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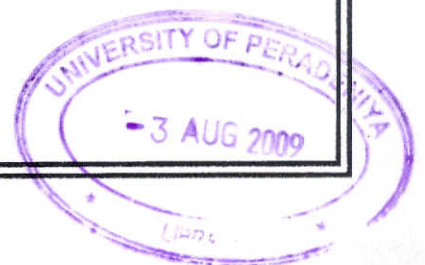
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(මහනුවර දිස්ත්‍රික්කයේ තෝරාගත්
ජාතික පාසලක් ඇසුරෙනි)

STUDENT TYPIIFICATION BY TEACHERS
(A STUDY CONDUCTED WITH A SELECTED
SAMPLE DRAWN FRGM A NATIONAL
SCHOOL IN KANDY DISTRICT)

පේරාදෙණිය විශ්වවිද්‍යාලයේ අධ්‍යාපන විද්‍යා අධ්‍යයනාංශයේ
දර්ශනශූරී (අධ්‍යාපන) උපාධිය සඳහා ඉදිරිපත්
කෙරෙන පර්යේෂණාත්මක නිබන්ධනය
2008

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රාජ්‍ය පරිපාලන විද්‍යා උපාධි (ඉහළ දෙවන පෙළ)
පශ්චාත් උපාධි අධ්‍යාපන ඩිප්ලෝමා (Khan Gold Medal)
අධ්‍යාපන දර්ශනපති උපාධිය

පර්යේෂණ උපදේශිකා
මහාචාර්ය පී. එච්. ඒ. එන්. එස්. ජයසේන මහත්මිය
අධ්‍යාපන විද්‍යා අංශය
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ශ්‍රී ලංකාව.



ABSTRACT

Education is considered as a human right which aims to create a more egalitarian society. Every human being is entitled to equal rights. Therefore every person should have access to equal education.

It is the teacher's prime responsibility to identify students' talents and abilities and develop these accordingly. However, a consideration of the realistic atmosphere that prevails in a classroom reveals that students have become victims of teacher typification. This has become more or less a general feature of most of the school classrooms in Sri Lanka.

This research study, therefore, makes an attempt to identify how the teachers use their authority to typify students during teaching and learning process. Using Becker's typification theoretical model, ethnographic research methods were adopted for the collection of data. Data collected from participant observation, interviews and discourse analysis, facilitated the triangulation of data while at the same time increasing the reliability of the collected data. The research site was a national school, and the research sample comprised of 12 teachers and 136 students. The focus of the research study was to find out the extent of the typification and how it affects the academic progress and the behaviour of the students.

Teachers typified their students by using three determinants. They are learning, discipline and morality. The study revealed that 75% of the teachers typify majority of the students as "good learners" while the other 25% of the teachers hold an opposite view. Furthermore, the criteria used in typifying students as "good" or "bad" learners

differed from teacher to teacher. In the field of discipline teachers categorized the students as “having conformed behaviour”, “not having conformed behaviour” and exhibiting dual characteristics (intermediary). Teachers also categorized students as “followers” and “distracters” based on morality. This categorization was based on several moral factors which they identified. These were cleanliness, non aggression, ambition and work, relationship between the peer groups, respect for elders and moderate behaviour.

The teacher perceptions of students were not based on any distinct factors. The study revealed that the teachers lacked the professionalism expected from them. Though the teachers are expected to focus on the full development of the students, the teachers in the sample were concerned only about a few factors that affected the teaching-learning situation in the classroom, like disciplinary issues and the behaviour of students within the classroom.

On the basis of the above findings it is recommended that the teacher training programmes be reformulated to meet the teacher requirements. When teacher training needs are undertaken it is essential to concentrate on the contextual background, in which the teachers would be performing their services. It is also suggested that it is important to pay attention to the criteria adopted when teachers are selected. Finally, it is recommended that an approved student assessment scheme as well as conditions necessary for teachers to lead a contented professional life be created to enable them to reach their full potential.