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Classroom Justice: Evaluation of Pre-Primary Teachers Behavior toward Students

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Abstract

Childhood experiences lead to adult personality. Children spend most of the time in the school with their teachers and peers. Thus teachers and their behavior, attitude and guidance have a vital role in shaping children's behavior. The method used here is observation and qualitative analysis of the topic. The result shows that his most frequent factor is communication and the least frequent factors are verbal abuse, encouragement and reinforcement.

Keywords: Attitude; Discrimination; Rewards; Punishment; Verbal Abuse; Empathy; Encouragement Patience; Listening Students; Reinforcement

Introduction

Observation

Observation of the behavior of individuals, groups and organizations or their products/outcomes is not only an essential aspect of human life; it also forms á basic method of scientific research in behavioral sciences. Specifically, it is useful in such fields as developmental Psychology, Anthropology, Behaviour Modification, Social Psychology and Evaluation Research. Observation can be used both in the laboratory as well as in naturalistic settings. Although behavioral scientists have largely used this method in the naturalistic settings. It also forms a significant component of experimental (both field and laboratory) procedure. Indeed, in laboratory settings, careful Observation of subjects may not only shed light on the limitations of the experimental procedures but also generate ideas for future research. Observation involves looking and listening very carefully. We all watch other people, sometimes, but we do not usually watch them in order to discover particular information about their behavior. This is what Observation in Social Science involves. Observation is a complex research method because it often requires the researcher to play a number of roles and to use a number of techniques; including her/his five senses in order to collect data.

Definition of Observation

Observation has been defined as "the selection, provocation, recording and encoding that set of behaviors and setting/s concerns an organism 'in situ' which is consistent with empirical aims". Literally, Observation is a process of 'seeing' the things or events with naked eye with or without the use of any device to unravel the complexity of any phenomena to satisfy the demands of an empirical question. Observation is a way of gathering data by watching behavior, events, or noting physical characteristics in their natural settings. Observations can be overt (everyone knows they are being observed) or covert (no one knows they are being observed

and the observer is concealed).

The benefit of covert Observation is that people are more likely to behave naturally If they do not know they are being observed. However, you will typically need to conduct overt Observations because of ethical problems related to concealing your observation [1]. Observation can also be either direct or indirect. Direct Observation is when you watch interactions, processes, or behaviors as they occur. For example, observing a teacher teaching a lesson from a psychology curriculum to determine whether they are delivering it with fidelity. Indirect observation is when you watch the results of interactions, processes, or behaviors. For example, observing the amount of plate waste left by students in a school cafeteria to determine whether a new food is acceptable to them.

The various situations in which observation as a method can be used are given below:

- When you are trying to understand an on-going process or situation. Through observation, you can monitor or watch a process or situation.
- When you are gathering data on individual behaviors or interactions between people.
- Observation allows you to watch peoples' behaviors and interactions directly, or watch for the results of behaviors or interactions.
- When you need to know about a physical setting, that is a setting or environment where something takes place can help increase understanding of the event, activity, or situation you are evaluating. For example, you can observe whether a classroom or training facility is conductive to learning.
- When data collection from individuals is not a realistic option. If respondents are unwilling or unable to provide data provide data through questionnaires or interviews, Observation is a method that requires little from the individuals from whom you need data.

Observational Method

Observation is a very powerful tool of psychological enquiry. It is an effective method of describing behavior. In our daily life, we remain busy with observing numerous things throughout the day. Many times, we do not take notice of what we are seeing or what we have seen. We see but we do not observe. We remain aware of only a few things. A scientific observation differs from day-to-day observation in many respects. These are:

Selection: Psychologists do not observe all the behavior that they encounter. Rather, they select a particular behavior for observation. For example, you may be interested to know how children studying in Class XI spend their time in school. Two things are possible at this stage. As a researcher, might think

that have a fairly good idea about what happens in school. We might prepare a list of activities and go to the school with a view to finding out their occurrences. Alternatively, might think that do not know what happens in the school and, by the observation it would like to discover it.

