

USE OF TEACHERS' EYE CONTACT IN THE CLASSROOM AND ITS EFFECT ON THE SPECULATIVE EXECUTION OF STUDENTS AT PRIMARY SCHOOL LEVEL: A GENDER BASED STUDY

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ABSTRACT

In this research work an attempt was made to investigate the "Use of teachers' eye contact in the classroom and its effect on the speculative execution of students at primary school level" a sample consisting of 5th class of male and female primary school student was taken and was divided into two equal groups, control group and experimental group. Results of this research work indicated that eye contact affects the speculative execution of students at primary level. Regarding result it is concluded that a teacher can easily control, maintain discipline, interest, confidence and increase performance of primary school students in classroom by using eye contact according.

Key Words: Eye Contact, speculative execution, Primary School level

INTRODUCTION

Eye contact mean the act of looking directly into another's eye, it means that meeting of the eyes of two persons. Eye contact occurs when "two people look at each other's eyes at the same time". Eye contact plays a very important role in the performance of students at primary School level. It is one of the utmost effective tools in classroom teaching. By eye contact effectively in the classroom a teacher get maximum reimbursements regarding teaching. It has been observed many times that teachers avoid in using eye contact due to lack of time and also to cover the syllabus within time. By using this technique not only a teacher improves the performance also they can discipline and remove the disruptive behavior of the students. This technique can cause powerful feelings of relationships in between teacher and students. Eye contact is essential because real meaning behind those words is to be conveyed effectively.

In teaching learning process discipline play a very imperative role but teachers often complain about discipline and lack of

attention, this problem can be removed by using eye contact effectively. The eye contact is the powerful tool for both the teacher and the learner, in non-verbal communication one aspect is the use of eyes contact to convey message. Teachers in classroom also communicate through body language, gestures, and such facial expressions as eye contact. Teachers use eye contact when they look directly at student eyes. During teaching in the classroom teachers focus their attention on their notes, points, hints or textbook but not to students, it means they lose their control on the class. Eye contact aware the students that the teacher knows what they are doing.

STATEMENT OF THE PROBLEM

The problem under investigation was the "Use of teachers' eye contact in the classroom and its effect on the speculative execution of students at primary school level".

OBJECTIVE OF THE STUDY

- To investigate the use of teachers' eye contact in the classroom and its effect

on the speculative execution of students at primary school level.

SIGNIFICANCE OF THE STUDY

Following are the significances of the study: -

- By using eye contact in teaching learning process the performance of students can be improve at required level.
- By using this technique the concentration of primary school students can be improved.
- By using this technique the discipline, classification and management of classroom can be maintained.

HYPOTHESIS

H₀: There is no significant effect of teachers' eye contact on the speculative execution of students at primary school level.

H₁: There is significant effect of teachers' eye contact of on the speculative execution of students at primary school level.

REVIEW OF RELATED LITERATURE

Airasian (1994) teachers who use eye contact repeatedly in the classroom acquire so many benefits i.e. improve learning, interest, motivation, readiness, skills, attitude and participation of students in different educational activities etc. From teaching learning process it has been observed that some teachers ignore this important aspect of non-verbal communication skill as a result they acquire very slight reimbursements from the class.

Jan Castagnaro (2007) a famous proverb "The eyes are the mirror of the soul". Eyes can attract an individual and convey what

words may be able to deliver and may not be able to deliver. Words expressed upon the sincerity of the eyes. With the help of spoken words nearly one can reach the minds of others, this is why eye contact is important in teaching learning process. Eye contact often equals to our ability to verbally express a thought. Interestingly, we are least aware of this skill, yet this skill often speaks louder than our words. When a teacher maintains eye contact, he presents an air of confidence in students. If a teacher loses eye contact or focus on everything else but the students he is speaking to, the students may not be taken seriously and the truth in points may be lost. If a teacher fail to maintain eye contact during his discussion can create lack of interest in between the students. Eye contact convey our inner most warm thoughts and desires, it can let the students we are speaking with know our emotional connection and interest in what we are conversing about. The ability to smile with your eyes can often deliver a fine message of interest.

Khan & Akbar (2000) in teaching learning process eye contact is perhaps the most powerful way we communicate. Longer eye contact is associated with trust, good feelings and participation of students. Most teachers already know that it is too much important to look at your students but some teachers ignore eye contact in teaching learning process as a result the students are sleeping in the classroom. Eye contact is very important in keeping a class focused.

Mohanty (2002) explained that:

1. Use of eye contact in classroom shows the interest of teacher in teaching learning and with the students. Also students take interest in the teaching learning process.
2. Eye contact of teacher shows that you respect the student who is answering

and you know that what they are saying is important. Eye contact shows that you respect that the person is speaking and that they have your attention.

3. Eye contact of teacher is part of the process of showing your student that you as the listener understand what is being said. With other communication techniques eye contact to communicate comprehension.

