Within the instructional set up, students essentially need to be offered with: a) developmentally suitable subject matter, b) clear coaching or guidance for practicing the learned content, c) prospects of practicing the content with a suitable difficulty level, d) chance to participate in properly designed series of tasks, and e) precise feedback and judgment about subject matter and task presentation (Rink, 2002).

2.4.5 Team Based Learning

Development of the capability among students to apply the learnt concepts in their practical life is quite a hard task as compared to just making them know these. For making this process successfully achievable the roles of both instructors and students need to be changed. The major role of the instructor enhances from just imparting information to the designing and managing of the complete instructional process. Whereas students' role modifies from just being passive recipients of information and accepting responsibility for the preliminary experience of the course content to becoming an active recipient and getting prepared for the in-class team work. The change is of high magnitude and requires a proper systematic planning based on past experience, may appear unachievable target. The following four defining principles can be extensively useful in making these hard targets achievable:

- **Groups:** forming and managing groups accurately,

- **Accountability:** accountability for the quality of students' individual and group work,

- **Feedback :** regular and timely feedback for students' work,

- **Assignment Design:** learning and team development promotion through group assignments.
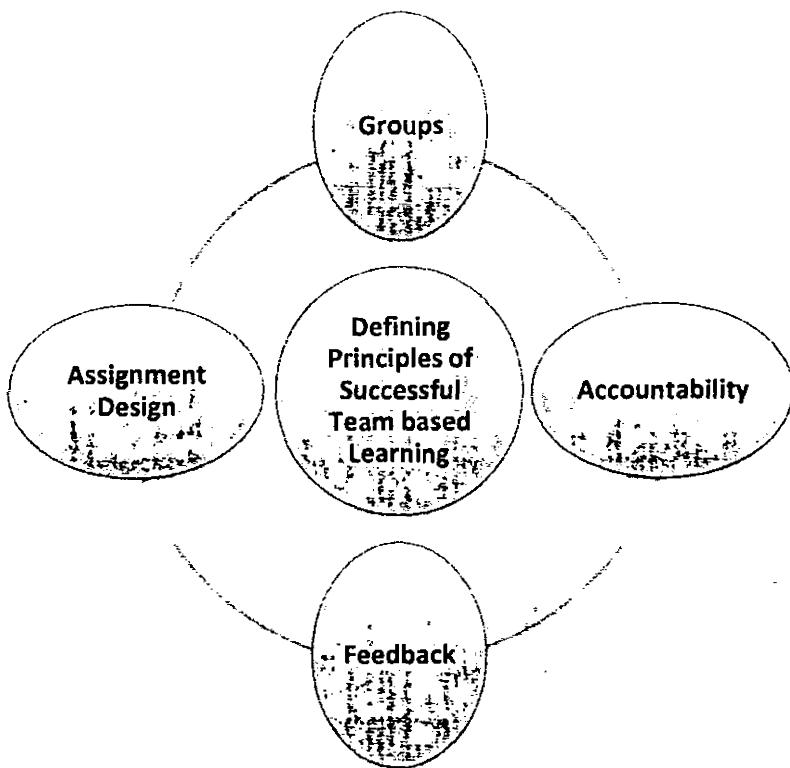
Figure 2: **Defining principles of team based successful learning**

The final product of the follow up of these four principles in a course results in setting the environment for student groups to create interacting learning teams. Efficient use of the TBL wants a course to get redesigned completely, and this has to be done before the commencement of classes/ term. The redesign process needs a detailed planning about designing activities at four different stages of the term: before class

begins, the first day of class, each major unit of instruction, and near the end of the course.

A large number of groups taught by TBL develop into effective learning teams that are one of the many benefits of the social impact for administrators. Faculty using TBL also earns remarkable benefit. TBL motivates and encourages most of the students to get involved in the learning process with great enthusiasm and changing classroom into exciting environment and earning benefits for both ends (Michaelsen, Peterson, and Sweet, 2009).

2.4.6 Constructivist Teaching and Learning Models' Strategies

A list of such a productive strategies drawn from "Constructivist Teaching and Learning Models: is mentioned underneath:

a. "The brain is a parallel processor". It simultaneously processes many different types of information, including thoughts, emotions, and cultural knowledge. Effective teaching employs a variety of learning strategies. "Learning engages the entire physiology". Teachers can't address just the intellect.

b. "The search for meaning is innate". Effective teaching recognizes that meaning is personal and unique, and that students' understandings are based on their own unique experiences.

c. "The search for meaning occurs through 'patterning' ". Effective teaching connects isolated ideas and information with global concepts and themes.

d. "Emotions are critical to patterning". Learning is influenced by emotions, feelings, and attitudes.

e. "The brain processes parts and wholes simultaneously". People have difficulty in learning when either parts or wholes are overlooked.

f. "Learning involves both focused attention and peripheral perception". Learning is influenced by the environment, culture, and climate.

g. "Learning always involves conscious and unconscious processes". Students need time to process 'how' as well as 'what' they've learned.

h. "We have at least two different types of memory: a spatial memory system and a set of systems for rote learning". Teaching that heavily emphasizes rote learning does not promote spatial, experienced learning and can inhibit understanding.

i. "We understand and remember best when facts and skills are embedded in natural, spatial memory". Experiential learning is most effective.

j. "Learning is enhanced by challenge and inhibited by threat". The classroom climate should be challenging but not threatening to students (Caine and Caine, 1991).

Learning can be permanent or temporary depending upon the intensity and mode of interaction and the environment in which it is taking place.

2.4.7 Prototypical Features of Expert Teachers

With reference to teachers' effectiveness, it is necessary to study the complex relationship between teacher qualification and experience and student socioeconomic

status. According to the National Board of Professional Teacher Standards (NBPTS), America the thirteen prototypical features of expert teachers are as under:

1. Better use of knowledge

2. Extensive pedagogical content knowledge, including deep representations of subject-matter knowledge

3. Better problem-solving strategies

4. Better adaptation and modification of goals for diverse learners and better skills for improvisation

5. Better decision making

6. More challenging objectives

7. Better classroom climate

8. Better perception of classroom events and better ability to read the cues from students

9. Greater sensitivity to context

10. Better monitoring of learning and providing feedback to students

11. More frequent testing of hypotheses

12. Greater respect for students

13. Display of more passion for teaching

One of the study on effective teachers at the college level established five characteristics of effective teachers which were frequently cited as follows: capture students' attention, stress important material, effective use of examples and illustrations,

arouse class confidence in their subject related knowledge, and provide clear explanations. Thorough knowledge of content matter, as well as preparedness, organization, enthusiasm, and student-orientedness, are some of the other factors identified in another study that supplement effective teaching. Further studies of the various types of knowledge contributing to teachers' effectiveness have reflected many other traits and skills such as: general academic and verbal ability, subject-matter knowledge, knowledge about teaching and learning, teaching experience, and the set of qualifications measured by teacher certification in addition to traits such as enthusiasm, perseverance, flexibility, and concern for children (Askew. Brown, Rhodes, Johnson, and William, 2008). The additional skills which are helpful in using student ideas and contributions include: acknowledging, modifying, applying, comparing, and summarizing student responses to enhance the lesson goals and to promote student participation (Effective Teaching, 2008, <http://www.sage-ereference.com/educationalpsychology).
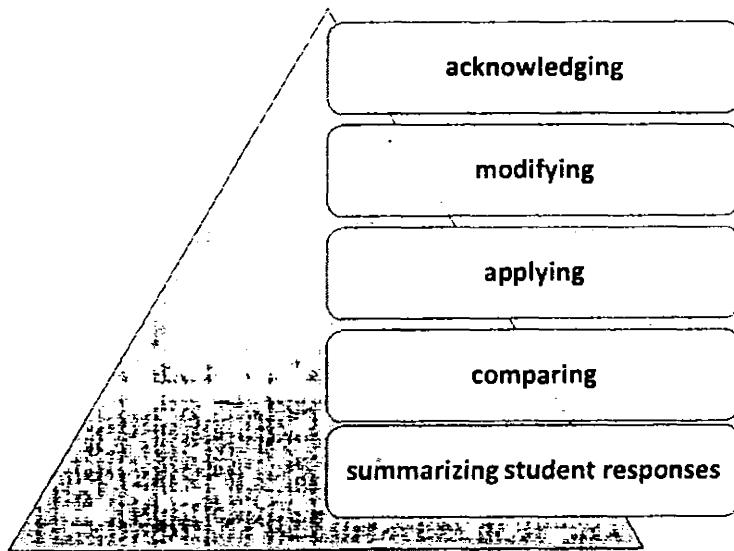
Figure 3: Additional instructional skills helpful in using student ideas nd contributions

2.4.8 Identifying Instructional Objectives

• <u>What are Instructional Objectives?</u>

Instructional objectives can also be called 'performance objectives', 'behavioral objectives', or simply 'objectives'. These expressions are interchangeable, and are specific, outcome based, measurable, and explain the learner's behavior after teaching.

Objectives are very specific means that they should explain accurately about what the learner should do. When we say that they are outcome based, we mean that the objective should state what the learner should be capable to perform after the teaching is

complete. The procedure of how the instruction takes place is not measured in an objective. Objectives are measurable means; that objectives should describe learning outcomes that can be measured; objectives should be seen or heard. Objectives also describe student behaviors. It relates that the student should be capable to perform after the instruction (Bannon, 2002).

Objectives are the foundation upon which you can build lessons and assessments that you can prove meet your overall course or lesson goals. They are the arrows you shoot towards your target (goal).
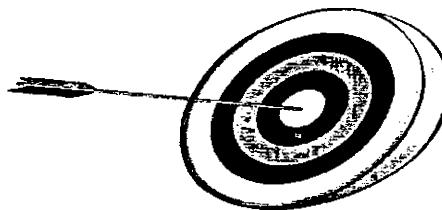
Figure 4: **Objectives are arrows shooted towards the target**

• **The Purpose of Objectives**

The purpose behind developing objectives is to assure the focused learning noticeably enough that both students and the instructor be acquainted with what is happening, so that learning can be objectively measured. As in figure: 4, every archer has a unique style, so do every teacher. Objectives serve as the short term goals that guide for the content materials and for the teaching methodologies. Students knowing the instructional objectives will better be aware of expectations and the connection between

expectations, teaching and grading. Objectives are going to provide basis for assessment and grading (Instructional Goals and Objectives, 2011).

- ## Course Description, Goals and Objectives

Essentially the teacher should be able to differentiate the course description from the course objectives. A course description merely refers to; what the course is about. The GOALS of the course can be considered connected with the course description. These are extensive educational accounts appropriate with the mission and course description. Specific achievable objectives, however, reflect about the ability of the learner to perform at the successful completion of the course. 'Begin with the end in mind' (Winegarden, 2011).

An objective is a depiction of the expected performance from the learners before knowing their competency. An objective explains teaching (instruction) result that a teacher wants, rather than the process of teaching (instruction) itself (Mager, 1984).

- ## Why Are Well-Written Objectives Important?

Initially, instructional objectives establish basis and direction for selecting the instructional content and procedures. Subsequently, they help out in the evaluation of the instructional success. Additionally, Instructional objectives facilitate the learners organize his/her efforts to achieve the intent of the instruction.

Instruction
(course)

Prerequisites	Description	Objectives
what a learner has to be able to do to qualify for a course	what the course is about	what a successful learner will be able to do at the end of the course
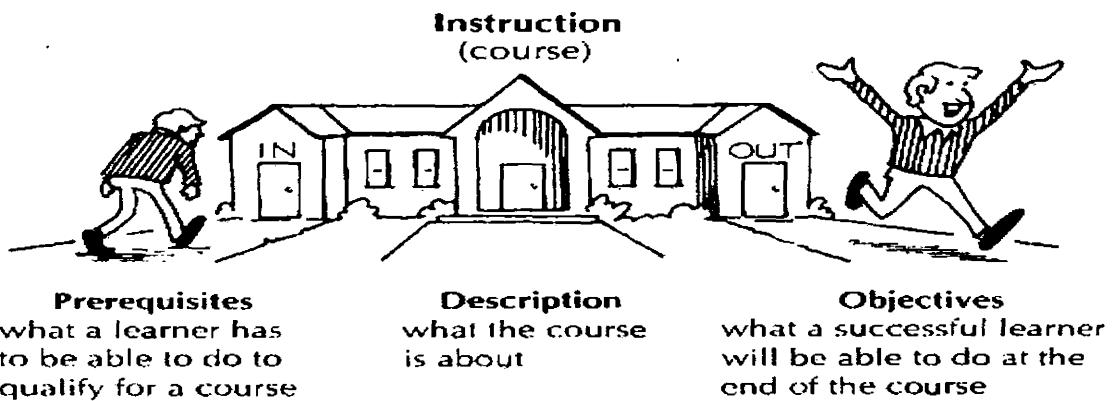
Figure 5: **Instructional objectives (Mager, 11)**

Identifying learning objectives in the beginning of the instructional process clarifies the instructional outcomes to be expected, and provides a clear and proper guidance in the selection of the appropriate instructional methodology and the most suitable instructional activities helping out the achievement of the intended learning outcomes. For a successful teacher-student classroom interaction the identification of the instructional objectives helps in the development of a conducive class environment where it becomes easy to make the students work as par instructor's expectations regarding conceptual understanding as well as implementing the learned concepts through its practical demonstration.

2.4.9 A.V Aids: A Supplement to Effective Teaching

Instructors' talk is the main source of communication with his students. Verbal explanation of the topic is the essential part of any lesson but most instructors use number of other strategies realizing the power of applying additional strategies to supplement their teaching. 'Visual aids' like: graphic organizers, semantic maps, charts, curriculum webs, graphs, video clips, pictures, and diagrams are some of the useful aids enhancing the learning process. A 'clear sequence' flowing from one concept to the other, favors the development of a meaningful connection between previously discussed ideas and those forthcoming along with examples and clarifications, broadens the canvas of learning (Teaching Strategies, 2010, <http://www.sage- reference.com/educationalpsychology).

It is obvious that Information technology (IT) can serve as a useful tool to facilitate and enhance learning. These help students in their effective learning and also assist teachers to carry out their teaching duties more vibrantly (Arunachalam & Nathan, 2001). Vygotsky identifies one of the key components in the group co-construction of knowledge that is; grouping less capable students to work with more capable students or adults. 'Scaffolding' can be a significant technique that can improve the less capable students' learning by providing them to work with more capable person (e.g., teacher) by supporting them in their learning task. 'Scaffolding' is a general term used in teaching and learning and is the use of visual and verbal responses that supplements learning (Miller, 2008) .

2.4.10 Class Activities: a Way to Effective Interaction

Learning prospects that students get make a decision for what the student achieves as a learning product. Students' achievement is also influenced extensively by the 'Cognitive engagement' of the students. Cognitive engagement is directly linked to students' interest in the given task, and more likely to result in improved progress as compared to that with unexciting activities (Rubie-Davies, 2008).

The effective teacher converts a lesson into an activity structure.

An 'activity structure' is a set of related tasks that increase in cognitive complexity and that, to some degree, may be placed under the control of the learner. Activity structures can be built in many ways (e.g., cooperatively, competitively, and independently). An important means for engaging students in the learning process and moving them from simple recall of facts to higher response levels that require reasoning, critical thinking, and problem-solving behavior.(Effective Teaching, 2008, <http://www.sage-ereference.com/educationalpsychology)

In learning-centered classrooms, students appear as the active participants of the class. Teachers' device rules of participation by arranging activities that allows students to get hands on experience for discussion participation. Students' behavior is recognized through this, both publicly and privately that the helps in following the set class rules (Evertson and Inge, 2008).

Students explore their capabilities by: the classroom tasks they are allocated, approach how they progress in their work, and also how they are supervised. Arguably, differences in assignment of curriculum and monitoring of students may be effective teacher practices (Rubie-Davies, 2008).

Class activities are the vital instructional elements formulating and negotiating human thoughts, meanings, interpretations, and understandings and therefore, influencing the environmental conditions for learning. On the other hand active individuals and active environments act on each other (Blanton, William, and Medina, 2008).

Teachers' professional growth is a slow and steady process and needs a long period of time (Chin, Leu, and Lin, 2000), and implementing creative teaching has a lot of problems on its way to overcome. Therefore, creative teaching applies relevant teaching methods, organize logical and effective teaching activities while teaching (Hong, etal., 2005), as a practical demonstration of this type of teaching.

2.4.11 Teacher's Feedback

In the traditional type of teaching the teacher use to give limited feedback, such as admiring verbally for correct responses. This is yet again associated to the questioning plan. The teacher's stance regarding feedback is also appropriate to her thought on classroom culture. She wants students take responsibility for their own learning as a

must. Through action research teachers have practically learnt from their interaction with the students that giving feedback indirectly seems much effective; therefore an indirect way of making corrections is a better option (Yamazaki, 1998). Willing (1988) found in his study on teachers' feedback that learners have great liking for teacher's error correction (cited in Nunan, 1989). Other than error correction teachers' feedback is essentially needed for streamlining the efforts students make towards effective learning. Feedback with regular intervals of time promotes students' understanding and helps them to identify their skills needing improvement. Learners feel convenient in progressing forward if provided with positive and focused feedback about the required area of student learning.

The evaluation system serves for a solid and meaningful feedback making the evaluated individual accountable for the given task. The system conveys strong and clear messages of teachers' expectations (Rubie-Davies, 2008). Discussion are less frequently initiated with larger groups of students, and they also receive essays and assignments less frequently and, most notably, feedback given about their learning and progress is also less frequent as well as less personal (Gibbs, 2005).

2.5 Effective Classroom   Management

Effective teaching and learning in every classroom largely depends on the 'successful classroom management'. Usually teachers take it lightly but in fact it's quite a demanding. Classroom management essentially consists of everything what happens in

the class. Learners' behavior is the one that comes in mind while talking about the classroom management but better understanding of the classroom dynamics is essential before talking about it. Classroom management also includes the realization of the importance of content management and all the events happening in the class (Khan, 2011).