Recording: While observing, a researcher records the selected behaviour using different means, such as marking tallies for the already identified behaviour whenever they occur, taking notes describing each activity in greater detail using short hand or symbols, photographs, video recording, etc.

Analysis of Data: After the observations have been made, psychologists analyse whatever they have recorded with a view to derive some meaning out of it.

It is important to know that making good observations is a skill. A good observer knows what he is looking for, whom s/he wants to observe, when and where the observation needs to be made, in what form the observation will be recorded, and what methods will be used to analyse the observed behaviour.

Types of Observation

Observation can be of the following types:

Naturalistic vs Controlled Observation: When observations are done in a natural or real-life settings (in the above example, it was a school in which observation was made), it is called naturalistic observation. In this case the observer makes no effort to control or manipulate the situation for making an observation. This type of observation is conducted in hospitals, homes, schools, day care centers, etc.

However, many a times you might need to control certain factors that determine behaviour as they are not the focus of your study. For this reason, many of the studies in psychology are conducted in the laboratory. For example, if you read Box 2.1, you will come to know that smoke could only be introduced in a controlled laboratory situation. This type of observation, called Controlled Laboratory Observation, actually, is obtained in laboratory experiments.

Non-Participant vs Participant Observation: Observation can be done in two ways. One, you may decide to observe the person or event from a distance. Two, the observer may become part of the group being observed. In the first case, the person being observed may not be aware that she is being observed. For example, you want to observe the pattern of interaction between teachers and students in a particular class. There are many ways of achieving this goal. You can install a video camera to record the classroom activities, which you can see later and analyse. Alternatively, you may decide to sit in a corner of the class without interfering

or participating in their everyday activities. This type of observation is called Non-participant observation.

The danger in this type of setup is that the very fact that someone (an outsider) is sitting and observing may bring a change in the behaviour of students and the teacher. In participant observation, the observer becomes a part of the school or the group of people being observed. In participant observation, the observer takes some time to establish a rapport with the group so that they start accepting her/him as one of the group members. However, the degree of involvement of the observer with the group being observed would vary depending upon the focus of the study.

The advantage of the observation method is that it enables the researcher to study people and their behaviour in a naturalistic situation, as it occurs. However, the observation method Is labour intensive, time consuming, and is susceptible to the observer's bias. Our observation is influenced by our values and beliefs about the person or the event. You are familiar with the popular saying: "We see things as we are and not as things are". Because of our biases we may interpret things in a different way than what the participants may actually mean. Therefore, the observer should record the behaviour as it happens and should not interpret the behaviour at the time of observation itself.

How Teachers Influence Students

The Influence of Teachers' Language on Middle Students' paper aims at the how the teacher's language influence on the students' psychology and what aspects of the effects is involved, according to the results of research and interviews with middle school students' psychological characteristics, based on the related Knowledge of psychology, combined with the literature method, questionnaire method and interview method. In short, from the rapid development of contemporary education and the speed of teachers' construction, it is an important task to improve the quality of teachers' language behavior based on the national policy of rejuvenating the country through science and education and implementing quality education.

With the development and progress of country's economy and education, middle school students' mental health problems discussed in this paper have more and more caused the attention of the social and educational aspects under the circumstances of quality-oriented education. With the progress of science and technology, teachers can take a variety of means which is to effectively promote the teaching and greatly improve the quality of teaching [2]. But, no matter how advanced education methods, the methods of propagating the doctrine, imparting professional knowledge,

and resolving doubts cannot be replaced. Good language accomplishment is a necessary condition for teachers and an important part of the structure of teachers' professional competence. Educator comenius (1969) said: "the teacher's mouth, is a source of knowledge, from where you can gushing streams". And the flowing of "knowledge flow" is not only will not be out of date, but is more attractive, repeatedly aftertaste. As the saying goes: A good word makes people warm like a fire in the cold winter, while a bad one hurts people seriously just like snowing in the summer. The teachers' charm lies not only widely read many just, super skills; more is the subtle language art of persuasive, in the inculcation. Sue Home Linsky said: "the teachers' unintentional word can make a genius, may also destroy a genius". In class activities, the teacher language directly affects the student's psychological feeling and learning behavior. Teacher is a promoter of human civilization, so a good teacher should pay attention to ideological content as well as scientific and artistic quality in terms of language.