Moore (2003) the use of eye contact is probably the most meaningful channel of nonverbal communication. As Miller (1981, p.14) by the use of eye contact we can open communication, extend communication, or disconnect communication. Teacher often use eye contact to control discipline, disruptive behavior and interaction of students in the classroom. When teachers want a student to speak they make direct eye contact with him or her. In addition teachers sometime use eye contact to determine which students may not be able to answer a question, which student have not completed their home woks or which student may be lying. Direct eye contact can also be used to change behavior. (p.160)

Otteson & Otteson (1980) students whose teacher made eye contact in classroom while reading a story had greater recall than those students whose teacher did not make eye contact while reading the same story. Eye contact in the classroom is considered a measurable, non-verbal communications that affects the learning of students. (p.21)

Sokolove et al (1986) suggest that communication and attentiveness can be improved by giving special attention to eye contact. Focusing your eyes directly on the students shows interest and improves

performance. However, be careful in using direct eye-to-eye contact (p.232)

How to Use Eye Contact Most Effectively in the classroom

Emery (2000) Generally speaking, a teacher should break eye contact every 5 seconds by looking up or to the side (not down) in the classroom. A teacher can also use the "triangle method," which involves looking at one eye for about 5 seconds, then the other eye for 5 seconds. If a teacher is speaking to a group, be careful to spread his eye contact around the classroom. Before starting new sentence a teacher should focus his eyes contact on someone. In teaching learning process when making eye contact, a good rule of thumb is to look away briefly (up or to the side) every five seconds, in this way concentration, discipline and interest can be developed within the students.

Ibrahim (2008) there is significant relationship between eye contact of teachers and academic achievement of students at secondary school level, eye contact also helpful in maintaining discipline in teaching learning process.

Moore (2009) Eye contact is perhaps the most powerful way we communicate. Longer eye contact is associated with interest, confidence, trust and good feelings all of which are important qualities. So although we want to utilize the power of eye contact and should use it often, we shouldn't overdo it.

1. This is an easy habit to get in to.
2. You become so focused presenting your material that you fail to engage your students.
3. Eye contact of just 2-3 seconds with each student acts as an invitation to take part in whatever you're presenting.

It pulls them into your lessons and stories and causes them to become invested and committed to seeing them through to the end.

4. Eye contact also builds instant rapport, influence, and likability.
5. When you purposefully seek out brief moments of eye contact while presenting lessons, you'll notice your students nodding along with you, smiling, and hoping you'll make another eye-to-eye connection with them.
6. Eye contact helps to maintain discipline in the classroom and to watch students to make sure that students are participating in the activities.

Shah (2007) eye contact plays a very significant role in maintaining discipline, confidence, interest and communication within the students at elementary school level.

Nigel (1988) to communicate successfully it is important for teacher to use frequently eye contact. Following are some benefits of using eye contact during teaching:

1. It provides confidence to teacher and student during teaching learning process.
2. Each and every one take notice that what you are asking.
3. Eye contact makes a teacher remain in charge of teaching.
4. Teacher can effectively do and constantly contact with students.
5. Eye contact increases the status of the Teacher.

We all are equipped with a beautiful and powerful tool like eye contact. This tool can be used in positive ways to effectively

convey honesty, intellect, love and desire, confidence, friendship, compassion and sympathy and much more.

METHODOLOGY OF THE STUDY

POPULATION

The population of the study consisted of all primary school students in District Dera Ismail Khan.

SAMPLE

One male and one female primary school were randomly selected, and from each school twenty 5th class students were randomly selected. So twenty male and twenty female students were randomly selected as a sample.

SAMPLING

In order to collect and analyze the data Multi-stage and Simple random sampling techniques were used.

PROCEDURE

Regarding this research study researcher personally visited the male and female primary schools and collect data; from both the schools those students were selected who were never failed in the examination. A test administered to both the groups. There was no significance difference in the scores of students. After this test selected students were randomly divided into two equal groups i.e. control and experimental group. The control group was treated without using eye contact and the experimental group was treated by using eye contact according to rules. After a specific period again a test was given to both the groups, i.e. control and experimental, and results of the test was recorded; as shown in the tables below.

STATISTICAL ANALYSIS

Alam (2000), “Consistency or stability in the variables is used as terms opposite to variation or dispersion. A data is considered more stable if it has less variation and likewise it is less stable if variation is more”. (P.51)

Chaudhary (1996) in actual practice the population variance (σ^2) is usually not known and is estimated from the sample data the t-test can be used. “Testing hypotheses about the differences of means of two normal populations but unknown” (P.249)

Chaudhary (1996), “The co-efficient of variation was also used to compare the performance of two candidates”. (P.105)

Atta (2012) the co-efficient of variation was first suggested by Professor Karl Pearson. To compare two or more sets of a data, we make the use of co-efficient of

variation. “Co-efficient of variation is the standard deviation as a percentage of Arithmetic Mean.” If co-efficient of variation of any variable is smaller the performance is more consistent. (P.176)

Atta (2012) “When sum of the series is divided by its number of items with in the same series then so obtained value is called arithmetic mean”. Arithmetic mean is most popular and stable average and is based on all observations. It is used in the calculation of t-distribution. (p.69)

Upton & Cook (2004), “The ratio of the standard deviation to the mean is called co-efficient of variation” a term introduced by Karl Pearson in 1896. (P.71)

The analysis and interpretation of data is presented in tabular form and given below.