2.5.1 Classroom Management

- ### A Common Conception of Classroom Management

A common conception of classroom management is that it is synonymous with discipline and behavior control. The term is associated with strategies for controlling students' behavior, responding to disruptions, reacting to misbehavior, meting out appropriate rewards and punishments, and generally keeping the noise down. (Evertson & Inge, 2008)

Evertson & Weinstein (2006) elaborate 'classroom management' as; the steps teachers take for developing an environment that maintains and aids both academic and social-emotional learning'.

- ## The Nature of Teacher-Student Communication and Classroom Management

There are many reasons behind the high value of the interpersonal behaviors. The nature of teacher-student communication is considered as the foremost constituent of classroom management (Doyle, 1986), and is an element of great interest not only for experienced teachers but also for inexperienced (Veenman, 1984). Apparently, a class may show no management at all with reference to discipline but in real it can be an efficiently working , academically focused classrooms (Randolph and Evertson, 1995), where a continuous series of teacher-student-content interactions is extended that is a result of thousands of small decisions taken on minute things and directing the events to proceed to relate and contribute to an overall climate (Evertson and Inge, 2008).

- ## Factors Contributing Effective Classroom Management

Factors which contribute to effective classroom management include: Assuring the smooth running of classroom lessons, making and ensuring class rules, creating students' motivation towards class participation, maintaining class discipline, and creating an accomplishing class environment for the students. (Effective Classroom Management, Faculty Focus for tips and techniques, n.d). Effective classrooms are developed through proactive classroom management (Evertson and Inge, 2008).

2.5.2 Managing Student Behavior

Major Domains of Social Skills

Busse (2005) states five broad domains of social skills concluding from the research on social behaviors:

1. **Cooperation** involves behaviors such as helping others, sharing, and complying with the rules.

2. **Assertion** involves behaviors such as initiating social interactions (e.g., asking to enter a game) and responding assertively to others (e.g., responding appropriately to peer pressure).

3. **Self-control** involves behaviors such as managing anger in conflict situations and receiving criticism or feedback from others.

4. **Peer relationships** involve behaviors such as empathizing, complimenting or praising peers, and getting along with peers.

5. **Academic social skills** involve behaviors such as taking responsibility for completing assignments and completing academic tasks independently".

*   **<u>Important Components of Class Management</u>**

It is a general perception that if children are disruptive in a classroom and does not follow instructions, the classroom management of teacher is weak or poor. This comment on such a class environment is actually ignoring some essential components by just overlooking number of problems that the teacher faces and without realizing

thousands of small decisions that make up the final picture. These components are illustrated below (Evertson and Inge. 2008).
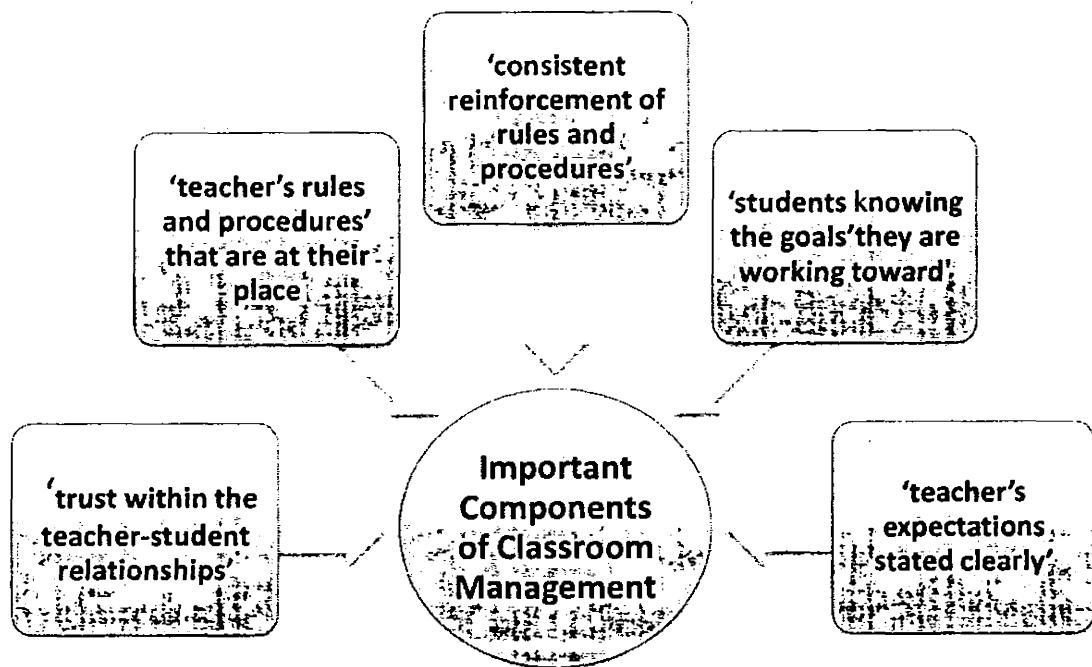
Figure 6: Important components of classroom management

Setting expectations for students' behavior is a key constituent to be recognized instantly for making classroom management successful (Pankake, 2006). A classroom social environment developed by using peer-mediated social skills strategies facilitates and enhances positive interactions between classmates. It is done by arranging suitable activities and guiding students to interact in a special manner with the students that are isolated or troublesome (Gresham, 1997). Before students' enter the class it is necessary to arrange the physical, social, and instructional environment for students' effective

interaction and for a convenient and an effective class management. Predicting reactions to students' misbehavior needs to prepare for the constant dynamic, instructional responses to upcoming problems (Evertson and Inge, 2008).

The negative consequences of healthy class interaction can be many, and if the teacher- student relationship is strong these are manageable with less effort. They may include low academic achievement, depression, anxiety, low self-esteem, poor self-concept, social withdrawal, fewer positive employment opportunities, and antisocial behaviors such as aggression and criminality (Busse, 2005).

- ## Proactive Classroom Management

Proactive classroom management of instructions is useful to keep the class interactions going smoothly. Expecting and planning for suitable responses to student misbehavior is a vital constituent of proactive classroom management. Teachers role in preparing useful and constructive responses is important in changing circumstances likely from disrupting to possibly conducive learning (Evertson and Inge, 2008).

At the higher level of education where male students have a sharp sense of attraction for the females as par their age's biological needs, female faculty in hijab can be effective in developing useful and helpful reactions to apply them consistently to check male students' distraction thus helping them in managing their class behavior.

The Hijab facilitates a woman to work outside his home with her attention on the tasks she has commenced to do. Impressing Allah is the only intention of a Muslim woman by following His orders and by the fulfillment of her duties honestly when outside of her home. She has no concern whether she seems attractive to men, or impresses people because she wears the latest fashions and the most modern hairstyle. She sets from her home as a self-confident individual with full trust in her Lord and in her skills gifted by her Lord. In Islam, women are appreciated for their knowledge, piety and contribution to society. It assesses a woman for her mind, and not just apparent physical traits (Hasan, 2004).

2.5.2 Developing Willingness

Effective management of the students' behavior leads to the solution of a large number of teaching – learning related problems, and holds a central position in effective teaching process. Effective management includes; the management of learners' moods, temperaments, energies, capabilities, and enthusiasm. When an instructor is well aware of the importance of all of these factors, he executes a micro plan and focuses on all the building blocks of an effective teaching that in turn assures effective management. Effective communication between the instructor and students paves ways for the reliable relationship between them, and good understanding between them is the spirit of this relationship. Such an instructor can well identify his own expectations for students as well as those of students for their particular instructor. Once both of them know each others' expectations they become willing to cooperate with each other in all of the class

affairs. However, developing willingness is not an easy job, and requires planning and developing instructions by knowing learners' psychological, emotional, physical, moral, and intellectual needs.

- ## Motivating Students: A Major Challenge

Motivations is synonymous to the process of arousing, directing, and maintaining student behavior. A big challenge to classroom instructors and administrators at all levels of education is to motivate students. Educators are often concerned about the various elements covering social and technical aspects of the students' learning process. Knowing and applying motivational strategies is not simple, but it is fundamental to successful classroom management (Pankake, 2006).
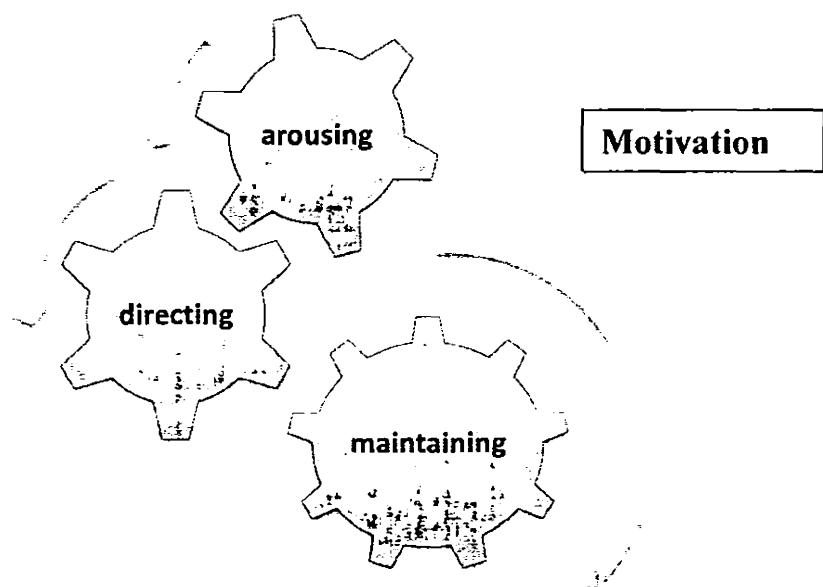
Figure 7: Motivation as a process

Teacher power·usage is mediated by teacher nonverbal closeness and understanding. BATs and BAMs programs help teachers affect student motivation to effective learning (Roach, 2006). High-quality teacher-child relationships may enhance students' academic accomplishment is due to the positive effect of their relationship on students' motivation and involvement in the classroom which in turn forecasts greater academic achievement (Hughes and Kwok, 2007).

- **Motivational System**

Teachers can generate an extrinsic or intrinsic motivational system. Extent of expectations varies from low to high expectation teachers. Teachers with low-expectation focus on performance goals along with the stress on competition. On the other hand, teachers with high-expectation encourage goals of task mastery and focusing on delimiting individual goals and supervising progress. Such an instructor considers student interests as a significant element while planning learning experience; therefore these are full of interest and excitement for students, which promotes intrinsic motivation. (Rubie-Davies, 2008).

Intrinsic

Extrinsic

Teachers
can
generate
an
extrinsic or
intrinsic
motivation
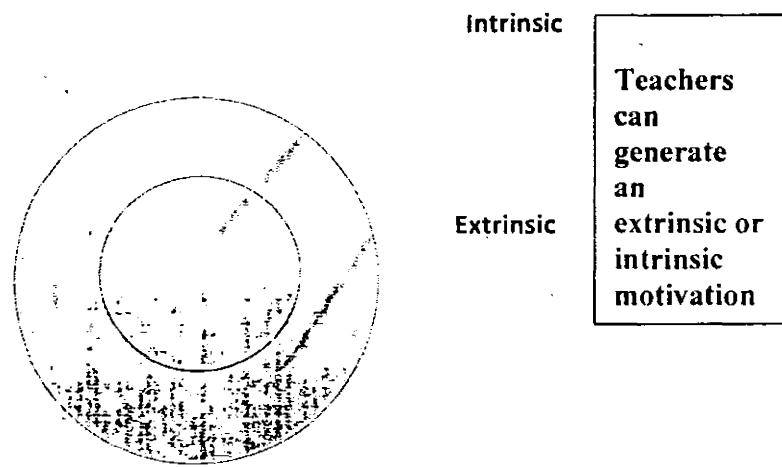
Figure 8: **Two layered motivational system**

Teacher-child relationships are affected by a number of factors such as: individual characteristics of students like; gender and behavior, individual attributes of the teacher like; beliefs about teaching, education, student and teacher beliefs about the relationship, the mode of communication between teachers and students, and external affects on the relationship like; school policies and environment (Pianta, 1999). Commonly, the relationship of girls with teachers is better than that of boys with their teachers, and the relationships of girls are distinguishing for being closer and less having less disagreement (Jerome and Pianta, 2008).

- ### Dialogue is Constructive

The classroom is usually considered as a place where social changes originate, and progressive change has historically been endorsed. A major principle of critical communication pedagogy is 'dialogue' as; method, metaphor, and ethic.

Eventually, dialogue proves to be constructive and reconstructive all together, that is, it provides basis for altering routine power relations and also that for constructing latest methods of giving judgment and observing relationships. It constructs an analysis over the communicative interactions (Warren, 2009). It is most of the time presenting useful solutions to number of teacher-learner related interactions, and helps in reducing the intensity of the issues encountered. Management of a constructive dialogue leads to the effective management of the instruction, and its practical demonstration.

- ### An Exited Teaching

An exited teacher always leaves the traces of effective classroom interaction as well as that of better learning experiences. Such a teacher who appears enthusiastic and energetic while tackling with the subject being taught and expresses it by; facial expression, variations in voice, body gesture, and overall movements, communicating respect and care for the learner, is successful in holding the attention of students and stimulate them to higher levels of accomplishment than a teacher who does not display these behaviors

(Effective teaching, 2008, <http://www.sageereference.com/educationalpsychology).
Student show willingness to the teacher in the form of their positive responses, and

cooperation in maintaining constructively interactive environment along with a positive

feedback as a successful learning process. This all facilitates an exited teacher in effective

classroom management.

2.5.3 Managing Class Control

- **Teacher's Interventions**

    The range of interventions a teacher prepares includes such   mild

responses as moving closer to the student, making eye contact or giving

a knowing glance, using a corrective consequence, or even ignoring the

behavior if it self-corrects.
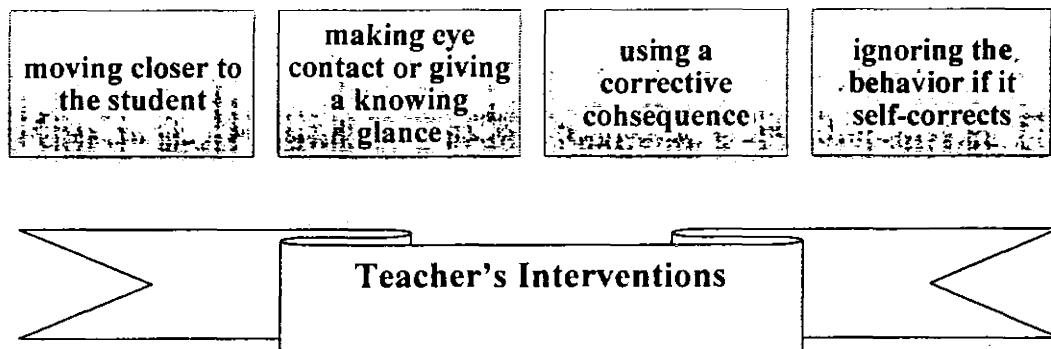
Figure 9: Teacher's interventions

With such interference, a teacher displays the reliability through the regular

application of end results. Consistency or regularity of an action exhibits that the teacher

is reliable as well as unbiased. Selecting a lighter reaction against a serious violation presents a teacher as hesitant and ineffective. Serious interventions can extend to any limit but often the removal of the student from the class. Moderate interventions can involve using a more involved counteractive result, removing a disturbing element, change students' place of sitting within the classroom, or take away a student privilege. The intensity of the teachers' responses has to be appropriate with the students' misconduct (Evertson and Inge, 2008).

Highly well managed classrooms are the one where students get opportunity of behavior rules' negotiation with their teachers and decisions taken by each others' consent. In such an environment students' role ensures the follow up of the set rules and procedures, therefore avoids any conflict (Putnam and Burke, 1992).

Number of the behavior problems that teachers face are momentary with no long-lasting effects, but problems of the other type challenge the learning environment and seriously it may influence many students (Emmer and Laura, 2008).

Students practicing notes taking retain more and achieve higher scores in immediate and delayed tests than students not in this practice (Kiewra, DuBois, Christian, McShane, Meyerhoffer, Roskelley, 1991), but their 'immediate affect' appears as teacher in managing with good class control by arranging a dual activity of mental as well as physical contribution in the class lecture or discussion. Teachers can enhance their

students' note taking ability by stressing on three areas: lecture strategies, the use of handouts, and strategies for engaging students (DeZure, Kaplan, Deerman, 2001).

2.5.4 Decision Making and Decision Management

A teacher's classroom management decisions are not limited to the planning and organization in the beginning of the academic year. Classroom management also arranges for a continuous maintenance of the learning environment by using careful decision-making regarding students and the classroom throughout the whole year. Teachers bearing an understanding of the complication and multidimensional nature of the classroom management surely make a difference in the lives of their students (Classroom Management, n.d) by takings effective decisions promptly regarding the need of students'; conceptual understanding, emotional satisfaction, physical and cognitive growth, their behavior and misbehavior, their interaction patterns, their deficiencies and expectations.

Decision-making is a prominent managerial skill that sets a mile stone for the success of management experiences. Teacher's role as a decision maker broadens the surface area of his teaching process, and maintains a continuous progress of students' learning process. Clough, Berg, and Olson, (2009) quote Dewey (1929) for arguing teacher decision-making directed by educational research, but presently the role of education researchers have been criticized by number of writers for being non supportive

to educationists and policy makers. This has highlighted the lack of coordination between the on-going research in the field and its practical application thus not benefiting class management.

Another prominent aspect of class management that directly connects the skill of decision-making is the management of the decision taken. Decision once taken cannot be reverted but if it appear a weaker one, can be enhanced in its validity and effectiveness by a continuous assistance and proper monitoring till the task completes or the learning process successfully ends. Whatever the decision has been taken teacher must be willing and responsible to own it, and also in the capacity to own it. The teacher should be capable to make necessary amendments in increasing its effectiveness during the process of its implementation.