They should keep civilization and harmony in proper language which not only can fully express student's trust, care and respect, also can effectively stimulate students' subjective initiative, activate students' thinking in a healthy psychological environment. However, the survey shows that in recent years, the mental health status of middle school students in our country is not optimistic, and the incidence of mental illness of middle school students is in a straight line. In 1950s, the incidence of children's mental rate in our country only 5 per thousand, 7 per 1000 in 70s, and in 80s the incidence of moderate and severe mental disorder rate has reached 13 per thousand. In 90s, the problem is more serious. Therefore, teachers' language has a subtle influence on students' psychological development. A qualified teacher, not only need to have solid professional knowledge and skilled teaching skills, but also need to have a healthy attitude and sound personality. Because the teacher's duty is not only to teach, but also to educate people.

To fulfil these two tasks, their mental health is the necessary guarantee. Only their own mental health can help to promote physical health, to be able to maximize the ability to play in teaching ability, what's more, to set up an example for the mental health of students. A cheerful, healthy teacher can help students to form a healthy personality through making them feel relaxed and happy in a positive way. Thus, good psychological quality is very important which directly affects the healthy growth of the students' psychology for a teacher, especially the teacher in charge of a class.

The effects of teachers' attitudes on students' personality and performance paper emphasize of student centered educational topics is usually on the effect of teachers'

attitudes on students' academicals success with a lack of lifespan developmental perspective. A teacher with his teaching methods and furthermore with his attitudes and behaviours, provides his students to gain a mentally healthy personality and to have a new clear world view by leaving unforgettable traces on them. This is a prepatory study to uncover how attitudes of teachers affect the personalities and performances of students. In this sense this study will provide an emic understanding of education and the dynamics of relationship between teachers and students beyond the limited areas of classes and courses. Sample group of research consists of totally 353 students from different departments of Istanbul Kultur University and Maltepe University. By giving questionnaires the students were asked to give samples of their primary school, secondary school, high school and university teachers' positive and negative attitudes and behaviours as well as to tell how it effects their personality development and performances by giving samples. The most important findings of the research evidenced that teachers' positive attitudes have positively influence students' personality as well as their life performances. Based on these findings teachers' role in lifespan education as beyond a simple knowledge transformation is discussed.

The influence of teachers on motivation and academic stress and their effect on the learning strategies of university student emphasize students often experience the university period as a very stressful time. The teacher is a key figure who can cushion this stressful experience for the student. This study therefore aims to analyse the influence of teachers from the Self-Determination Theory perspective on academic stress, motivation, critical thinking, metacognitive strategies and academic performance in university students. The study involved 2456 university students with an average age of 22.51 years. A structural equation model was created to analyse the causal relationships between the variables. The results showed that the psychological controlling of the teacher positively predicted academic stress while autonomy support negatively predicted academic stress. Academic stress negatively predicted motivation, metacognitive strategies, critical thinking and academic performance. Academic motivation positively predicted metacognitive strategies and critical thinking. Finally, metacognitive strategies and critical thinking positively predicted academic performance. These results highlight the importance of the role that the teacher adopts during classes and the protective factor of academic motivation in the presence of stress.

New research is emerging that focuses on the role the physical classroom space plays in the teaching-learning dynamic. The purpose of this exploratory research is to describe the students' and instructors' perspectives of how the classroom space and environment impact teaching and learning. Focus

groups were utilized with data points coming from the transcribed interactions of the participants. There were four focus groups: two groups of college students (N=15), and two groups of college faculty (N=9). Results yielded three main themes: 1) the Conditions theme, which represented all the issues in the rooms such as space, temperature, and light, 2) the Outcomes theme, which entails all the consequences of the rooms, such as concentration, engagement, and student grades, and 3) the Values theme, which exemplifies the extent classrooms impact teaching and learning. Themes were also analyzed looking at differences between students and faculty. Conclusions center on how space and environmental conditions impact the teaching-learning process and how this concept should be studied within the context of the science of teaching and learning.