Table # 1 for Male School Students

Group	n	Mean	S.D	C.V	d.f	α	t-tabulated	t-calculated
Control Group	10	19.19	3.89	20.27	18	0.05	1.734	6.321
Experimental Group	10	32.83	1.79	5.45				

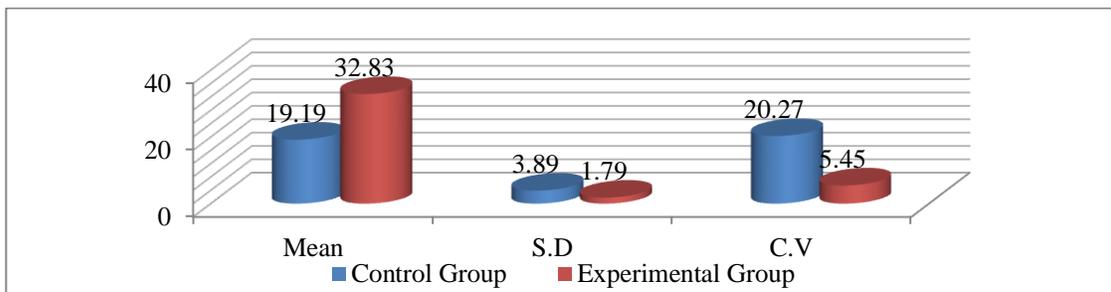
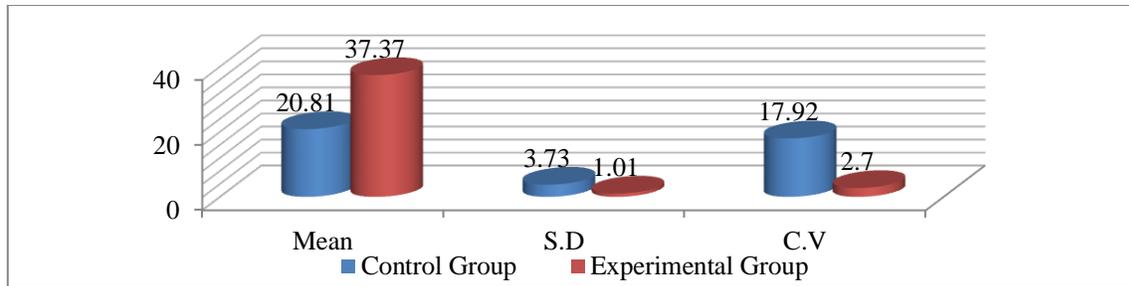


Table # 2 for Female School Students

Group	n	Mean	S.D	C.V	d.f	α	t-tabulated	t-calculated
Control Group	10	20.81	3.73	17.92	18	0.05	1.734	4.091
Experimental Group	10	37.37	1.01	2.70				



RESULTS

For Male School Students

Table#1 indicates that the mean of both the groups (controlled and experimental) were 19.19 and 32.83 respectively, S.D in the scores of two samples i.e. controlled and experimental was 3.89 and 1.79 respectively. The t-calculated value 6.321 is greater than the t-tabulated 1.734 at 0.05 level of significance (α) so we reject H_0 and accept H_1 and concludes that there is significant effect of eye contact of teachers on the speculative execution of primary school students. The difference was in the favor of experimental group. The coefficient of variation (C.V) of controlled and experimental group is 17.92 and 5.45 respectively. Since C.V of experimental group is less than the controlled group so there is consistency in the performance of experimental group.

For Female School Students

Table#2 indicates that the mean of both the groups (controlled and experimental) were 20.81 and 37.37 respectively, S.D in the scores of two samples i.e. controlled and experimental was 3.73 and 1.01 respectively. The t-calculated value 4.091 is greater than the t-tabulated 1.734 at 0.05 level of significance (α) so we reject H_0 and accept H_1 and concludes that there is significant effect of eye contact of teachers on the speculative execution of primary school students. The difference was in the favor of experimental group. The coefficient of variation (C.V) of controlled

and experimental group is 24.01 and 2.70 respectively. Since C.V of experimental group is less than the controlled group so there is consistency in the performance of experimental group.

CONCLUSION

Regarding findings it is concluded that eye contact of teachers play a significant role in enhancing the discipline, and performance of students at primary level. It is also concluded that by using eye contact teacher can easily control the students in classroom according.

RECOMMENDATIONS

- Teachers may use eye contact according to the prescribed rules.
- Teachers may behave equally with each and every student in the classroom.
- Teacher may watch each and every activity of students in the classroom.
- Individual attention may be given to the students in the classroom.

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