2.5.5 Organizing the Physical Environment

- **Class Organization**

The organization and arrangement of a room includes its furnishings, and the rest of materials kept in the room are important part of classroom management. The arrangement of everything in the room, keeping passage areas clear,) play an important role to promote the behavior intended, and containing books and other objects and placing them at their best needed place during instructional periods are some of the instances of elements of the physical environment which can contribute to or negatively affect the development of successful classroom management (Pankake, 2006). A secure,

well arranged, and well managed environment is largely one of the contributing factors to a positive organizational climate (Lezotte, 2004).

- **Effective Classroom Arrangement**

Effective classroom arrangements reduce disruptions, and helps in controlling students' movement inside the class thus facilitating class overall management. Appropriate class arrangement that is according to the space available and strength of the students encourages the students' attention on teacher's instruction at hand. The design of the physical space in a classroom either favors or resists students' learning by decreasing their attention. Appropriate room arrangements that support the curriculum will often shift across grade levels, and these tend to become more formalized with increasing grade levels. Therefore, teachers at higher grade levels who are establishing learning-centered environments may be especially aware of the shift from prevailing norms as they arrange seating to support more face-to-face interaction (Evertson and Inge, 2008).

Walker & Lambert (1995) concluded that seating flexibility instead of a continuously fixed seating arrangement is a necessary requirement for an interactive classroom. Students' sitting arrangement adds or reduces class issues, and shows teacher's expertise in managing other class related tasks including class discipline.

- **Students' Socialization**

Good and experienced teachers always prefer to change the seats (sitting place) of students creating disruption in the class. It is a situation with which some of the

students get adjusted where as some do not. It is teacher's competence that he makes his students socialized to work in these different configurations in case of any change in room arrangement (Evertson and Inge, 2008).

Teachers also require flexible gesture to discuss on the related issue either with groups or privately with individual students (David, 1979). Space allows us to perform a particular set of actions and disallows us some others. These restrictions put a direct influence on the social life of the class, and the reverse is also correct that social life strongly influences space and therefore classroom interaction (Dieberger, 1994).

2.5.6 Planning and Preparing Instruction

- **Daily Instructional Plans**

A teacher enacts daily instructional plans that lead students toward established goals. These daily plans are sequenced to connect students' previous learning with the present content. As a teacher establishes relationships with students, he or she becomes more aware of students' individual learning needs and interests. This information helps the teacher to plan more effective lessons. (Evertson and Inge, 2008)

Yearly planning, planning for the individual lesson, and for everything in between needs to be done for a successful classroom management. Planning should cover everything regarding; subjects, units, and activities needed for each lesson instruction,

school events that may affect the allocated time for instruction, and countless other concerns need to be dealt as a part of the planning of instruction. Identifying instructional objectives or purposes of the lesson and communicating those with learners help outs the teacher to plan and attain clarity of instruction (Pankake, 2006), that directs towards effective management of the lesson plan as well as that of the classroom interaction.

A student following the course of instruction is essential for teachers to assess to know about student understanding (Evertson and Inge, 2008). Teachers expect students to understand the given task regarding their class assignments. Some experts suggest the verbal statement of instructions, posting them in writing in the classroom, and students writing them in notebooks or on their papers. A time for replying to student queries needs to be provided following the giving of instructions (Pankake, 2006), that is useful in enhancing positive relationship between the teacher and students, and supports smooth flow of daily instructional plan.

Expectations of most of the teacher are correct and learning prospect for students' suitable (Jussim, Eccles, and Madon, 1996), but in case of incorrect or inappropriate expectations, students' achievement is affected seriously especially when teacher expects high from the student with low potential. Expectations are evidenced through both proximal and distal interactions of the teacher with students. Proximal interactions are the teachers' direct interactions with students, including both verbal and nonverbal messages teachers present, where as distal interactions are those over which students mostly have little control. They include teacher's planning and following

learning opportunities for the student, and the classroom instructional and socio-emotional environments. Students can identify proximal teacher behaviors providing them with information about teachers' expectations for achievement.

The identified teacher's proximal behavior include; nodding, smiling, and admiring high-expectation students more than low achievers. At the same time, there are distal teacher behaviors that may have greater effects on student learning, that may include teacher efficacy, pedagogical beliefs, and opportunity to learn (Rubie-Davies, 2008), much stronger in their influence as compared to the proximal. The worth of distal behaviors lies in the fact that teacher's proximal behaviors that is, verbal and non-verbal set their foundation on the distal.
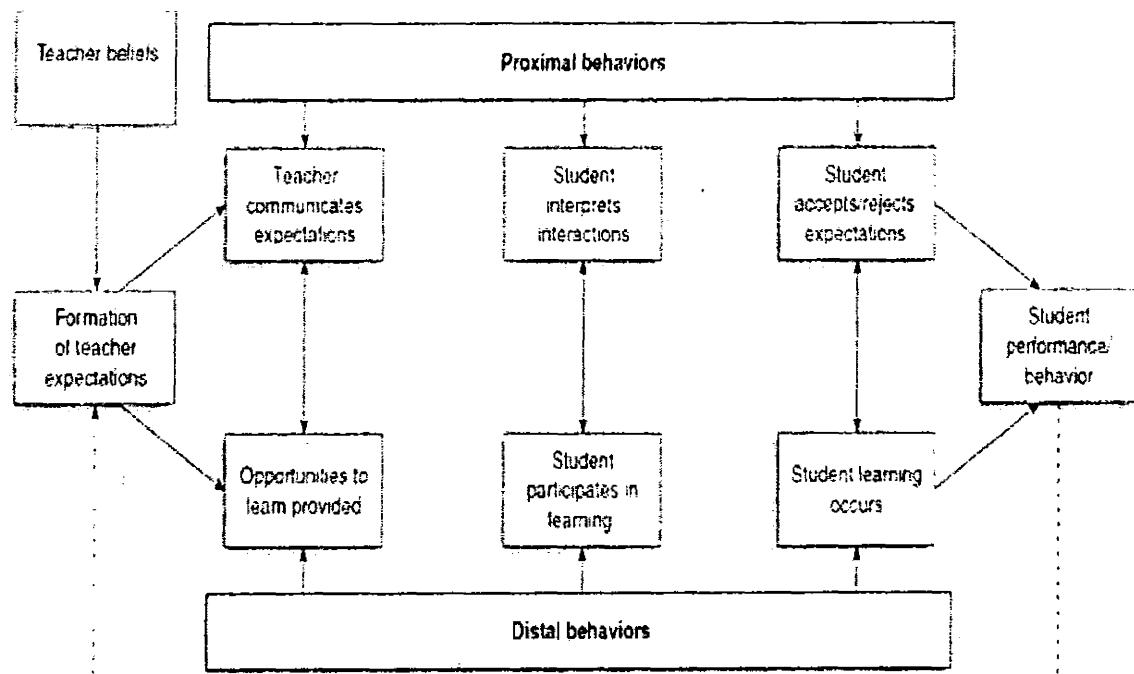
Figure 10: The role of proximal and distal behavior in the communication of teacher expectations

- **Class Rules and Procedures**

Once the rules and procedures are identified, their repetition and reinforcement helps in their enforcement. Strategies to achieve this are; consistent monitoring and taking necessary action against any misconduct for the sake of improvement. Effective management of student behavior can be made possible by not just encouraging appropriate behavior but also correcting inappropriate behavior (Pankake, 2006).

Learning environments gives a vast sight of teaching and learning that includes the social context and identifies the difficulty of instruction (Harris, Marx, & Blumenfeld, 2008). The social environment of the classroom consists of teacher- student as well as

student- student interactions. Identified class rules and procedures are useful in holding these interactions in the right directions and to achieve encouraging learning outcomes. A teacher can plan for the basic structure of the class environment beforehand keeping in mind what norms should be recognized and what expectations implemented (Norms and expectations, n.d).

The role of teacher in deciding for all the class activities is very important, and the set environment with classroom discipline is one of the most significant and is mainly of great concern to not only teachers buy also for most of the parents (Langdon, 1996).

Discipline can be considered as one of the broader area of the classroom management, and facilitates the provision of quality instruction as a source of decreasing disturbance of any type in classrooms.

There is a dual significance regarding classroom discipline. Firstly, teachers get very limited opportunity to instruct students without the arrangement done for effective classroom. This benefit of enforcing discipline has recently been characterized as its management function. Secondly, the enforcement of classroom discipline is fundamentally connected to inculcating a sense of responsibility among students. Each time a teacher interacts with students with an intension of modifying their behavior, they are able to observe the distribution of power in the relationship and to presume students' expectations from them (Lewis, 1997). McLaughlin's analyses (1994) that students will recognize if the teacher wants respect from students, harmony with the rest of the students, or responsibility (Lewis, 1997).

- **<u>Structuring</u>**

Structuring refers to the teacher statements made for the purpose of systematizing the forthcoming class events, or summarizing the past events of the class. If used before an instructional activity or question, structuring provides as teaching scaffolding helping learners in reducing difference between what they are capable of doing themselves and what they are capable of doing with teacher's help, thus supporting their understanding and use of the material to be taught. A signal given to show the switching over from one step to the next or to show a shift in direction of the task or content about to occur can be termed as structuring. A clear signal alerts students to the forthcoming change (Effective Teaching, 2008, <http://www.sage-ereference.com/educationalpsychology/Article_n84.html>), which makes working smooth and easily manageable.

2.5.7 Managing Class Interactions

Classroom management, with discipline as its important constituent, contributes significantly in the instructional program and in developing or maintaining a particular environment in the classroom. The construction of desired rules and procedures for social interactions has to be done in the beginning of the term of session. Appropriate rules or code of conduct is necessary to be developed and followed strictly by everyone. Balance between being accessible to students and also encouraging interactions is essential. Careful planning and skilled implementation is needed in reducing the number of social

interactions that disturb the learning environment require. These social interaction expectations are the basic conditions for managing the student behavior, therefore cannot wait. Administrators should know about motivation, about management techniques, and reinforcement techniques for positive behavior and also for correcting unsuitable behavior (Pankake, 2006).

A context is vital in human interactions, and is constructed by the interaction of varied elements initiating human activity. These include: material, ideal, and social objects; instrumental tools, such as computers, rulers, and pencils; psychological tools, such as everyday and institutional discourses and cognitive strategies; and rules and regulations, division of work, roles of the participants, how participation takes place, and discourses (Blanton, and Medina, 2008).

Learning environments are complicated and present special challenges for students as well as for the teachers themselves. They need considerable knowledge, skill, and insight to deal with (Harris, Marx, and Blumenfeld, 2008).

Humor can have an effective part in good class interaction, and also to be effective in maintaining the class's established trust. Humor has to be soft and sophisticated putting a kind and sensible impression on the class rather than ironic and meaningful as well building bridges instead of meaningless and departing the ways (Evertson and Inge, 2008).

Shomoossi (2008) explores that interaction structures are gender-related to some extent.

Teacher's interaction patterns with students are related to desirable outcomes in learners that can be measured by classroom and standardized tests of achievement, student projects, and performance assessments. (Effective Teaching, 2008, http://www.sage-ereference.com/educationalpsychology).

Students realize what they have to expect from their teacher if the teacher plans their responses to student misconduct and constantly implement them. Students' exact expectations develop in them a sense of security that in turn helps structure the class for mutual success, even in any crisis (Evertson and Inge, 2008).

2.6 Teacher Training: A Step to Modify Classroom Interaction

The responsibility for the professional development of teachers falls largely on the teachers themselves. This concept is generally recognized by teachers; however, the incentive to pursue personal professional development over the course of one's career is frequently lacking in teachers. For example, the importance of collegial sharing and support is widely accepted yet infrequently practised except informally. Similarly, teachers who are familiar with reflective practice resist it even

though they recognize its importance in encouraging an awareness of how

our students learn and, therefore, in how we need to teach. (Gray, 1997)

Within an educational system, support in making observations is also needed by

teachers undergoing pre-service and in-service training. Teachers from one educational

system may have well developed concepts of teacher centered views regarding good

teaching within their own model. The teachers of this group need to be helped and guided

to make observations according to a different view point e.g. student centered. In fact, it

may be more difficult for the local and untrained teacher to differentiate between the two

because cultural acquaintance may undermine the sense of identifying the actual

differences. (Monk, Swain, and Johnson, 1999).

Some researches have been carried out on teacher's own behavior to investigate

the effects of pre-service (Moskowitz, 1967), and in-service (Storlie, 1967) training in the

use of interaction analysis. Evaluation reports on observational activities by pre-service

(Paxton, 1995) or in-service teachers are rarely available. Observation procedures are

found easiest when the methodical recording of particular parts of a behavior is needed.

This is helpful in connecting parts together to conclude the general behavioral pattern of

classroom happenings. It will also help in attending specific, apparent parts of classroom

activity, in recording the frequency of such activities, in discussing for the achievable

objectives of such activities, followed by discussing the probable efficacy of the

activities is vital in focusing for conversations in teacher training. Programmes of

structured classroom observations can be useful for pre-service, in-service and overseas visitors (Monk, Swain, and Johnson, 1999).

Education communities have a demanding role to play regarding developing teachers; competencies. Particularly this role is expected from universities to attend the problem of the deficiency of teachers' competencies in teaching practices because providing academic service to the community is an important mission of all universities. key success factors that can mainly contribute in improving teachers' competencies in their teaching are; principals, teachers, core steering teams in schools, and academic leaders in community or from universities because integration of power between inside and outside school can enhance in- service teachers' proficiencies. Participatory action research persuades teachers to be capable of methodically implement instructional advancement in the form of using modern and better options in their classes (Puachearn and Fisher, 2006).

The constructivist theory recommends the provision of a reasonable, practical outline for comprehending and inferring learning and teaching experiences (Tobin and Tippins, 1993).

Universities are expected to perform efficiently in training pre-service and in-service teachers in using constructivist teaching approaches incorporated with the CLES and the model for improving the classroom learning environment along with students' learning outcomes (Puachearn and Fisher, 2006).

Oxford has established an international network of universities in order to know mutually, how very research-intensive environments can support and develop teaching (Gibbs, 2005). Future research must take subject area variations critically while studying the influences of teaching-learning environments on student involvement as well as the worth of learning outcomes. It should also take advantage of collaborations with course teams in expanding the conceptualizations and techniques (Hounsell, Entwistle, Anderson. Bromage, Day, Hounsell, Land, Litjens, McCune, Meyer, Reimann. and Xu, 2005).

2.7   **Related Research**

A research study on classroom interaction was conducted by Inamullah, H. M., Etal of Kohat University in 2008. The research topic is 'Teacher-Student Verbal Interaction Patterns at the Tertiary Level of Education', and it is the most recent study on the classroom interaction and explored the college level students' verbal interaction patterns in the province of Khyber Pakhtun khawah.

The research concluded that, more than two-thirds of classroom time was consumed by talking at the tertiary level; therefore talk method dominated the classes. More than two-thirds of the classroom talking time was devoted to teachers talking at the tertiary level with teacher's dominant role. More than two-thirds of the teachers' talking

time was used for direct talk, showing the direct role of the teacher and indirect role of students at the tertiary level (Inamullah, Naseer- ud din, and Hussain, 2008).

Another study named Constructivist Classroom: Elements of Class Discourse as Measure of Constructivist Practice, was conducted in 2006. Data collection included all lessons about 'Solution' for years 2001 and 2003 from 78 science students of grade five in a public school. The analysis classified the class discourse in teacher, student and monitoring talk. Monitoring talk was additional analyzed to inspect the level and kind of questions teacher used for monitoring students' learning improvement. Results demonstrated an improvement towards constructivist practice bringing 10% increase in the share of student talk as compared to 2001. Both cases still showed 'Teacher talk' more than 50% but decreased from 67% in 2001 to 57% in 2003. Thus, student talk increased from 33% in 2001 to 43% in 2003. This change might not be seen suitable but was hopeful and results appeared more interesting if seen categorically. The study facilitated the development of a constructivist interaction analysis model (Mahmood, and Rana, 2006).

A recent research article published in the international journal of Social Sciences and Education, October' 2011 on the topic of veil is based on the views of veiled students in the universities of Punjab.

Records of the collected data exposed incredibly remarkable patterns of attitude, like that related to the strong attitude of veiled respondents against the unveiled. Unveiled students appeared to be very careful in their remarks but surely were in the disfavor to adopt veil. Research results concluded that personal preferences, religious obligation, family pressure and social values were the significant reasons of observing veil. Research suggested that the phenomenon of veiling demands a deep probing in order to understand it in a variety of educational contexts and also to recognize its implications meant for teaching and learning (Awan, Naz, Noureen, Nasreen, Aziz, and Hassan, 2011). The collected responses were useful as well as interesting for the researchers to think over the issue and initiate further investigations.

Present research is using both of the concepts for further investigation collectively and carries a detailed study using FIA model to see how much difference exists between the interaction of a veiled teacher and that of an unveiled in higher education institutions. The study would be useful in opening new areas of investigation related to the issue discussed and bring positive changes in the environment of such institutions nationally and internationally.

CHAPTER 3: RESEARCH METHODOLOGY

The main purpose of the study was to evaluate the impact of observing veil inside the class while teaching students of higher level. The study was descriptive and comparative with two types of questionnaires (Appendices: BI & BII) used as the main tool of data collection along with structured interviews (Appendix: C) as a secondary but very supporting tool to make the collected data more dependable. Quantitative as well as qualitative approaches were used for the collection and analysis of data. Purpose of the analysis was get descriptive as well as inferential statistics.