Teachers' Psychological Characteristics integrative review aims to render a systematic account of the role that teachers' psychological characteristics, such as their motivation and personality, play for critical outcomes in terms of teacher effectiveness, teachers' well-being, retention, and positive interpersonal relations with multiple stakeholders (e.g., students, parents, principals, colleagues). We first summarize and evaluate the available evidence on relations between psychological characteristics and these outcomes derived in existing research syntheses (meta-analyses, systematic reviews). We then discuss implications of the findings regarding the eight identified psychological characteristics-self-efficacy, causal attributions, expectations, personality, enthusiasm, emotional intelligence, emotional labour, and mindfulness-for research and educational practice. In terms of practical recommendations, we focus on teacher selection and the design of future professional development activities as areas that particularly profit from a profound understanding of the relative importance of different psychological teacher characteristics in facilitating adaptive outcomes.

As we ponder our educational careers, most of us can remember exceptional teachers. Think about your favourite teacher(s). Can you remember their teaching techniques or what they did in class that made them special? If you remember characteristics such as friendliness, good management skills, knowledge of subject matter, were academically demanding yet their classes were interesting and funs, then you agree with the research literature in Educational psychology. Will you be happy with your chosen profession? A recent poll found that most of today's teachers are happy with their profession. And beginning teacher are critically important as they continuously revitalize and bring enthusiasm to our schools [3]. Seventy percent of Americans would support their children becoming teachers. Despite the myth "some people are born teachers," prospective teachers become "good" teachers through hard work, study

and experience. Contemporary Educational Psychology has identified the typical characteristics of good and/or effective teachers.

"In fact, we know more about effective teaching than ever; unfortunately much more than we use". It takes an individual who cares enough about students to invest the time and energy needed to become an expert manager of the classroom, subject content, and student learning. In the play A Man for All Seasons, an ambitious young man named Richard rich asks Sir Thomas More for help in getting a government job. The chancellor urges him instead to become a teacher, saying, "You'd be a fine teacher, perhaps even a great one."

Behavior

Behaviour can be defined as a response which is observed Directly/indirectly. Direct observation is possible by studying the responses of people to a work environment. Indirect observations are decision making processes and attitudes, in terms of results or how people describe them verbally. Human behaviour is very much unpredictable. In behaviour we cannot assume one set pattern of behaviour. Lavitt classified behaviour as: (i) Caused behaviour, (ii) motivated behaviour, (iii) Goal oriented behaviour. From these observations it can be understood that behaviour is a dependent factor. By understanding behaviour one can predict, direct, change and control behaviour of individuals or group.

There are generally four basic assumptions regarding nature of people: individual differences, a whole person, caused behaviour (motivation) and value of the person (human Dignity). In an organisational set up it is essential for managers to understand behaviour. As they are constantly with people, interacting with them in terms of communication (either written or oral) in terms of work (either by specifying the work and getting things done). Understanding past behaviour is important for developing effective human skills, and it also provides a framework for predicting behaviour. It also gives an idea to managers as to how behaviour is similar in certain circumstances and changing in changing environmental conditions [4].

Another skill which an effective manager or leader needs is the ability to direct, change and control behaviour. Managers have to understand that there are-going to be individual differences among the employees, as no individual is similar to other. Each individual is unique by themselves. Then one has to understand that each individual has to be taken care of as a whole person by taking care of. His needs as well as training and making him up to date in terms of work. Ultimately human beings have to be treated with respect only then you can expect effective performance. With the

following descriptions you will be able to understand the concept better.

Attitude

In their influential book The Psychology of Attitudes, define an attitude as 'a psychological tendency that is expressed by evaluating a particular entity with some degree of favour or disfavour'. Inherent in this definition is the idea that reporting an attitude involves the expression of an evaluative judgement about a stimulus object. In other words, reporting an attitude involves making a decision concerning liking vs. disliking, approving vs. disapproving or favouring vs. disfavouring a particular issue, object or person. An attitude, when conceptualized as an evaluative judgement, Can vary in two important ways. First, attitudes can differ in valence, or direction. Some attitudes that a person possesses are positive (like our attitudes towards the Welsh rugby team), others are negative (like our attitudes towards liver), and yet others are neutral (like our attitudes towards eating fried foods). Second, attitudes can differ in strength. For example, while one person might feel very strongly about the Euro, a second person might feel much less strongly about the same topic.

Discrimination

Discrimination is the differential treatment of individuals belonging to a particular social group or community or religion. It is generally the overt or behavioural expression of prejudice. Generally the person discriminated is denied some privilege or right that is accorded to other members of society who do not belong to the minority group. According to the exchange theory when the reward-cost outcomes of two separately bounded groups are perceived to be mutually exclusive, so that each group can increase its gains only at the cost of other, members of each group try to protect or increase their outcomes. If the two groups are unequal in power, they will establish different outcomes unless prevented by norms that restrain exploitation of the weaker by the more powerful [5]. These different outcomes create differences in the status of the two groups, in a school setting there is discrimination between boys and girls.

Rewards

Neuroscientists define rewards as positive reinforcements of learning, approaching something, or feeling good. The author provided a thorough but succinct overview of rewards research in both psychology and neuroscience. There are three distinct components of rewards: liking, wanting, and learning. Rewards can enhance attention, reduce reaction times, and increase memory. Contrary to the assertions of Deci and Ryan, Hidi proposed that rewards undermine motivation more because of removal of reward than negative

reaction to external control. Hidi concludes that unexpected rewards do not undermine intrinsic motivation. Educators should avoid offering rewards that cannot be sustained over time.

Punishment

Punishment is a term used in operant conditioning psychology to refer to any change that occurs after a behavior that reduces the likelihood that behavior will occur again in the future. While positive and Negative reinforcements are used to increase behaviors; punishment is focused on reducing or eliminating unwanted behaviors.

Punishment is often mistakenly confused with negative reinforcement. The difference: Reinforcement increases the chances that a behavior will occur and punishment decreases the chances that a behavior will occur.

Types of Punishment

Behaviourist B. F. Skinner, the psychologist who first described operant conditioning, identified two different kinds of aversive stimuli that can be used as punishment:

- **Positive punishment:** This type of punishment is also known as "punishment by application." Positive punishment involves presenting an aversive stimulus after a behavior has occurred. For example, when a student talks out of turn in the middle of class, the teacher might scold the child for interrupting.
- **Negative punishment:** This type of punishment is also known as "punishment by removal." Negative punishment involves taking away a desirable stimulus after a behavior has occurred. For example, when the student from the previous example talks out of turn again, the teacher promptly tells the child that they will have to miss recess because of their behavior.

Verbal Abuse

Verbal abuse is a type of emotional abuse. It is when someone uses their words to assault, dominate, ridicule, manipulate, and/or degrade another person and negatively impact that person's psychological health. Verbal abuse is a means of controlling and maintaining power over another person. Most people assume that if they were being verbally abused they would know about it. After all, verbal abuse often involves yelling, put-downs, name-calling, and belittling behaviors. But there is more to verbal abuse than people realize. Some people are verbally abused on a regular basis without even recognizing that it's happening.

Empathy

Empathy means that when you see another person suffering, such as after they've lost a loved one, you are able to instantly envision yourself going through that same experience and feel what they are going through.

Empathy Definition: Merriam-Webster defines empathy, in part, as "the action of understanding, being aware of, being sensitive to, and vicariously experiencing the feelings, thoughts, and experience of another." While people can be well-attuned to their own feelings and emotions, getting into someone else's head can be a bit more difficult. The ability to feel empathy allows people to "walk a mile in another's shoes," so to speak. It permits people to understand the emotions that others are feeling.