3.1 Theoretical Framework

3.1.1 Flanders' Interaction Analysis Model (FIAM)

The study is based on Flanders' Interaction Analysis Model developed by the researcher on the FIA Appendix A (adapted by S.J Matthews, June 1995). The model contains Teacher's Talk and Students' Talk as the two main factors and each bifurcated into; Direct Influence and Indirect Influence. Teacher's Talk and Students' Talk are further divided into ten categories in all. Figure: 11 developed by the researcher on the basis of the FIA projects the right distribution of the above mentioned ten categories of the Flanders' Interaction Analysis (Appendix: A). It serves as the mother model for the development of researcher's comparative classroom interaction analysis model.
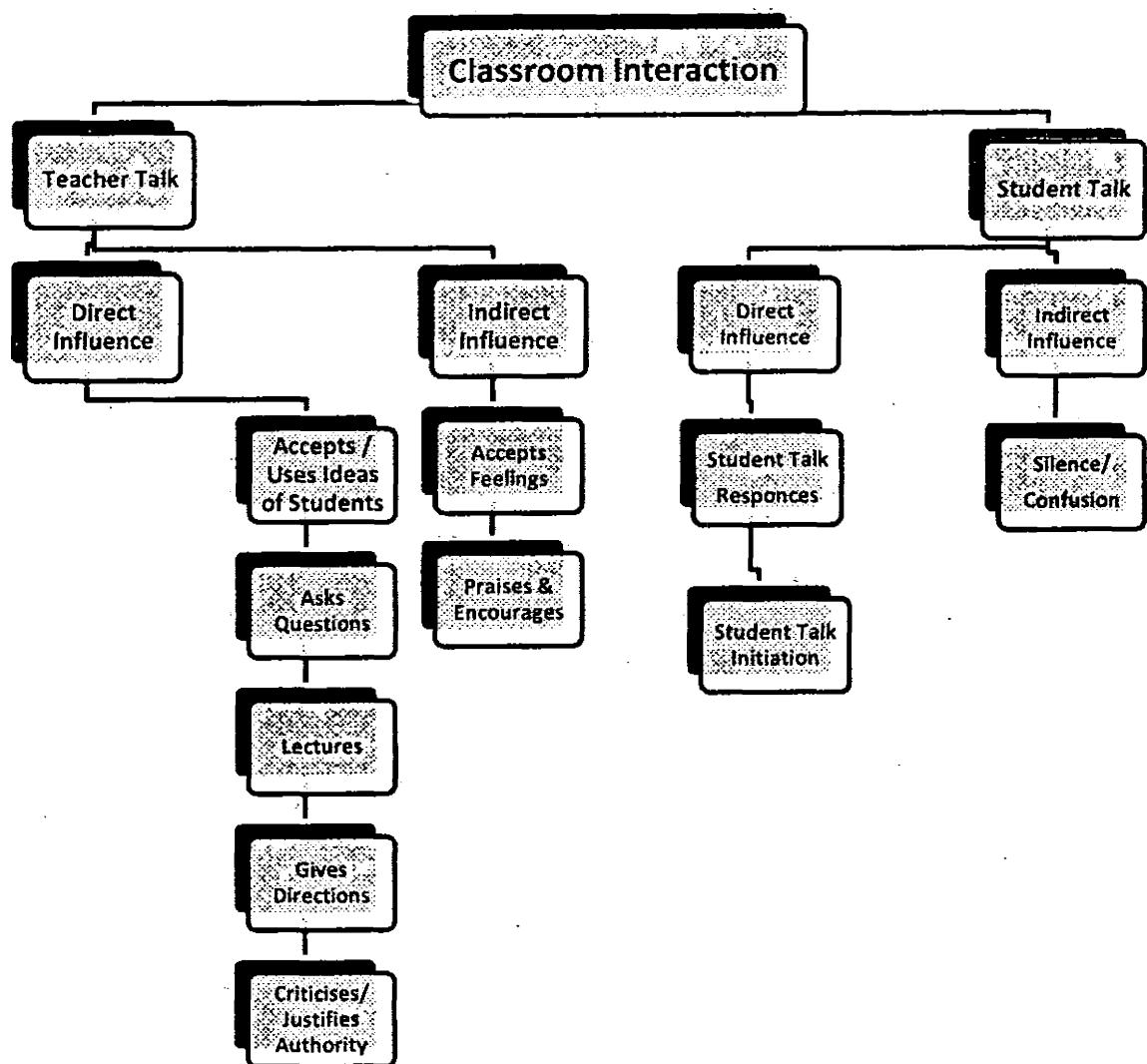
Figure 11: Flanders' interaction analysis model

3.1.2 Comparative Model of Classroom Interaction Analysis (CMCIA)

The researcher devised a 'Comparative Model of Classroom Interaction Analysis' (CMCIA) Fig: 12 for the comparative analysis of classroom interaction on the basis of Flanders' Interaction Analysis model with ten basic categories (Appendix: A) each of it not used itself but modified and elaborated in a number of different categories in order to study interaction minutely. It shows the variables in comparison; veiled and unveiled teachers, and the factors and sub factors in comparison under each. The model reflects the range of minor categories which can be helpful to look into the depth of interaction occurring in the classroom setting as presented in appendices BI and BII. The same model can also be useful in observational researches if transformed into the observation sheet. The extended network of the sensitivities of the classroom discourse in the present comparative model would also serve ideal for studying classroom interaction at different levels of education as well as in various settings. The density of variable network was very supportive in measuring the solidity of interaction. The researcher also incorporated her own diversified teaching experience of almost one and half a decade at all levels of education in reputed international institutions of Pakistan along with expert opinion to design CMCIA.
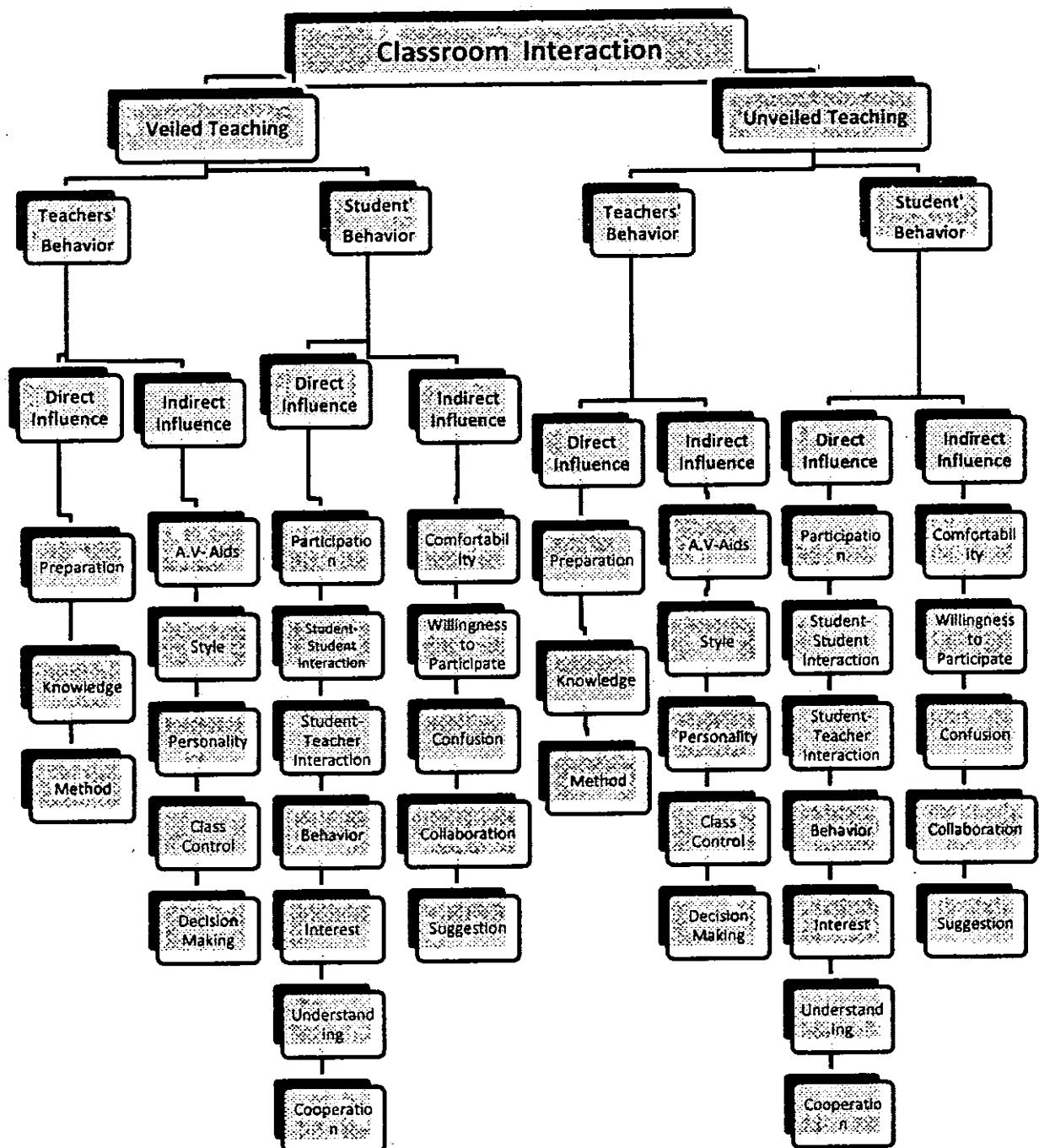
Figure 12: Comparative model of classroom interaction analysis (Appendix: BI & BII)

3.2 <u>Research Design</u>

Design selected for the research was descriptive as well as comparative. This design was used to identify the extent of any difference as well as relationship found between the two with reference to their effective classroom interaction. The research design was effective in recording the opinions of the subjects (respondents) under the objectives as to study classroom interaction of veiled teachers with students at the university level, to study classroom interaction of unveiled teachers with students at the university level, to study the relationship between the perception of students about the classroom interaction of veiled and unveiled teachers with students at the university level, to differentiate between the perception of teachers about the classroom interaction of veiled and unveiled teachers with students at the university level, to evaluate the affect of teachers' observing veil on student learning.

3.3 <u>Population</u>

University	Total No of Veiled Teachers	Total No of Unveiled Teachers	Total No of Teachers	No of Students Taught by Veiled & Unveiled Teachers	Teachers For Interview
Comsats, Chak Shahzad	02	02	04	150	04
NUML, Islamabad	02	02	04	100	04
Total	04	04	08	250	08

Population of the study depended upon the availability of the veiled teacher; therefore it consisted of the students taught by veiled and unveiled teachers (female), and veiled and unveiled (female) teachers of Comsats University Chak Shahzad, Islamabad Campus, and National University of Modern Languages, Islamabad.

Comsats is a semi-government higher education institution speedily progressing in the community with its high standards of coming in collaboration with the international environment with reference to the academic as well as professional environment. Whereas, National university of modern languages Islamabad is also a reputed higher education institution working in the private capacity and offers a diversification of different subjects. In both universities the required population was available, therefore chosen for the collection of data.

3.4 <u>Sample</u>

Student sample was selected by using purposive sampling technique as it needed the students taught by veiled as well as unveiled faculty and the teachers observing veil while teaching male students is rarely found due to the resistance posed by the institutional authority. For teachers' sample universal sampling technique was used as due to the shortage of veiled teachers all available veiled teachers (observing veil while

teaching male students) were taken as sample. Teachers' sample was also completely dependent on the availability of the veiled faculty in any public or private sector university (male /co- education) of the twin cities of Rawalpindi and Islamabad. Unveiled sample of the teachers depended upon the available veiled sample.

4 Veiled faculty members (permanent / visiting), and 4 un-veiled (permanent / visiting) faculty members, that is 8 in all were taken as sample to find out the difference between the two types. Sample teachers were equalized on; age, experience, background, subject and unit of the study, class strength and class level. In order to ensure the reliability of data each available veiled teacher and appropriate un-veiled was also interviewed other than the collection of their responses through questionnaire.

3.5 <u>Research Instrument</u>

University	Total No of Veiled Teachers	Total No of Unveiled Teachers	Total No of Teachers	No of Students Taught by Veiled& Unveiled Teachers	Teachers Interviewed
Comsats, Chak Shahzad	02	02	04	90	04
NUML, Islamabad	02	02	04	85	04
Total	04	04	08	175	08

3.5.1 Questionnaire

Data were collected through questionnaires, i.e. one for the students (Appendix: BI) and the other (Appendix: BII) for the teaching faculty (veiled and unveiled). The questionnaires were developed on the principles of Flanders Interaction Analysis and each contained about seventy two items to record all possible areas addressing classroom interaction between a teacher and her students. All of the items were fully closed ended with an open ended item at the end. The set of questionnaires was a minutely detailed instrument highlighting every possible areas of the classroom interaction at the higher level of education. All the ten basic categories of the Flanders' interaction model were exploited and further sub divisions were made covering classroom discourse in its best possible way. Flanders' model being the best model for observing classroom interaction was chosen to apply it on survey questionnaire, therefore modified in its structure but based on the same structural components.

The questionnaire had four sections: Teachers' behavior- direct influence (Verbal Influence), Teachers' behavior- indirect influence (Non verbal influence), Students' behavior- direct influence (Verbal Influence), Students' behavior- indirect influence (Non verbal influence). Four main features (variables) A, B, and C of the Teachers' behavior- direct influence Appendix: BI & BII were derived from the category: 5, 6, and 7 of the direct influence of the Appendix: A with twenty six sub features (sub variables). Five of the main features (variables) D, E, F, G, and H of the Teachers' behavior- indirect influence Appendix: BI & BII were derived from the category: 1, 2, 3,

and 4 of the indirect influence of the Appendix: A with twenty four sub features. Seven of the main features: A, B, C, D, E, F, and G of the Students' behavior- direct influence Appendix: BI & BII were drawn out of the FIA categories: 8 and 9 of the Appendix: A with thirteen sub features. Similarly, Five of the main features (variable) H, I, J, K, and L of the students' behavior- indirect influence Appendix: BI & BII were taken out of the category: 10 of the Appendix: A with eight sub features (sub variables). Finally the last Main Feature (variable): M of the Appendix: BI & BII served as the open ended item to collect additional information from the respondents. Therefore, important responses were received through it.

3.5.2 Interview

Structured interview (Appendix: C) was also devised as another instrument of valid data collection so as to enhance the consistency and reliability of the data. Areas of concern left, not responded, or still needing clarity in the questionnaires were focused in the interview. Interview questionnaire contained a fixed and ordered list of questions to keep in line of the required information. Questionnaire contained twenty nine questions in total. Closed-ended questions were followed by six open- ended questions altogether in the three sections of the interview questionnaire.

The items of the interview questionnaire were encoded and percentages of the responses were calculated.

3.6 Pilot Testing

Questionnaires for students and teachers were developed on the same construct and were pilot tested. The sample of the pilot study was 30 students as respondents. 15 students as respondents were taken from Comsats, Chak Shahzad, 15 from NUML, Islamabad. Expert opinion was also taken to assure the instrument's reliability. The reliability of the scales was calculated through SPSS by applying Cronbach alpha.

The reliability of questionnaire was = 0.975

The reliability for the main four categories was;

Teachers' Behavior- Direct Influence =   0.927

Teachers' Behavior- Indirect Influence = 0.955

Students' Behavior- Direct Influence =   0.918

Students' Behavior- Indirect Influence = 0.871

3.7 Data Collection

Data were collected by visiting personally to the sample universities Comsats university Chak Shahzad Islamabad and National University of Modern Languages

Islamabad to distribute both types of questionnaires (teachers and students), and also to interview the required faculty members.

The students taught by the veiled faculty members were identified by taking information from the concerned authority. The researcher found that permanent veiled faculty was rare whereas some were found to be serving with the visiting status. Therefore, the long duration stay of the veiled teachers was also not sure in any of the surveyed institutions. Such hindrances took the researcher about two semesters to become successful in identifying veiled population in the two mentioned universities.

For the student population all the students of the sections presently taught by any veiled teacher were taken, including those previously taught by the relevant appropriate veiled faculty. The selection of the unveiled population of teachers as well as that of the students depended upon the availability of the veiled faculty and students taught by the veiled faculty.

Teacher's sample for the collection of the data through questionnaires was also taken as that for the interview. Structured interviews were planned and taken. The interview responses were recorded in writing as well as audio recorder. Interviewing eight different teachers teaching different classes at graduate and post graduate level remained an interesting experience for the researcher as face to face interaction with them made the researcher record the frequency and intensity of their expression and feelings.

Probing little or none, sometimes only repeating or describing instructions also helped in digging out unique or important responses.

Their grievances, sympathies, wishes, and worries were also received through their tone and expressions. Similarities and differences of ranges across voices were also noticed. Themes across all the interview questions were identified and analyzed accordingly. Therefore, interview served as an important primary source of finding the desired knowledge of social situation in the higher education institutions.

FIA model was followed while structuring the survey questionnaires as well as that of the interview. Data collection involved three inter-related steps:

Step: 1 involved the identification of classes of students taught by the veiled teachers presently and previously. It remained quite a difficult task due to the scarcity of veiled faculty members at higher level of education. It was found that veiled faculty members working on permanent basis were very limited in number, and mostly they work as visiting and may not continue for a longer period of time. At this first step about 250 questionnaires were distributed in the two identified universities' campuses among the students of graduate and post graduate level taught by a veiled faculty. The same groups of students were asked to provide their responses against their un-veiled teachers taught them the same or a similar course.

The Students' questionnaires were containing double grid for entering their responses for a veiled teacher as well as for an un-veiled teacher. These questionnaires were based on 'Likert Scale' and made the students' convenience in comparing the respective pair (veiled and un-veiled) of teachers. Therefore, each of the questionnaires was actually used to collect the responses of students about their veiled teacher as well as their selected un-veiled teacher. Student questionnaires were addressing male as well as female students as the sample universities were co-education. As a result of continuous serious effort, the questionnaires yielded a response of about 70 %, that is 175/250 questionnaires were completed and returned with the rest not appropriately completed.

At the **step: 2** , with a little modification the same questionnaires were distributed to the available veiled faculty members (permanent or visiting) covering Chak Shahzad, Islamabad Campus of the Comsats University, and the NUML University, Islamabad. The questionnaires were administered to 4 on-job veiled teachers. Same number of questionnaires was administered to the selected un-veiled teachers of the same two vicinities; 2 from Comsats, Chak Shahzad, and 2 from NUML, Islamabad. Selection of the un-veiled teachers was based on the similarity of their subject or area of specialization, experience, and age. The response against teachers' questionnaires remained 100%, and almost all were filled completely.