Encouragement

Alfred Adler was arguably the first psychologist to theorize on encouragement; he considered encouragement a core feature of human development and of any psychotherapeutic treatment. Adler believed that human beings are intrinsically oriented toward social interest-a desire to belong and contribute to others and society. When people lose social interest, they need encouragement, especially with regard to engaging others [6]. Indeed, Adlerian psychologist considered the ability to encourage others as the single most important attribute in getting along with other people.

Adlerian scholars have elucidated the construct of encouragement in two ways-encouragement can refer to a social phenomenon or to an individual's way of being. Used in the first sense of the word, encouragement has not been consistently defined by Adlerian scholars. Sweeney, an Adlerian psychotherapist, explained that "to provide encouragement is to inspire or helpothers, particularly toward a conviction that they can work on finding solutions and that they can cope with any predicament". In contrast, Nikelly and Dinkmeyer defined encouragement as a non-verbal attitude that communicates esteem and worth to an individual. Dinkmeyer and Losoncy provided a broad definition that has been commonly cited by Adlerian scholars: "encouragement is the process of facilitating the development of persons' inner resources and courage toward positive movement" Adlerian scholars have elucidated a wide range of encouragement Skills, including reflective listening, use of humor, communicating faith in others, smiling, non-verbal acceptance of others, expressing genuineness, pointing out others' strengths, positive reframing, and validating others' goals [7]. For Adlerian scholars, the goal of encouragement is not simply to change behavior but to have courage and confidence to change; therefore, Adlerian practitioners assert that their focus is more on modifying individuals' motivation than on modifying behavior. Carns have documented the applications of encouragement skills in a wide range of interventions, including teacher education, classroom management, enhancing student performance,

marriage and family therapy, and career counseling.

Grounded in humanistic psychology, the second meaning of encouragment embraced by Adlerian scholars focuses on the core features of a fully functioning person. For instance, Evans et al. proposed four dimensions of encouragement: (a) a positive view of oneself, (b) a positive view of others, (c) being open to experiences, and (d) a sense of belonging to others. Similarly, Whitehurst GJ [8] developed a measure for children that assessed three dimensions of encouragement: a positive view of the self, a sense of belonging, and the courage to be imperfect. Adlerian scholars are to be commended for being the first psychologists to draw attention to the construct of encouragement. In particular, a key strength of Adlerian theorizing on encouragement is its emphasis on cultivating individual's inner resources and increasing motivation rather than simply modifying behavior; these concepts serve as a foil to a strictly behavioral view of human development and may have been a forerunner to cognitive approaches to psychotherapy [9].

Patience

Patience is the ability to stay calm while you're waiting for an outcome that you need or want. According to research by psychologist Sarah Schnitker, it comes in three main varieties: interpersonal patience, life hardship patience, and daily hassles patience.

Interpersonal Patience: Interpersonal patience is patience with other people, their demands and their failings. You may consider some people to be slow learners, hard to understand, or even downright unreasonable. Or, they may have bad habits that drive you crazy. But losing your patience with them will be of no benefit, and it may make matters worse. Patience and understanding toward others is essential when you're on boarding new staff, or when you're delegating tasks. It's also a huge help in dealing with difficult co-workers or managers, and it's central to high-quality customer service. This type of patience is active. Listening skills and empathy are vital, and, when you're dealing with difficult people, you need the self-awareness and emotional intelligence to understand how your words and actions affect the situation. You can't just wait it out and hope for the best.

Life Hardship Patience: We could use the term perseverance to sum up life hardship patience. It can mean having the patience to overcome a serious setback in life, like waiting long term for the outcome of a lawsuit, or for medical treatment. But it can also include your ability to work toward a long-term goal - whether it's professional, such as a promotion, or personal, like getting fit or saving for a vacation. Whatever the obstacle you have to overcome, it will likely require determination and focus to achieve. And you will need to keep your emotions under control throughout the journey. These emotions can range from eagerness to get it done, to anger at the frustrations you encounter along the way – which can cause you to become demotivated.

Daily Hassles Patience: Sometimes you need patience to deal with circumstances that are beyond your control. These are your "life hassles." Something as trivial as getting stuck in a traffic line, for instance, or waiting for a computer program to load. You also need patience to get through those dull but unavoidable day-to-day tasks that don't necessarily contribute to your personal goals. The ability to maintain self-discipline, and give a job - no matter how mundane – the attention to detail it needs, is a hallmark of patience. Research suggests that people who can stay calm in the face of these constant, petty frustrations are more likely to be more empathic, more equitable, and to suffer less from depression.

Listening Students

Active listening is a communication skill that involves going beyond simply hearing the words that another person speaks but also seeking to understand the meaning and intent behind them. It requires being an active participant in the communication process.

Active listening techniques include:
- Being fully present in the conversation.
- Showing interest by practicing good eye contact.
- Noticing (and using) non-verbal cues.
- Asking open-ended questions to encourage further responses.
- Paraphrasing and reflecting back what has been said.
- Listening to understand rather than to respond.
- Withholding judgment and advice.

In communication, active listening is important because it keeps you engaged with your conversation partner in a positive way. It also makes the other person feel heard and valued. This skill is the foundation of a successful conversation in any setting-whether at work, at home, or in social situations.

Reinforcement Categories of Reinforcement

There are two categories of reinforcement called primary reinforcement and secondary reinforcement.

Primary Reinforcement: Primary reinforcement occurs naturally and doesn't require the subject to learn anything new. The principle of primary reinforcement is sometimes referred to as unconditional reinforcement. Primary reinforcement assists the survival of people, plants, and animals. Natural cycles can provide food, sleep, water, and

air. Our experiences and our genetics may play a factor in primary reinforcement. If we don't like a particular food, we might choose not to eat it. Similarly, people who become sunburned easily may choose to avoid long hours at the beach, bathing in the sun.

Secondary Reinforcement: Secondary reinforcement is also known as conditioned reinforcement. This reinforcement category involves using a reinforcer paired with another reinforcer. We may find an example of this in dog training, where a trainer uses a clicker in conjunction with a treat. The primary reinforcer is the dog treat. When the treat is used along with the clicker and praise, the clicker may eventually be able to serve as the primary reinforcer, and the treat can be taken away completely.

Types of Reinforcement in Psychology

Reinforcement can be positive or negative. When reinforcement is positive, the trainer adds something to increase or invoke a response. An example of this could be giving a child a sugary treat as a reward for toilet training. Negative reinforcement can be removing something to increase the response. An example of this could be a child owing their parents money. If the parents ask the child to pay 90% of the money back by a specific date and the child complies, the parents may waive the remaining 10% of the balance.

Positive and negative in this context don't necessarily pertain to "good and bad." As in mathematics, positive means adding something, and negative means taking something away.

Objectives

- To understand classroom justice.
- To evaluate teachers behavior towards students
- To evaluate education stress due to teachers behavior.
- To understand method of systematic observation

Research Design

Qualitative research design used. The data was collected through the method of systematic observation and was structured, participant observation.

Sample and Sampling Method

The sample of the study consists of fifteen teachers in 10 days.

Tool Used: The qualitative method used for collecting the day as for the study of observation. The type of observation used in the present study is direct observation.

The observation factors consist for the studies are:
- Attitude
- Discrimination
- Rewards
- Punishment
- Verbal abuse
- Empathy
- Encouragement
- Patience
- Listening students
- Reinforcement Procedure

After getting permission to collect data from school the observer collected data from fifteen pre-primary teachers in a school located at Malappuram district. The data were collected in ten consecutive days in the month march. The data collection was scheduled in half of the school hours. The researcher did participated in the observation setting as a participant observer and also made sure not any single essential information is missed.