The **step: 3** of data collection were to conduct interviews from all the available veiled and selected un-veiled teachers who filled the questionnaires. In all 8 interviews

were conducted; 4 from the veiled and 4 from the un-veiled teachers. The interviews covered some more details other than those covered in the questionnaires.

3.8 <u>Data Analysis</u>

Type of Analysis	Purpose of Analysis
i. **Percentages**	used for the analysis of Descriptive and inferential Statistics
ii. **Mean Score**	used for the analysis of Descriptive and inferential Statistics
iii. *t*-test , two-tailed	used for the significance of difference between two groups and to give inferential statistics and analysis
iv. **Pearson's Correlation *r***	used for the significance of relationship between two groups and to give inferential statistics and analysis

Quantitative as well as qualitative analysis was carried after the data collection. After obtaining the data from the available veiled teachers, purposely selected unveiled teachers, and their students with the help of two types of questionnaires and the responses recorded by conducting interviews with the concerned veiled and unveiled faculty, it was encoded. Encoded data was then tabulated, calculated, analyzed and interpreted by using, percentages, means, standard deviations and two tailed t-test. The type of test used for students' questionnaire was *Pearson's correlation* whereas the test used for the teachers' questionnaires was *independent sample t-test*.

Each table was analyzed and interpreted by using r-value, t-value and *p* value. All the sub categories of each of the twenty sub categories of the selected instrument

were also added, followed by the calculation of the mean score, standard deviation and their correlation coefficient r and t-test. The mean scores, standard deviation were calculated and correlation and t-test carried for teachers' direct, indirect influence, and students' direct and indirect influence, and also for the individual sub categories of each of the four.

Significance of difference between the mean scores of veiled and unveiled teaching on the instrument categories and sub categories were tested at 0.05 α level. The comparison trends were also projected through bar graphs. line- graphs. and pie- charts to present definite proportions of relationships and differences.

The data collected from the interviews were also tabulated and the percentages and mean scores calculated for both types of teachings. The difference was projected through pie- chart. On the bases of the findings drawn from the difference between the two types of compared data, certain recommendations were given.

CHAPTER 4: DATA INTERPRETATION AND ANALYSIS

4.1 <u>Descriptive Statistics</u>

In order to perform a comparison between the affect of veiled and unveiled teaching on classroom interaction T-test was used and 'Mean' and 'Standard deviation' of the variables were calculated for teachers' questionnaires with the help of SPSS software. On the other hand for students' questionnaires students' opinion on the affect of veiled teachers' classroom interaction with their students were related to that of unveiled teachers with their students. Pilot testing on the same pattern and on the same software was carried before the final data analysis. Cronbach's α has been applied to test the reliability of the instrument. Mean of the structured interview questionnaire score was also calculated.

4.1.1 Students Questionnaire

Students' questionnaire contained 71closed ended items and 1 open ended item to respond against them. Responses were expected to be given according to 5 point Likert scale. Collected data is analyzed and presented in the form of a series of tables. Summary of the results is presented in tables. The tables are used to present the results of each of the four sub sections of the questionnaire that was in turn built on FIA, and the results of each of the 20 sub categories of the questionnaire. Tables present the mean score of variables that is, veiled and unveiled teachers' interaction with reference to each of its

individual category, the standard deviation, the significance of difference between the mean scores of veiled and unveiled and their r- value respectively.

H_{o2}: Veiled teachers' *'teachers' behavior-direct influence'* is not significantly related to that of the unveiled.

Table 1

Relationship between the Perception of Students about V-TBDI and UNV-TBDI for Veiled and Unveiled Teachers

Groups	Pearson's Correlation r	P- Value
VTBDI UVTBDI	.324	.000

Significant level Cronbach's $\alpha = 0.05$
Number of Subjects (students) = 175

A Pearson product-moment correlation coefficient was computed to assess the relationship between the veiled teachers' classroom interaction with their students and that of unveiled teachers with their students. The two variables exhibit relationship between them as $r = 0.325$, and $p = 0.000$. The *p-value* at 0.05 alpha level of significance is highly significant, therefore rejecting the null hypothesis H_{o2}. On the whole a significant relationship is found between 'the veiled teachers' classroom interaction with their students' and 'that of unveiled teachers with their students'. It can be stated that veil of teacher show no significant affect on her classroom interaction.

H_{o3}: Veiled teachers' *'teachers' behavior- indirect influence'* is not significantly related to that of the unveiled

Table2

Relationship between the Perception of Students about V-TBIDI and UNV-TBIDI for Veiled and Unveiled Teachers

Groups	Pearson's Correlation *r*	*P-* Value
VTBIDI UVTBIDI	.362	.000

Significant level Cronbach's $\alpha = 0.05$

Number of Subjects (students) = 175

A Pearson product-moment correlation coefficient was computed to assess the relationship between the veiled teachers' classroom interaction with their students and that of unveiled teachers with their students. The value of $r = 0.362$ and $p = 0.000$ shows the significant relationship at 0.05 alpha level between the two variables under consideration. It shows that the null hypothesis H_{o2} is rejected, therefore a significant relationship is found between 'the veiled teachers' classroom interaction with their students' and 'that of unveiled teachers with their students'. It can be said that veil of a teacher does not affect effective classroom interaction.

H_{o4}: Veiled teachers' *'students' behavior- direct influence'* is not significantly related to that of the unveiled.

Table 3

Relationship between the Perception of Students about V-SBDI and
UNV-SBDI for Veiled and Unveiled Teachers

Groups	Pearson's Correlation *r*	*P*- Value
VSBDI **UVSBDI**	.435	.000

Significant level Cronbach's α = 0.05
Number of Subjects (students) = 175

A Pearson product-moment correlation coefficient was computed to assess the relationship between the veiled teachers' classroom interaction with their students and that of unveiled teachers with their students. The two variables are found related, and r = 0.435, n = 175, p = 0.000. The p-value at 0.05 alpha level of significance shows that it is highly significant, so the null hypothesis H_{o2} is rejected. Therefore, there was a significant relationship between 'the veiled teachers' classroom interaction with their students' and 'that of unveiled teachers with their students'. It shows that veil of a teacher does not affect effective classroom interaction.

H_{o5}: Veiled teachers' *'students' behavior- indirect influence'* is not significantly different

from that of the unveiled.

Table 4

Relationship between the Perception of Students about V-SBIDI and
UNV-SBIDI for Veiled and Unveiled Teachers

Groups	Pearson's Correlation r	P- Value
VSBIDI **UVSBIDI**	**.444**	**.000**

Significant level Cronbach's $\alpha = 0.05$
Number of Subjects (students) = 175

A Pearson product-moment correlation coefficient is calculated to judge the

relationship between the veiled teachers' classroom interaction with their students and

that of unveiled teachers with their students. The variables are in significant relationship

with each other as $r = 0.444$, and $p = 0.000$. p-value at 0.05 alpha level of significance is

highly significant, so the null hypothesis H_{o2} is rejected. Overall, a significant

relationship is found between 'the veiled teachers' classroom interaction with their

students' and 'that of unveiled teachers with their students'. Therefore, it is said that veil

of a teacher does not affect effective classroom interaction.
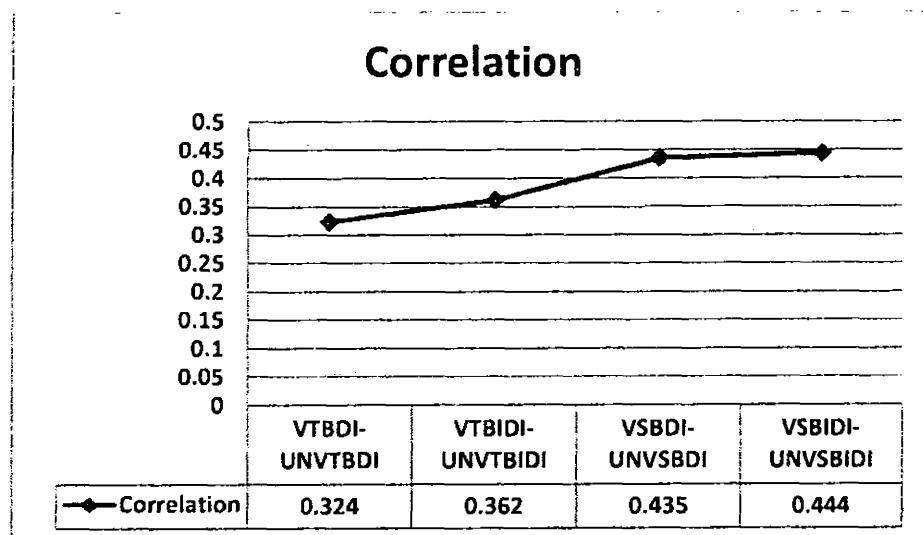
Figure 13: **Correlation trends in the four categories of classroom interaction
between veiled and unveiled teaching**

The above graph shows variations in the correlation trends between veiled and
unveiled teachers' four categories of classroom interaction. The correlation trend rises
from the first category to the rest of three as the value increases from first to the last.

H_{o6}: Veil of a teacher does not affect *'effective classroom interaction'* at university level
of education.
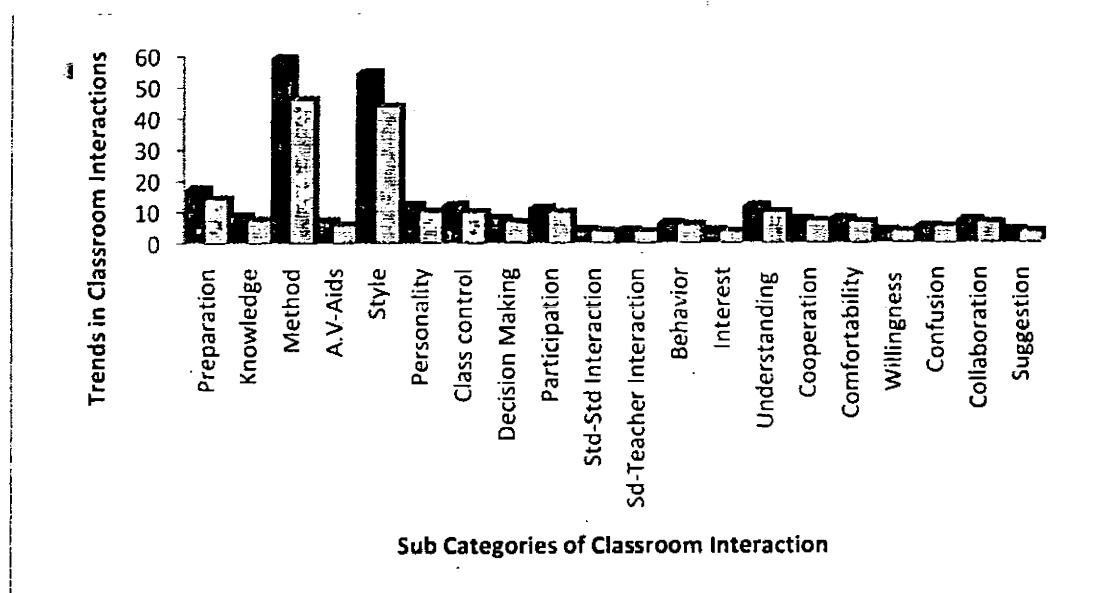
Figure 14: **Trends in the mean scores of the sub categories of veiled and unveiled teachers' classroom interaction analysis**

The above graph shows rise in the trends of all the subcategories of veiled teachers' interaction as compared to that of the unveiled. 'Method' appears the most effective for both types of teaching styles, 'style' at the second number, and 'preparation' at the third. Therefore, it is interpreted clearly that slight variations in the mean score of the two same categories for both types of teaching are not significant to pose significant difference in their relationship.

	Preparation	Knowledge	Method	A.V-Aids	Style	Personality	Class control	Decision Making	Participation	Std-Std Interaction	Sd-Teacher Interaction	Behavior	Interest	Understanding	Cooperation	Comfortability	Willingness	Confusion	Collaboration	Suggestion
Mean-Unveiled	14	7	66	5.4	44	9.9	9.6	6.4	9.6	3.6	3.4	5.8	3.3	9.7	6.7	6.4	3.3	4.9	6.2	3.3
Mean-veiled	17	8.3	79	6.7	54	12	12	7.9	11	4	3.9	6.3	3.9	12	7.4	7.7	3.8	5.1	7.3	4

Figure15: Difference in the mean scores of veiled and unveiled teachers' classroom interaction (Students' Questionnaire)

Figure: 16 shows the difference between the mean scores of the veiled and unveiled teachers classroom interaction. Mean scores of the both teaching styles appear slightly varied causing no significant difference in the classroom interaction of veiled and unveiled teachers.

4.1.2 Teachers' Questionnaires

H_{o2}: Veiled teachers' *'teachers' behavior-direct influence'* is not significantly different from that of the unveiled.

Table 5

Teacher's Behavior- Direct Influence

Variable	Instructor	N	M	STD	df	t	P value
Direct	Veiled	8	4.2596	.26157	3.353	2.987	0.05
Influence	Unveiled		2.6058	1.07618			

The table shows; t-value is 2.987 and *p* value is 0.05 with reference to the mean difference of *'teachers' behavior- direct influence'* between veiled and unveiled teachers. The value of *p* at 0.05 alpha level of significance shows that it is significant, so the null hypothesis H_{o2} is rejected. It can be stated that significant difference is found between the classroom interaction of the veiled and unveiled teachers with their students.

H_{o3}: Veiled teachers' *'teachers' behavior-indirect influence'* is not significantly different from that of the unveiled.

Table 6

Teacher's Behavior- Indirect Influence

Variable	Instructor	N	M	STD	Df	t	P value
Indirect	Veiled	8	4.2083	.11283	3.031	.964	0.405
Influence	Unveiled		3.4479	1.57284			

The table shows that t-value is .964 and p value is 0.405 regarding the mean difference of '*teachers' behavior- indirect influence*' between veiled and unveiled teachers. The value of p with reference to 0.05 alpha level of significance shows that it is insignificant at 0.05 level of significance, so the null hypothesis H_{03} is acknowledged.

H_{04}: Veiled teachers' '*students' behavior- direct influence*' is not significantly different from that of the unveiled.

Table 7

Students' Behavior- Direct Influence

Variable	Instructor	N	M	STD	df	t	P value
Direct	Veiled	8	4.3542	.07217	3.589	5.810	0.006
Influence	Unveiled		3.6562	.22917			

The table shows that t-value is 5.810 and p value is 0.006 regarding the mean difference of 'students' *behavior- direct influence*' between veiled and unveiled teachers is significant at 0.05 level of significance, so the null hypothesis H_{04} is rejected.

H_{05}: Veiled teachers' '*students' behavior- indirect influence*' is not significantly different from that of the unveiled.

Table 8

Students' Behavior- Indirect Influence

Variable	Instructor	N	M	STD	df	t	P value
Indirect	Veiled	8	3.2813	1.34774	6	.868	0.419
Influence	Unveiled		2.6250	.68465			

The table shows the t-value is .868 and p value is 0.419 with reference to the mean difference of 'students' *behavior- indirect influence*' between veiled and unveiled teachers. The value of p reflects that it is insignificant at 0.05 alpha level , so the null hypothesis H_{05} is acknowledged.
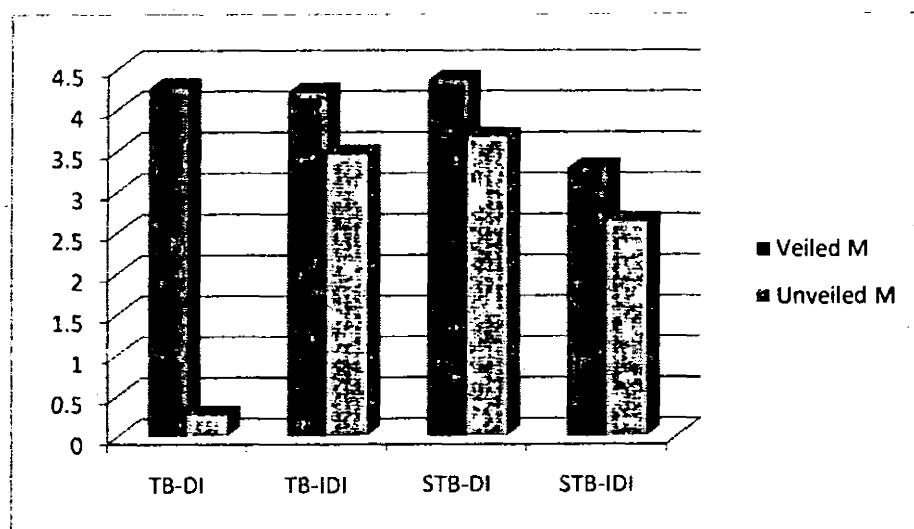
Figure 16: **Trends in mean scores of teachers' behavior and students' behavior (Teachers' Responses)**

The above graph shows trends in veiled teachers' and unveiled teachers' classroom interaction. Teachers' behavior direct influence shows a significant difference in their mean scores. Comparatively less variations are visible in the trends of the means of the rest of three categories of veiled and unveiled teachers' classroom interaction. Therefore, a significant difference is seen in the mean scores of veiled and unveiled

teachers' classroom interaction. For both types of teachers' interaction students' behavior- direct as well as indirect influence appear slightly different from each other. Teachers' behavior- indirect influence for veiled seems slightly better than that of the unveiled.