Sl. No	Factors Frequency	Percentage	
1	Communication	100	61
2	Discrimination	2	1.2
3	Reward	19	12
4	Punishment	3	1.8
5	Verbal abuse	0	0
6	Empathy	4	2.4
7	Encouragement	0	0
8	Patience	24	15
9	Listening students	12	7.3
10	Reinforcement	0	0
			164

Table 1: Frequency and percentage obtained for the ten characteristics of the most prevalent aspect of Cooperative attitudes among colleagues.

Result

The frequency obtained for the ten characteristics attitude, discrimination, reward, punishment, verbal abuse, empathy, encouragement, patience, listening students and reinforcement are 100, 2, 19, 3, 0, 4, 0, 24, 12 and 0 respectively. The percentages are 60.9, 1.21, 11.5, 1.82, 0, 2.4, 0, 14.6, 7.3 and 0.

Discussion

The attitudes and behaviors of teachers directly influence the cognitive, affective, and social development of students.

These effects may be positive or negative and may last a long time. The aim of this study is to examine teacher behaviors and attitudes that can negatively or positively affect student progress. It is truly believed that when students' needs are met, they will have a good engagement in classroom activities with their teachers and peers. When teachers treat students with care and affection, students will have feeling of belonging to school. As a result, a connection between students and teachers would be well established and feeling safe at school would also be increased. When such things occur, the success of teaching and learning process would be successfully achieved and the goal of education would be easily obtained.

In contrast, when poor relationships occur in classroom, not only hard on students but also as source of stress for teachers. Students could have difficulties in learning lesson materials and teacher could have problem in delivering lesson materials. The purpose of the study was to evaluate pre-primary teacher's behavior towards student. In this study evaluated classroom justice, which includes evaluation of teacher's behavior towards students and evaluation of stress due to teacher's behavior? In 10 days, fifteen teachers were observed in a government pre-primary school. In many cases, students and teachers became unable to establish positive relationships within school. Bullying behavior of teachers can cause a contagion effect, indicating to students that the bullying of a particular individual is acceptable and making the individual vulnerable to more abuse. When a teacher shows a discouraging attitude towards student or any language, students are more likely to show less interest on learning that particular language in school.

The aim of the study was to understand how teachers affect students in pre-primary level. Ten factors were checked on this study. By analysing the result, the factor attitude has frequency 100 and percentage is 60.9 Good communication skills can help teachers to better understand their students and to build positive relationships with them. In addition, good communication skills can help teachers resolve conflicts and manage their classrooms effectively. Teachers need to be able to communicate with students and parents. Patience is the second most frequent factor. If students see their teachers flustered and agitated, students might feel the stress too. That is why patience requires in teaching. It Is the best quality of a teacher to show calmness during stressful times. Showing your stress or panic can cause students to worry and underperform. The frequency of patience is 24.

Apart from student teacher relationships, teachers need to be patient with other acquaintances around. It could be school management or colleagues. Patience is a quality that requires in all walks of life. Verbal abuse is zero in frequency. Verbal abuse, also known as emotional abuse, is a range of

words or behaviors used to manipulate, intimidate, and maintain power and control over someone. These include insults, humiliation and ridicule, the silent treatment, and attempts to scare, isolate, and control. There are laws in place that prohibit teachers from verbally harassing students, whether it be teasing, name-calling, or using inappropriate language. Teachers are not given the same respect in return, though. Verbal abuse may include use of sarcasm, ridicule or denigrating statements, yelling, name-calling, insulting, mocking a student's appearance or disabilities and making negative comments about a child's family. Here frequency and percentage is 0 in verb abuse.

Words of encouragement are statements that help students know that they are capable of doing anything that they put their mind do. These words are better than throwing out generic statements like "You can do it" or "You'll be fine". 0 is the frequency and percentage is also 0. When making use of positive reinforcement, the entire learning environment becomes a positive one. As students are praised for their efforts and accomplishment, they automatically continue on that path and strive toward success. This is because they will feel valued and motivated. It's 0 for both frequency and percentage.

Conclusion

By analysing the result we can conclude that the most frequent factor is communication and the least frequent factors are verbal abuse, encouragement and reinforcement.

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