	TB-DI	TB-IDI	STB-DI	STB-IDI
Veiled M	4.2596	4.2083	4.3542	3.2813
Unveiled M	0.26157	3.4479	3.6562	2.625
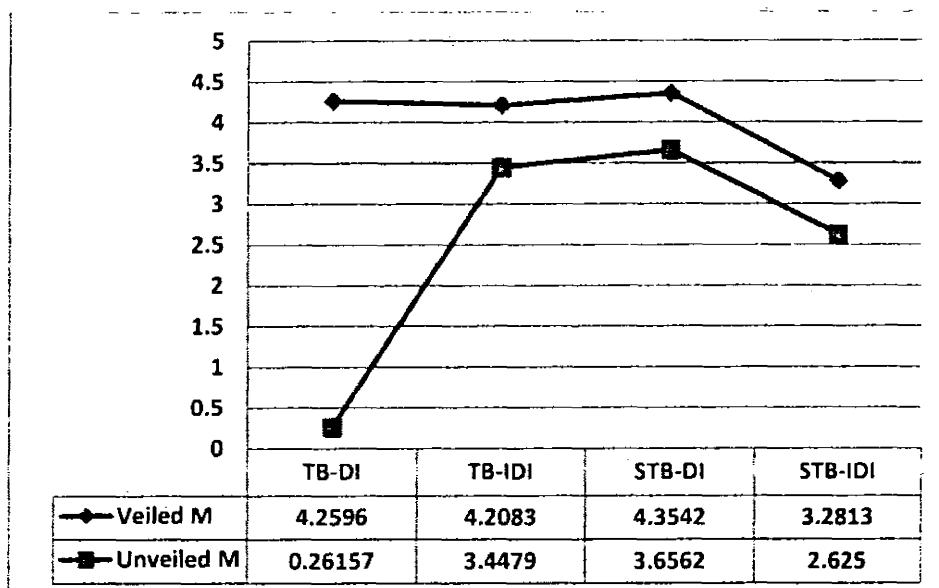
Figure 17: Difference in teachers' behavior and students' behavior between veiled and unveiled teaching

Figure: 17 shows the difference between veiled and unveiled teachers classroom interaction. Teachers' behavior- direct influence and teachers' behavior- indirect influence seems stronger as compared to the students' behavior- direct influence, and students' behavior- indirect influence for veiled teachers' classroom interaction as compared to the other. Fall in the line towards the students' behavior indirect influence shows that it is weaker as compared to the direct influence. It is clearly visible on the line

graph that there is a slight variation in the mean scores of both veiled and unveiled teachers' interactions except teachers' influence direct influence.

4.2 Comparative Analysis of the Interviews

The interview was structured and contained three sections with twenty eight items in total. The interview items covered all the left over important areas with reference to the classroom interaction and the affect of veil on teacher-student classroom interaction at the higher level of education. The selected veiled and un-veiled teachers were interviewed to know about their views and to collect the topic related information they have regarding their personal experiences. Interview based data is tabulated and analyzed as under:

Table 9

Comparison of Section A

Structured Interview Section: A Veiled Vs Unveiled Teachers			
Veiled Teachers		Un Veiled Teachers	
Item	% age	Item	% age
1	100	1	100
2	100	2	100
3	100	3	100
4	75	4	75
5	100	5	100
6	100	6	75
7	100	7	100
8	100	8	100
9	50	9	50
Mean	91.66		88.88
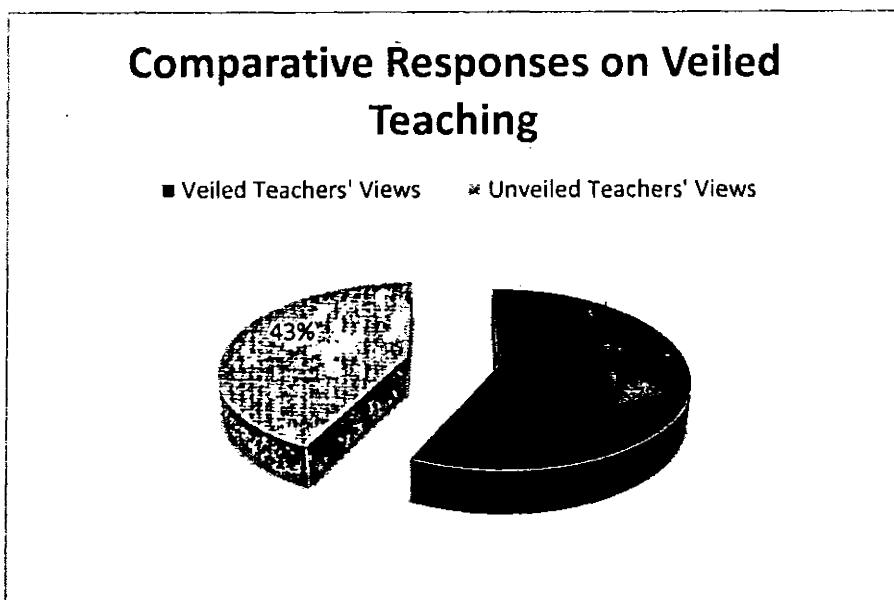
Figure 148: Interview responses of section A in favor of the statements

Table10

Comparison of Section B

Structured Interview Section: B Students' Response to Veiled Teaching			
Veiled Teachers		Un Veiled Teachers	
Item	% age	Item	% age
1	100	1	50
2	100	2	75
3	100	3	50
4	100	4	50
5	100	5	75
6	75	6	50
Mean	95.83		58.33
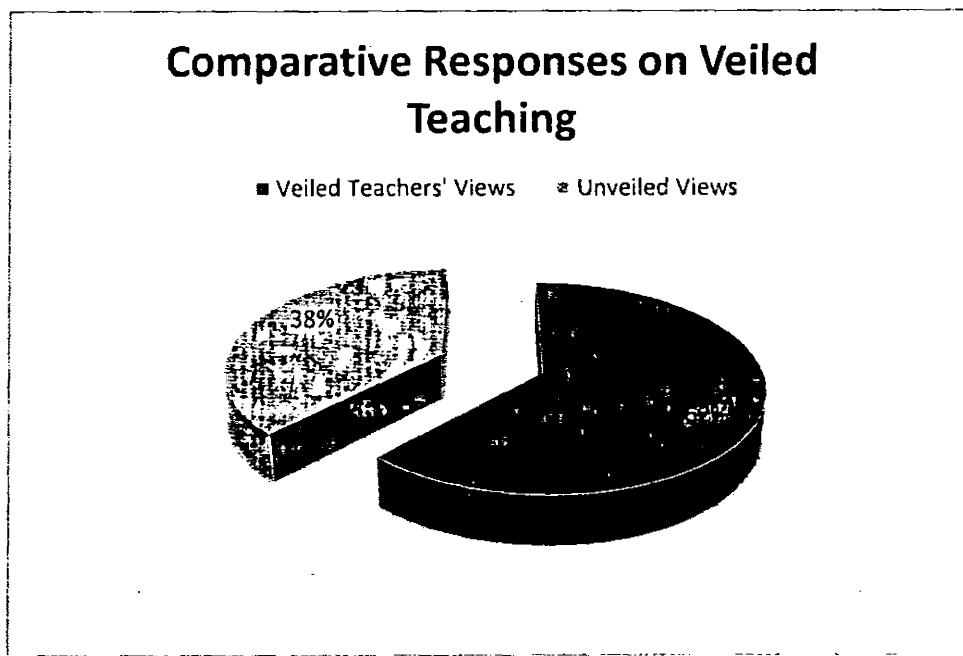
Figure 19: Interview responses of section B in favor of the statements

Table 11

Comparison of Section C

Structured Interview Section: C Classroom Interaction and Veiled Teaching			
Veiled Teachers		Un Veiled Teachers	
Item	% age	Item	% age
1	100	· 1	100
2	100	2	50
3	100	3	50
4	100	4	50
5	100	5	75
6	75	6	25
7	100	7	100
8	100	8	100
Mean	96.87		68.75

Comparative Responses on Veiled Teaching

■ Veiled Teachers' Views   ≋ Unveiled Teachers' Views
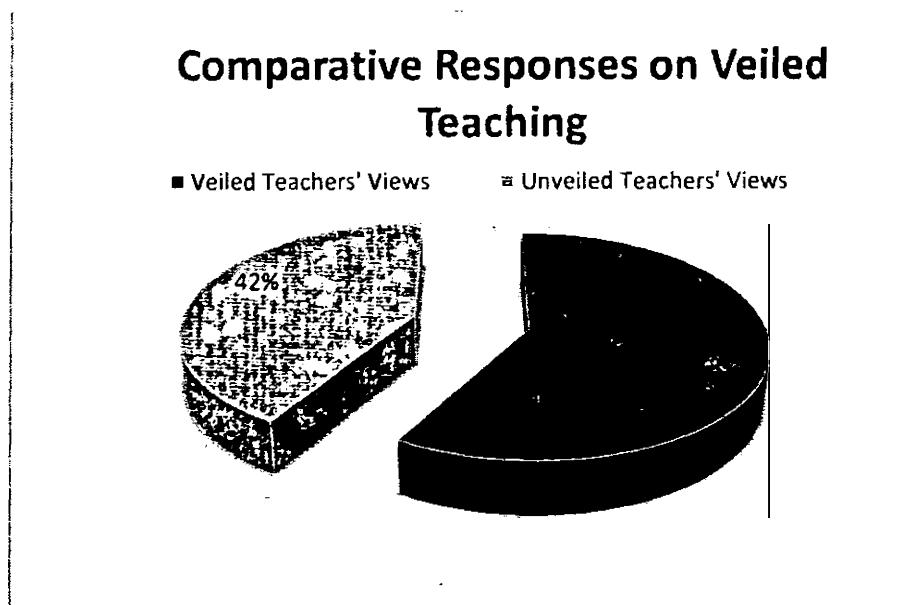
Figure 20: Interview responses of section c in favor of the statements

Table 12

Significance of Difference for Interview Responses

Variable	Section	n	%	M
Veiled	A	4	57	91.66
Unveiled			43	88.88
Difference			14	2.78
Veiled	B	4	62	95.63
Unveiled			38	58.33
Difference			24	37.3
Veiled	C	4	58	96.87
Unveiled			42	68.75
Difference			16	28.12

Comparison of Teachers' Responses in Favor of Veiled Teaching

■ Section:A   ▨ Section:B   ■ Section:C

62%

57%   **58%**

43%   **38%**   **42%**

Vieled Teachers' ViewUnaveiled Teachers' Views
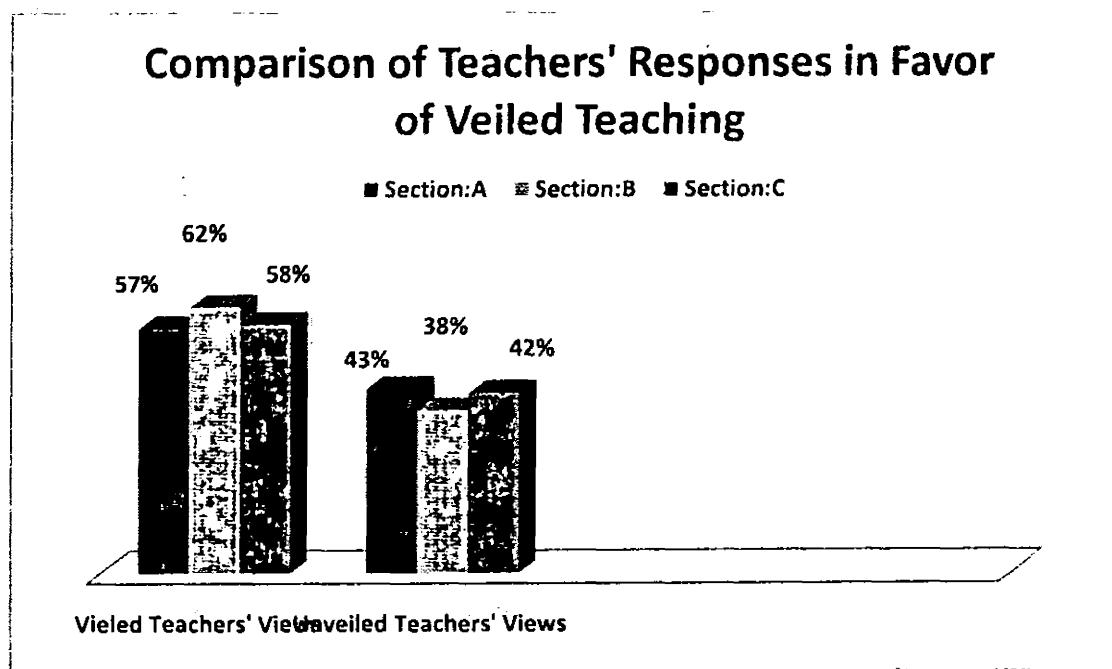
Figure 21: Trends in interview-based views' of teachers

a.   SECTION: A

Item: 1 Veiled Teacher Face Difficulty in Communicating with Her Students

All of the interviewed veiled teachers were of the view that they don't find any difficulty in their communication with their students; therefore results are 100% in favor. They considered that if a teacher is audible enough then communication takes place smoothly and veil has no role in hindering teacher's communication with her students with whom she interacts.

The result of the responses given by the unveiled teachers also remained 100% as none of them opposed the view that veiled teachers face any difficulty in their communication with their students. They were of the view that some other factors may affect teacher's communication, such as; teachers' voice level, less proficiency in communicating what she wants to communicate to her students and it can also be the case with the unveiled teachers in the same manner.

Item: 2 Veiled Teachers Are Less Confident Than Unveiled Teachers

The views collected from the veiled faculty against item No 2 of section 1 were 100% against the notion that veiled teachers are less confident than the unveiled ones. Even 25% of the veiled teachers were of the view that veiled teachers are some times more confident than the unveiled ones and it is their practice of observing veil that adds up to their confidence to face or to handle the situation.

The responses taken from the veiled faculty for this item also carried the similar results and discarded the opinion about the confidence level of veiled faculty that they are at lower ebb in their confidence. In their view veil has nothing to do with the fall of individual's confidence.

Item: 3 Veiled Teachers are Less Skilled than Unveiled

The responses collected from both; veiled and unveiled faculty members against item No 3 remained equally 100% against the statement that veiled teachers are less

skilled than unveiled ones. The respondents were mainly of the view that skills are something that is either inborn or is developed through training and practice, and the female teachers teaching especially at higher level of education with their face covering practice have no direct impact on their classroom interaction with their students.

Item: 4 Veiled Teachers are More Influential Than Unveiled Teachers

75% veiled respondents favored the statement that veiled teachers are more influential for their students than unveiled teachers whereas 25% responses were against it. In the opinion of the 75% interviewed veiled teachers the influence of most of the veiled teachers is long lasting and effective in the healthy grooming of the students. The students taught by a veiled teacher take the things more seriously as compared to the unveiled teachers. 25% veiled had a different opinion that veiled teachers appear to be more influential than the unveiled.

In the favor of the statement the response from the unveiled teachers remained 75% as 25 % remained neutral and did not give any useful response as they were not sure about the situation.

Item: 5 Veiled Teachers' Teaching Outcomes are Less Encouraging Than Those of Unveiled

The responses of the veiled as well as unveiled teachers were 100% in the favor of the above statement. All were convinced that veil has no role in drawing bad or less encouraging teaching outcomes, instead teaching outcomes are dependent upon certain

other preparation by the teacher. Respondents were of the opinion that it depends upon teacher's competency rather on veil. They also expressed that in many cases the teaching outcomes of veiled teachers are better than those of the unveiled.

Item: 6 Veiled Teachers Favor an Interactive Class Environment

Veiled responses with reference to item No 6 stayed to be 100% in the favor of the statement and all the respondents strongly supported it. They added to it that the development of the interactive environment is essential for a teacher specially at the higher education level of teaching and it depends upon the topic to be taught and also on the particular situation to be developed and maintained during teaching.

Unveiled responses appeared to be 75 % in its support but 25% went against it. Most of them were of the view that development of an interactive class environment has nothing to do with teachers' veil, where as the rest were convinced that veil resists effective classroom interaction and finally on teaching- learning outcomes.

Item: 7 Veiled Teachers are Equally Popular Among the Students As Unveiled Teachers

Both veiled and unveiled teacher responses were 100% in the favor of the head statement. Popularity proved to be *no* issue with the teachers observing veil. Most of the respondents of both groups considered popularity as an output of teaching process that is enjoyed by both types of teachers. 50% of the veiled respondents show their full

confidence in having an opinion based on their personal experiences that veiled teachers enjoy popularity more than the unveiled teachers at least at higher education level.

Item: 8 Veiled Teachers are Equally Competent As Unveiled Teachers

100% responses proved to be in the favor of the statement that veiled teachers are equally competent as unveiled. Majority from both groups told that competency is independent of the act of observing veil or not observing it, rather it decides how popular the teacher is going to be. They also expressed that it depends upon teacher's sincerity that how and how much she delivers.

Item: 9 Veiled Teachers are More Concerned About a Positive Classroom Interaction

50% of the veiled as well as same percentage of the unveiled responses supported the statement that veiled teachers are more concerned about the positive classroom environment. 25% of the veiled teachers viewed it as something depending upon teacher's ideology that what type of class environment should be developed and how to maintain it. 25% of the unveiled responses revealed that when there is single teacher in the class she is always concerned about the development of a positive class environment as compared to the shared teaching situation whether veiled or not.

Additionally, the respondents added up to the information based on their own experiences and views that veil in one of the many minor variables of classroom interaction. It may or may not affect classroom interaction depending upon its combination with a large number of other variables which themselves interact with each other without giving positive or negative results. Furthermore, at the higher level of education there lies no difference between veiled and unveiled teaching. Teaching is all about; knowledge, skills, how to impart this knowledge. and how to use their skills effectively; teacher's veil has nothing to do with all this. Feelings are never hidden by teacher's veil, great teachers are always great and know their job no matter they are veiled or unveiled.

Unveiled teachers' perspective regarding the feedback they receive from their students included that veiled teachers are comparatively strict, more harsh, and use high pitch of voice in the class. In their view it may be due to the fact that veiled teachers are conscious about their voice level as veil in front of their mouth resists what they verbally express by lowering down their used volume. That is why they consciously try to speak louder in order to become clearly audible to their listeners in the class.

b.   SECTION: B

Item: 1   Students Feel Uncomfortable When Taught by a Veiled Teacher

100% veiled respondents did not support the statement. They expressed that students may feel hesitation in the beginning of their interaction with a veiled teacher but later on it settles down, but students' hesitation does not affect their comfort in the class.

Unveiled responses were calculated as 50% against the statement, 25% in favor, whereas 25% were not sure of the situation. Those not in favor were of the view that some of the student feel uncomfortable with veiled teachers but this is also a fact that many students feel equally uncomfortable with unveiled ones. It is a living reality that students may feel uncomfortable with any of the teachers regardless of being veiled or unveiled, therefore veil should not be considered a bone of contention between a veiled teacher and her students instead actual reasons need to be worked out to solve the matter and promote healthy teacher-student relationship.

Item: 2   Students Feel Lack of Affection When Taught by a Veiled Teacher

Interviewed veiled teachers' responses when calculated were 100% non supportive to the notion that students feel lack of affection from veiled teaching, whereas unveiled were 75% against the statement and 25% in support of that there is lack of affection for the students from their veiled teacher. Veiled group of teachers were confident in saying that their students have rather stronger feelings of love and affection with their teachers or their veiled teacher are more affectionate with their students.

Item: 3   Students Always Remain Distant From Their Veiled Teacher

100% veiled responses were in favor of the question statement and 50% of unveiled against it. Whereas, 50% of unveiled respondents were in favor of the statement. Those interviewed among veils clarified that distance should not be misinterpreted in the sense of lack of understanding or lack of communication rather a sign of more respect, and otherwise students consider them more trustworthy in discussing their problems and for other important matters.

Item: 4   Students are Hesitant in Raising Questions or Taking Part in Class Discussion Due to Teacher's Veil

Responses of the veiled teachers against item No 4 of the section: B were 100%, whereas those taken from the unveiled hanged about 50%. 25% of the unveiled responses were in the favor of above notion and 25% were not sure of the situation.

Item: 5   Students Feel Difficulty in Understanding When Taught by a Veiled Teacher

The responses of the veiled group of teachers interviewed were 100% against the above notion and those of the unveiled group remained 75% as non supportive with 25% in its favor. Unveiled teachers developed their views on their living experiences and said that if there is difficulty in understanding for the students, it would be due to the fact that they are not clearly audible to their students.

Item: 6 Students Comparatively Take More Time in Developing a Relationship with Veiled Teacher (Frankness, Etc)

75% of the veiled responses show that the statement is incorrect, and 25% favored it to an extent. Unveiled responses gained 50% non supportive, 25% supportive, and 25 % responses not assured of the situation. Veiled teachers views included that students take more time in developing a relationship with their veiled teacher if other factors remain uncontrolled or are ignored to any extent., otherwise students' feel comfortable to develop a healthy relationship with their veiled teachers as it happens in case of unveiled teachers.

Item: 7   Strategies/Steps Taken by the Veiled Teachers to Overcome the Effect of Hidden Facial Expressions Can Be;

Use of body gestures, development of eye contact, voice variations, verbal expressions, surety of being clearly audible, teacher gaze, and stare when required can work effectively in enhancing the teaching process and in minimizing e the affect of hindrance caused by veil if any. The interviewed teachers also pointed out compassion, sincerity, feelings as the keys to help a teacher enhance her teaching.

Item: 8   Any Other Helpful Information Based on Your Personal Experience

The opinions of the interviewed teachers can be compiled as; students may show some reluctance in the beginning for their veiled teacher but later on they become sharp judge of teachers' any of the verbal or non verbal expressions. Once they are used

to the teacher's style they start understanding everything even through teachers eye expressions and silence and in the same manner as it happens between an unveiled teacher and her students as well that a little time is required for making students get in good communication and understanding with their teacher and vice versa. Some also considered politeness and development of a feeling of trust very important in making a veiled teacher successful in enhancing interaction.

Interviewed respondents also pointed out that a veiled teacher is given more respect by her students and she enjoys a respectable status in the eyes of her students. Another point was that revealing of the facial expressions can be worthwhile for those who depend upon them for the delivery of their message whereas those not revealing them may sharpen some other useful skills to counter the loss if any in case of their hidden facial expressions.

c.   SECTION: C

Item: 1 Classroom Interaction Between the Students and Veiled Teacher is Limited

100% of the veiled and unveiled respondents opposed the view that class interaction of the veiled teacher and her students is limited. Many added to it that the extent to which class interaction takes place depends upon how teacher thinks and plans, that is something which varies among the unveiled teachers as well.

Item: 2 Teacher's Veil Can Be One of the Factors Effecting Effective Classroom Interaction

100% of the veiled responses disfavored the statement whereas50% of the unveiled responses gave similar responses. 25% of the unveiled responses remained in its favor and 25% were not sure of the situation. Interviewed veiled further clarified the point that it can be the case with the unveiled ones if they sometime observe veil but those in the practice of observing veil feel comfortable with it and know how to overcome the shortfalls if any.

Item: 3   Hidden Facial Expressions of a Veiled Teacher Affect Her Teaching by Reducing Their Interaction

Veiled responses remained 100% against the question statement whereas unveiled were 50% against it, 25% of veiled favored it, and 25% did not have a clear idea about the situation.

Item: 4 Hidden Facial Expressions of a Veiled Teacher Enhance Their Teaching at Higher Level of Education by Controlling Negative Factors (E.G. by Avoiding Any Feeling of Attraction among Adult Male Students for a Female Teacher)

Veiled group of teachers when inquired gave 100% positive response to item No 4. 50% positive response was given by the group of unveiled ones, 25% of unveiled were against it, and remaining 25% gave a neutral response. Most of the veiled responses were strongly agreed to the perception.

Item: 5   Distance between Students and Their Veiled Teacher Appear Due to an Acute Feeling of Respect for the Teacher

100% of the veiled teachers seemed convinced that strong feeling of respect for the veiled teachers creates some distance between them and their students that is a very positive thing. 75% of unveiled were also convinced by the view point and 25% stood against it. Unveiled were of the opinion that there is no such noticeable distance between them but if so then surely it is due to their high value respect in the eyes of their students.

Item: 6 Distance between Students and Their Veiled Teacher Occur Due to Other Reasons

75% of the veiled responses revealed that it can be due to other reasons as well, whereas 25% polled against it. Unveiled responses were 25% in its favor, 25% against it, 25% refused to accept the presence of any distance, and remaining 25% opinion was not clear.

Item: 7 Weak Relationship Between a Student and Teacher is Due to Teacher's Veil

100% of the veiled interviewed teachers disfavored the view point and same percentage was gained in favor by the responses of the unveiled teachers. Some of the veiled were of the view that teachers' veil rather strengthens teacher-student relationship.

Item: 8 Lack of Communication between a Student and Teacher is Due to Teacher's Veil

Both veiled and unveiled groups of teachers disfavored the statement 100% that veil causes hindrance in teacher- student communication. All were strongly convinced that veil does not pose any barrier for teacher-student communication.

Item: 9   Other Reasons of Distance Between Veiled Teacher and Students Are;

Other reasons of distance between a veiled teacher and her students which the interviewees pointed out are: lack of teacher's experience, lack of necessary teacher training, teachers' self-belief and non-encouraging response to the students, and common social perception of students against the act of observing veil.

Item: 10 Other Reasons for the Weak Relationship between a Student and Teacher

Other views that came forward included; teachers' non cooperation and reluctance can cause weakness in their relationship, lack of sincerity and commitment on the part of both that is students as well as teacher may cause weakness in their relationship. They also commented that it depends upon teachers' attitude, how a teacher develops and maintains her relationship with her students.

Item: 11 Any Other Useful Information/ Comment

The interviewed teachers stressed upon the need of being competent in the subject a teacher teaches. Command on the subject speaks and the speech of command is never hindered by veil. Other factors are more important to be focused for developing effective classroom interaction as there are number of variables affecting the overall teaching learning process. In interviewees view veil is uselessly exploited and blamed for being a hindrance in any sort of classroom interaction. Furthermore, teaching at higher level de-intensifies the show of facial expressions as mature students find no problem in reading their teacher through her eye contact, voice tone and variations in it, body language, pauses, and many others. Teacher-student relationship can be made stronger by

being cooperative to the students and by encouraging students when needed and guiding

them throughout the teaching-learning process.

CHAPTER 5: SUMMARY, FINDINGS, CONCLUSIONS,

AND RECOMMENDATIONS

5.1 Summary

The study was descriptive and was designed to explore the effect of veiled teaching on classroom interaction as compared to the effect of unveiled teaching on classroom interaction. Major objectives of the study included; Study classroom interaction of veiled teachers with students at the university level, to study classroom interaction of unveiled teachers at the university level, to differentiate between the classroom interaction of veiled and unveiled teachers at the university level, to evaluate the effect of teachers' observing veil on student learning, to recommend how to overcome the shortfalls in veiled teaching.

The instrument was mainly structured on Flander's interaction analysis Model. FIA model consists ten categories in all covering all dimensions of classroom interaction which are divided under two main categories. The categories are mutually exclusive and cover all that happen in the class. The main categories are; Teacher- talk and Student-talk. Teacher-talk bifurcates into; direct influence and indirect influence whereas student-talk has no bifurcation but on the basis of the subcategories coming under it student-talk has also been bifurcated into two same categories for the convenience of the researcher.

All the ten subcategories were exploited to draw out all the minute factors effecting classroom interaction.

5.2 Findings

The research findings drawn out of the data analysis are as under:

5.2.1 Students

1.   Pearson product-moment correlation coefficient r-value for the perception of students about V-TBDI and UNV-TBDI for veiled and unveiled teachers' classroom interaction 'Teachers' *behavior-direct influence'* is .324, and that of 'teachers' *behavior-indirect influence'* is .362. *P* value for both categories is .000 that is below α level 0.05, therefore null hypothesis is rejected. There is a significant relationship between the interaction of veiled teacher or unveiled teacher with the students at university level. (Table: 1 & 2)

1.   Veiled teachers' *'teachers' behavior- direct influence'* is related to that of the unveiled. (Table: 1)

2.   Veiled teachers' *'teachers' behavior- direct influence'* is related to that of the unveiled. (Table: 2)

3.   'Veil of a teacher does not affect *'effective classroom interaction'* at university level of education' is found correct. (Table: 1& 2)

4.   Pearson product-moment correlation coefficient r-value for the perception of students about V-SBDI and UNV-SBDI for veiled and unveiled teachers' classroom interaction 'Teachers' *behavior-direct influence*' is .435, and that of 'teachers' *behavior-indirect influence*' is .444. *P* value for both categories is .000 that is below α level 0.05, rejecting null hypothesis. A significant relationship is found between the interaction of veiled teacher or unveiled teacher with the students at university level. (Table: 3 & 4)

5.   Veiled teachers' *'students' behavior- direct influence'* is related to that of the unveiled. (Table: 3)

6.   Veiled teachers' *'students' behavior- indirect influence'* is related to that of the unveiled. (Table: 4)

7.   Veil of a teacher does not affect *'effective classroom interaction'* at university level of education is found correct. (Table: 3 & 4)

8.   The research statistics collected from the students' questionnaires show that there is a significant relationship between the interaction of veiled teacher or unveiled teacher with the students at university level.

9.   The research statistics of the students' questionnaires also show that veil of a teacher does not affect *'effective classroom interaction'* at university level of education.

10.   Teacher questionnaires statistics also show that veil or hidden facial expressions do not cause any *'confusion'* or resistance in the effective student- teacher interaction.

5.2.2 Teachers

1.   The mean score of the veiled teachers' classroom   interaction is 4.2596 and that of unveiled teachers' classroom interaction is 2.6058. *P* value is at the α level 0.05, probability is high, and null hypothesis is accepted. There is a difference between the interaction of veiled teacher or unveiled teacher with the students at university level. (Table: 5)

2.   Veiled teachers' *'teachers' behavior- direct influence'* is different from that of the unveiled'. (Table: 5)

3.   'Veil of a teacher does not affect *'effective classroom interaction'* at university level of education' is found incorrect. (Table: 5)

4.   The mean score of the veiled teachers' classroom   interaction is 4.2083 and that of unveiled teachers' classroom interaction was 3.4479. *P* value is above the α level 0.05, probability is high, and null hypothesis is accepted. There is no difference between the interaction of veiled teacher or unveiled teacher with the students at university level. (Table: 6)

5.   Veiled teachers' *'teachers' behavior- indirect influence'* is not different from that of the unveiled'. (Table: 6)

6.   According to table 6 'Veil of a teacher does not affect *'effective classroom interaction'* at university level of education' is incorrect.

7.   The mean score of the veiled teachers' classroom   interaction is 4.3542 and that of unveiled teachers' classroom interaction was 3.6562. *P* value is blow the α level 0.05,

probability is low, and null hypothesis is strongly rejected. There is a difference between the interaction of veiled teacher or unveiled teacher with the students at university level. (Table: 7)

8.   Veiled teachers' *'students' behavior- direct influence'* is different from that of the unveiled'. (Table: 7)

9.   According to table 7 'Veil of a teacher does not affect *'effective classroom interaction'* at university level of education' is rejected. (Table: 7)

10.   The mean score of the veiled teachers' classroom   interaction is 3.2813 and that of unveiled teachers' classroom interaction was 2.6250. *P* value is above the α level 0.05, probability is high, and null hypothesis is strongly accepted. There is no difference between the interaction of veiled teacher or unveiled teacher with the students at university level. (Table: 8)

11.   Veiled teachers' *'students' behavior- indirect influence'* is not different from that of the unveiled'. (Table: 8)

12.   According to table 8 'Veil of a teacher does not affect *'effective classroom interaction'* at university level of education' is correct.

13.   The research statistics collected from the teachers' questionnaires show that two of the categories show that there is no difference between the interaction of veiled teacher or unveiled teacher with the students at university level, whereas two others reflect that classroom   interaction of veiled teachers and unveiled teachers with their students is different from that of the unveiled.

14.   The research statistics of the teachers' questionnaires also show that veil of a teacher does not affect *effective classroom interaction* at university level of education and if affects then in positive direction.

15.   Teacher questionnaires statistics also show that veil or hidden facial expressions do not cause any *'confusion'* or resistance in the effective student- teacher interaction.

5.2.3 Teachers' Interviews

1.   Section: A of the interview show that 91.66% of the veiled teachers' supported the given views and classroom interaction of the veiled teachers as well whereas that of unveiled teachers' classroom interaction remained **88.88%** in the favor of unveiled teachers' classroom interaction. Both supported veiled classroom interaction significantly. (Table: 47)

2.   Section: B of the interview show that 95.63% of the veiled teachers' supported the given views as well as the classroom interaction of the veiled teachers whereas that of unveiled teachers' classroom interaction remained **58.33%** in the favor of unveiled teachers' classroom interaction. Veiled teachers' support to veiled classroom interaction is high whereas unveiled teachers acknowledged it moderately. (Table: 48)

3.   Section: C of the interview show that 96.87% of the veiled teachers' supported the given views as well as the classroom interaction of the veiled teachers whereas that of unveiled teachers' classroom interaction remained **68.75%** in the favor of unveiled

teachers' classroom interaction. Veiled teachers support to veiled classroom interaction remained high whereas unveiled teachers acknowledged it moderately. (Table: 49)

5.3 Conclusions

On the basis of the statistical analysis and research findings following conclusions were drawn:

1.   There is significant relationship between the interaction of veiled teacher or unveiled teacher with the students at university level and the interaction of veiled and unveiled teachers prove significantly similar with each other.

2.   There is no significant difference between the interaction of veiled teacher or unveiled teacher with the students at university level but if so then it goes in favor of the veiled teachers' classroom interaction and their interaction proves more effective as compared to the unveiled teachers' classroom interaction.

3.   Veiled teachers' verbal and non-verbal influence (direct and indirect) is not significantly different from that of the unveiled.

4.   Veil of a teacher does not affect *'effective classroom interaction'* at university level education but if so then in the positive manner thus supporting veiled teaching at the higher level.

5.   Teachers'(veiled and unveiled) personal views on the issue vary but the support of unveiled teachers for veiled teachers' classroom interaction is not below the moderate level where as veiled teachers' support to it remains high.

6. According to the data collected from the higher level students, significant relationship is found between the interaction of veiled teacher or unveiled teacher with their students at university level and their interaction is similar to each other.

7. It is concluded from the data collected from the higher level teachers that veiled teachers' behavior- direct influence or their verbal interaction is different from that of the unveiled.

8. It is also concluded from the data collected from the higher level teachers that veiled teachers' behavior- indirect influence or their non-verbal interaction is similar to that of the unveiled.

9. The data collected from the higher level teachers concluded that in veiled teaching students' behavior- direct influence or their verbal interaction with their veiled teacher in response is not different from that in the unveiled.

10. In veiled teaching students' behavior- indirect influence or students' non-verbal interaction with their veiled teacher in response is different from that in unveiled teacher.

11. According to the data collected from teachers' questionnaires the overall classroom interaction of a veiled teacher is different from that of the unveiled teachers with their students at university level (higher level) of education.

12. The interaction of veiled teachers with their students is better than the interaction of the unveiled teachers at higher level of education because the mean score was significantly higher for the veiled teachers' classroom interaction.

13. Present research concluded that veil of a teacher does not affect '*effective classroom interaction* ' at university level of education' and if so then positively.

14.   The students taught by a veiled faculty showed more respect for their veiled teacher.

15.   The interaction of students with their veiled teacher is healthier as compared to their interaction with their unveiled teacher because veil purifies their feelings and dealings while coming in contact with their veiled teacher at the higher level of education. This purification develops a distance between both of them that is usually misinterpreted as 'communication gap' but actually it reflects a higher level of respect for the veiled teacher.

16.   Research also concluded that confusion of students is not caused by the hidden facial expressions of the veiled teacher which may occur in the very initial meetings but it can be caused by certain other factors in both cases, therefore veil poses no confusion for the students while coming in contact with a veiled teacher.

17.   The research findings drawn from the collected data of the Students' questionnaires on the whole conclude that there is a significant relationship between the classroom interactions of a veiled teacher with students to an unveiled teacher with students at university level.

18.   It is also concluded from students' questionnaires that all the four categories show significant relationship between veiled and unveiled teachers' classroom interaction.

19.   Students' questionnaires' based findings also conclude that veil or hidden facial expressions do not cause any confusion or resistance in the effective student- teacher interaction, and 'veiled teachers' *confusion* of students' behavior- indirect influence' is not significantly different from that of the unveiled. It shows that teachers observing veil

during teaching at higher level are not the cause of students' confusion, instead there are some other factors causing students' confusion.

20.   Interview findings helped in concluding that veiled teachers' support for veiled teachers' effective classroom interaction is highly significant whereas support of the unveiled teachers' for veiled teachers' classroom interaction ranges between moderate to higher level of significance.

5.4 <u>Discussion</u>

Classroom interaction is a process that decides the type and level of teaching as well as learning. It is an ongoing process that is supported by verbal and nonverbal modes of interaction during the whole course of time inside the class. According to Long (2000) difficulties faced by the students due to having special needs hinder students' normal progress.

There are a large variety of such variables that help in shaping teacher-student classroom interaction including effective teaching, active learning, and effective management. A slight shortfall in any of these factors changes the mode of this interaction thus affecting the overall learning. Present research has also occupied almost all of the possible factors and sub factors through FIA technique of studying classroom interaction and found useful results.

Research analysis showed that according to students' questionnaire a significant relationship between the verbal and non verbal interaction of veiled teacher or unveiled teacher with the students at university level was observed and the trend was positive for veiled teaching. Similarly with reference to the teachers' questionnaire significant difference was found between the interactions of veiled teacher or unveiled teacher with the students at university level and it was also showing positive trend favoring veiled teaching at higher level of education.

Data analysis of the interview presented a very high support for the use of veil at higher level institutions whereas interviewed unveiled teachers supported it moderately to high level. *'Confusion'* (a sub-factor covering the affect of veil) veiled teachers' 'students' behavior- indirect influence' was not significantly different from that of the unveiled. It answers the charge put on veil that it hinders facial expressions affecting the overall process of learning; therefore this very notion has been disapproved and gave veil a status of any of the minor variables/factor affecting classroom interaction. Teacher power usage is mediated by teacher nonverbal closeness and understanding. (Roach, 2006).

As any other minor factor like; instructors' fluency, clarity, immediacy, affinity, questioning, answering, humor, relational strength, body language, planning, decision making and many others can influence teacher-student interaction, facial

expressions can also affect this interaction in a positive or negative manner thus strengthening or weakening it.

The research de-intensifies the affect of hidden facial expressions on classroom interaction. Virtual learning environment of the present time supports the evidence that hidden facial expressions can be one of the minor factor affecting classroom interaction and if it affects negatively then there are many ways to fulfill the deficiency. Veil is not a resistance to communication, but rather facilitates a Muslim woman to feel easy in imparting knowledge with a more secure, peaceful and confident state of mind.

5.5 Recommendations

In the light of the research findings and conclusions following recommendations are made:

5.5.1 Veiled Teachers

1.   Since significant relationship is found between the interaction of veiled teacher or unveiled teacher with the students at university level, therefore veiled teachers at the higher level may be considered equally eligible to provide their services as those of unveiled (5.2.1: Students, Finding :1, Table:1, 2)

2.   Veiled candidates may be provided with equal job opportunity at the higher/ university level of education proving them equally competent as veil of a teacher does not

affect *'effective classroom interaction'* at university level of education' (5.2.1: Students, Finding: 3, Table: 1,2).

5.5.2 Educational Management

1.   As veiled teachers' *'direct' and 'indirect' influence* or in other words their *verbal and non-verbal interaction* is better than that of the unveiled and if not better then similar as that of the unveiled, therefore veil may not be taken as a hindrance in effective teaching at higher education level (5.2.2: Teachers, Finding: 12, 13, 14, 15, Table: 7, 8).

2.   The management of the higher education institutions may clarify their misconception about the negative affects of veiled teaching and treat them equally at the level of unveiled teachers (5.2.2: Students, Finding: 12, 13, 14, 15, Table: 7, 8) .

3.   This may be in the policy of higher education institutions to give equal chance to the veiled females to render their services for the institutions. Availability of the probation period can be used effectively in judging the competency of veiled hiring as that of the unveiled instead of completely avoiding the hiring of veiled females as teachers (Findings: 10 (5.2.1: Students), Table: 7, 8, Finding: 2, 3, 8, 9 (5.2.2: Teachers) Table: 5, 6, 7, 13, 14)

4.   Each higher education institution may arrange for the necessary teacher training for the new hiring as well as related refresher courses for the old faculty members in order to upgrade their competency level for enhancing their classroom interaction required at this level instead of just labeling the factors like 'veil' as the major obstacle in

effective teaching (Findings: 10 (5.2.1: Students), Table: 7, 8, Finding: 2, 3, 8, 9 (5.2.2: Teachers) Table: 5, 6, 7, 13, 14)   .

5.   Other skills of veiled teachers may also be explored and applied for enhancing classroom interaction (Findings: 10 (5.2.1: Students). Table: 7, 8. Finding: 2, 3, 8, 9 (5.2.2: Teachers) Table: 5, 6, 7, 13, 14)   .

6.   Other reasons of weak classroom interaction should be explored through promoting the culture of 'Action' research especially at higher education institutions (Findings: 10 (5.2.1: Students), Table: 7, 8, Finding: 2, 3, 8, 9 (5.2.2: Teachers) Table: 5, 6, 7, 13, 14).

7.   Other reasons of weak classroom interaction should be removed through useful teacher training (Findings: 10 (5.2.1: Students), Table: 7, 8, Finding: 2, 3, 8, 9 (5.2.2: Teachers) Table: 5, 6, 7, 13, 14)   .

8.   Discrimination between veiled and unveiled teachers in management attitude may be rectified to develop healthy educational environment by reducing misconceptions in the minds of unveiled faculty (5.2.2: Students, Finding: 12, 13, 14, 15, Table: 7, 8) .

5.5.3 Educational Researchers

1.   Researchers may conduct further researches on the similar topic by using other methods of research to disclose other factual details on the matter.

2.   Researchers may initiate and progress a culture of conducting a series of on-going research on classroom interaction at various levels of education in Pakistan to explore

hidden problems affecting the overall process of learning, and also devise appropriate solutions to the problems without compromising the value system.

5.6 <u>Practical Implications</u>

Practical implications of the present research are following:

1.   Present research findings will open a new dimension in the field of educational research and integrate it with morality in the practical sense.

2.   The misconceptions against veil with reference to teaching will be removed from the minds of institutional management, HR authorities, unveiled teachers, and students.

3.   Veiled educated females will be able to participate equally as the unveiled ones in the higher education sector.

4.   Hiring of veiled female faculty will help in bringing a positive change in the environment as well as in the culture of higher education institutions.

5.   It will also develop a healthy competition between both types of teaching faculties.

6.   It will give confidence to the HR authorities and management of the higher education institutions to equally consider veiled females a part of the talented lot and provide them equal opportunity to prove their worth in the uplift of higher education sector and to play effective role in the social as well as economic development.

7.   It will also give suitable employment opportunities and confidence to the veiled educated lot to participate more effectively in the educational development.

8. Research findings will also be highlighting this issue with positive perspective nationally as well as internationally and initiate further research in the same direction.

9. It will also help in the promotion of our own Islamic culture at least in Pakistan that was surely made to become an ideological Islamic state where tenants of Islam should be truly and surely allowed for practice without any resistance.

10. The study has proven positive with reference to the veiled teaching practice and will accommodate a growing number of veiled teaching faculty. It will give confidence not only to the teachers observing veil and willing to teach at the higher level of education, but also to the students to get more used to the veiled teaching experience, and to the institutional higher authorities to get an opportunity to take the services of the veiled candidates.

11. The study will open a new dimension in the field of research and for the higher education management and administration to modify their opinion on 'female faculty observing veil while teaching or interacting inside the class'.

12. The higher education management and administration will be able to focus on number of other factors needing attention to enhance student-teacher interaction instead of hidden facial expressions and take better decisions.

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Flander's Interaction Analysis Categories (FIAC)

		Category number	Activity
Teacher talk *Indirect Influence	Response	1.	**Accepts feeling:** Accepts and clarifies an attitude or the feeling tone of a pupil in a non-threatening manner. Feeling may be positive or negative. Predicting and recalling feelings are included.
		2.	**Praises or encourages:** Praises or encourages pupil action or behavior. Jokes that release tension, but not at the expense of another individual; nodding head, or saying "Um hm?" or "go on" and included.
		3.	**Accepts or uses ideas of pupils:** Clarifying or building or developing ideas suggested by a pupil. Teacher extensions of pupil ideas are included but as the teacher brings more of his own ideas into play, shift to category five.
		4.	**Asks questions:** Asking question about content to procedure, based on teacher ideas, with the intent that a pupil will answer.
*Direct Influence	Initiation	5.	**Lecturing:** Giving facts or opinions about content or procedures; expressing his own ideas, giving his own explanation, or citing an authority other than a pupil.
		6.	**Giving directions:** Directions, commands or orders to which a pupil is expected to comply.
		7.	**Criticizing or justifying authority:** Statements intended to change pupil behavior from non-acceptable to acceptable pattern; bawling someone out; stating why the teacher is doing what he is during; extreme self-reliance.
	Response	8.	**Pupil-talk response:** Talk by pupils in response to teacher. Teacher initiates the contact or

Pupil talk			solicits pupil statement or structures the situation. Freedom to express own ideas is limited.
	Initiation	9.	**Pupil-talk Initiation:** Talk by pupils, which they initiate. Expressing own ideas: initiating a new topic; freedom to develop opinions and a line of thought, kike asking thoughtful questions; going beyond the existing structure.
Silence		10.	**Silence or confusion:** Pauses, short periods of confusion in which communication cannot be understood by the observer.

Summary of categories for Flanders Interaction Analysis as adapted by S.J. Matthews, June 1995. Original source: Hopkins, W.S., & Moore, K.D. (1993). Clinical supervision: A practical guide to student teacher supervision. Madison, WI: Brown & Benchmark Publishers.

Dear Student

The questionnaire is meant for data collection on "A Comparative Study On Classroom Interaction of the Veiled and Unveiled Teaching At University Level in Pakistan". Your cooperation will be highly appreciated and would help in resolving genuine issues in the field of education.

Thank you

Kindly provide the following information:

Date: _____   Class: _____

Gender: Male/ Female   Instructors' Name: _____

Instructor: Veiled/ Unveiled   Subject taught: _____

Your Semester (when she taught you) Spring/Fall, 20___

Survey Questionnaire for Students

Key: 1: Strongly Disagree, 2: Disagree, 3: Neutral, 4: Agree, 5: Strongly Agree

Sr	Main Features	Quality/Teacher-Student Behavior	Response									
		Teacher's Behavior: Direct Influence	Veiled Teacher					Un-Veiled Teacher				
A	**Preparation**		1	2	3	4	5	1	2	3	4	5
1		The teacher plans her lesson properly										
2		She is confident in lesson presentation										
3		She is confident in handling students' queries										
4		She relates the topic with everyday life/Practical life										
B	**Knowledge**											
1		Her knowledge is relevant to the lesson										
2		She has additional knowledge										
C	**Method**											
1		She tells/states the objective/s clearly										
2		Her method of teaching is appropriate to the subject										
3		Her method of teaching is appropriate to the class level										
4		She told/stated the expectations for students clearly										
5		Her lesson delivery shows thoughtful and reflective planning										
6		She uses a variety of student- centered strategies (e.g. giving instructions/ by showing some behavior)to ensure students' engagement in the lesson										
7		She addresses different learning styles (how students learn)effectively with some difference (formal/informal) to involve the majority of students										
8		She asks questions										
9		She lectures										
10		She uses discussion strategies										

11		She gives directions/ instructions
12		She encourages students' questioning/answering
13		She criticizes the students and Justifies her authority
14		She accepts/uses students' ideas
15		She arranges for appropriate activities for enhancing students' understanding
16		She uses 'Wait Time' (to wait for students' response/answer) effectively to encourage students' processing of information
17		She adjusts/ modifies lesson appropriately to ensure students' understanding
18		She adjusts/ modifies class session appropriately to ensure students' interest
19		He exemplifies the lesson appropriately
20		She visits students at their place/seats

Teacher's Behavior: Indirect Influence

D	A.V Aids	
1		The teacher uses sufficient A.V aids
2		She uses appropriate A.V aids
E	Style	
1		She accepts students' feelings
2		She praises & encourages students
3		She jokes at times
4		She guides her students morally
5		She demonstrates respect to students
6		She clarifies students' feelings in a non threatening tone
7		She clarifies students' feelings in a meaningful tone
8		She shows concern in students' concerns
9		She is accommodative for the Students
10		She uses pleasant language
11		She is active in her responses
12		She speaks clearly and in suitable tone
13		She uses body gestures/ physical expressions
14		She creates stimulative environment (develops willingness to work)
F	Personality	
1		Her dressing/ appearance is acceptable
2		She is cheerful
3.		She is approachable/ accessible(students can easily approach her)
G	Class Control	
1		She has good mutual understanding with the students

11		She gives directions/ instructions												
12		She encourages students' questioning/answering												
13		She criticizes the students and Justifies her authority												
14		She accepts/uses students' ideas												
15		She arranges for appropriate activities for enhancing students' understanding												
16		She uses 'Wait Time' (to wait for students' response/answer) effectively to encourage students' processing of information												
17		She adjusts/ modifies lesson appropriately to ensure students' understanding												
18		She adjusts/ modifies class session appropriately to ensure students' interest												
19		He exemplifies the lesson appropriately												
20		She visits students at their place/seats												
		Teacher's Behavior: Indirect Influence												
D	**A.V Aids**													
1		The teacher uses sufficient A.V aids												
2		She uses appropriate A.V aids												
E	**Style**													
1		She accepts students' feelings												
2		She praises & encourages students												
3		She jokes at times												
4		She guides her students morally												
5		She demonstrates respect to students												
6		She clarifies students' feelings in a non threatening tone												
7		She clarifies students' feelings in a meaningful tone												
8		She shows concern in students' concerns												
9		She is accommodative for the Students												
10		She uses pleasant language												
11		She is active in her responses												
12		She speaks clearly and in suitable tone												
13		She uses body gestures/ physical expressions												
14		She creates stimulative environment (develops willingness to work)												
F	**Personality**													
1		Her dressing/ appearance is acceptable												
2		She is cheerful												
3		She is approachable/ accessible(students can easily approach her)												
G	**Class Control**													
1		She has good mutual understanding with the students												

2		She shows right attitude according to the situation												
3		She keeps class order appropriate												
H	**Decision Making**													
1		She takes decisions quickly												
2		She handles behavior problems effectively												
Students' Behavior: Direct Influence														
A	**Participation**													
1		The students participate actively												
2		They raise questions												
3		They occasionally take initiative of volunteering												
B	**Student-Student Interaction**													
1		There is healthy interaction among students												
C	**Student-Teacher Interaction**													
1		Students openly discuss their queries/confusions with the teacher												
D	**Behavior**													
1		Students display misbehavior												
2		They display appropriate behavior												
E	**Interest**													
1		Students show interest in the lesson(silence/attentive/ involved/raise questions)												
F	**Understanding**													
1		They give positive feedback												
2		They show satisfactory understanding												
3		Students pause(take time) while answering												
G	**Cooperation**													
1		They show cooperation in the change of seat												
2		They show cooperation in other matters												

		Students' Behavior: Indirect Influence													
H	Comfortability														
1		Students follow teacher's instructions													
2		They give positive gestures/feel comfortable													
I	Willingness/Initiative to Participate														
1		Students show willingness in class participation													
J	Confusion														
1		They give confused impression (silence)because of veil/ hidden facial expressions													
2		They give confused impression (silence)because of other factors													
K	Collaboration														
1		Students get opportunity to participate as a team member													
2.		They participate as a team member													
L	Suggestion														
1		They feel free to suggest/express their ideas to the teacher													
Total															
M	Any other comment?														

Date: _____	Class: _____
Instructors' name: _____	Instructor: Veiled/ Unveiled
Subject taught: _____	Teaching experience: _____

Structured Interview

Section: A

1. Veiled teacher face difficulty in communicating with her students.

2. Veiled teachers are less confident than unveiled.

3. Veiled teachers are less skilled than unveiled.

4. Veiled teachers are more influential than unveiled teachers.

5. Veiled teachers' teaching outcomes are less encouraging than those of unveiled.

6. Veiled teachers favor an interactive class environment.

7. Veiled teachers are equally popular among the students as unveiled teachers.

8. Veiled teachers are equally competent as unveiled teachers.

9. Veiled teachers are more concerned about a positive classroom interaction.

10. Any other useful information to share.

Section: B

1. Students feel uncomfortable when taught by a veiled teacher.

2. Students feel lack of affection when taught by a veiled teacher.

3. Students always remain distant from their veiled teacher.

4. Students are hesitant in raising questions or taking part in class discussion due to teacher's veil.

5. Students feel difficulty in understanding when taught by a veiled teacher.

6. Students comparatively take more time in developing a relationship with veiled teacher. (frankness, etc)

7. Strategies/steps taken by the veiled teachers to overcome the effect of hidden facial expressions can be;

8. Any other helpful information based on your personal experience.

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Section: C

1. Classroom interaction between the students and veiled teacher is limited.

2. Teacher's veil can be one of the factors effecting effective classroom interaction.

3. Hidden facial expressions of a veiled teacher affect her teaching by reducing their interaction.

4. Hidden facial expressions of a veiled teacher enhance their teaching at higher level of education by controlling negative factors (e.g. by avoiding any feeling of attraction among adult male students for a female teacher).

5. Distance between students and their veiled teacher appear due to an acute feeling of respect for the teacher.

6. Distance between students and their veiled teacher occur due to other reasons.

7. Weak relationship between a student and teacher is due to teacher's veil.

8. Other reasons for the weak relationship between a student and teacher.

9. Lack of communication between a student and teacher is due to teacher's veil.

10. Other reasons of distance between veiled teacher and students are;

11. Any other useful information/ comment.