CHAPTER-I

DATA ANALYSIS

C H A P T E R — IV

Data, its Analysis and Interpretation

In present investigation has been conceived on premise that classroom climate has its constitu attributes and students perception on these affect classr learning environment. The presumption is tested thro data collection from the administration of the follow research tools:

Tool-I   A study into Pupils' Opinion about Classro Climate.

Tool-lI   Rating Scale on Pupils' perception on Readiness for learning.

Tool-III Pupil's Rating on Teacher's Behaviour in the Classroom.

The above tools were administered on a sample of hundred and eleven respondents of whom 46 were boys an were girls. The respondents were selected from urban rural schools, the number being 61 respondents consist of 21 boys and 40 girls from urban schools and respondents consisting of 25 boys and 25 girls from ru schools.

To find the difference in perception, the responde were further classified into categories of high and achievers on the criterion that students with achievem level below 60% were treated as low achievers and students achievement level above 60 percent were treated High achievers

The result of last annual examination and termi examination of this year was taken into consideration the categorisation of students on achievement basis.

A description of three tools used in the study is gi in the previous chapter whereas the tools are given Annexure II to IV.

The data was consolidated on all the items of ev tool separately. Regarding tool or number 3 titled :

Pupil's Rating on Teacher's Behaviour in Classr responses were obtained for three teachers, teach Language (Hindi), Mathematics and Science (Biol respectively. There were combined to have a consistent v of pupils' perception regarding the role of teacher contributing to classroom climate.

The following is the presentation of the analysis the data done on chi-square contingency tables:

1   Analysis of Responses on Tool I : A Study into Pupi
     Opinion about Classroom Climate.

     Under this tool, responses were sought on a four choi
     criterion as the following:

A   —   Very Good

B   —   Somewhat Good

C   —   Neither Good nor Bad

D   —   Somewhat Bad.

     The four choices have been

Table 4.1.1

Item I   :   Opinion of High and Low Achievers o

relationship with teachers.

:gory oɟ ɔondents	A	B	C	D	Total
ı Achıevers	48	35	17	--	100
	(55)	(26.5)	(18.5)		
Achıevers	62	18	20	--	100
	(55)	(26.5)	(18.5)		
	110	53	37	--	200

-square value   : 748

                : 3

ɪıfıcance of Value

).05 level   : Not Sıgnıfıcant

:rence :

The   obtaıned value of chı-square as 748 ıs   less   tha

the tabulated value of chı-square as 7.815 wıth 3 degrees o

freedom at 0.05 level. It implies that there ıs   n

dıfference ın the perceptıon of hıgh and low achıevers o

relatıonshıp wıth teachers as an aspect of classroom clımat

Table 4.1.2

2 : Opinion of High and Low Achievers on Classroom teaching methods of different subjects.

gory of ondents	A	B	C	D	Total
Achievers	07	64	26	03	100
	(6 5)	(67.5)	(22.5)	(3.5)	
Achievers	06	71	19	04	100
	(6.5)	(67.5)	(22.5)	(3.5)	
	13	135	45	07	200

square value   . 1.67

                  : 3

ificance of value

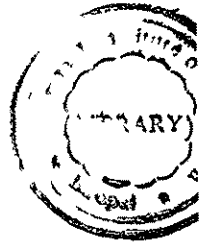).05 level   : Not significant

rence:

The obtained value of chi-square as 1.67 is less thai
the tabulated value of chi-square as 7.815 with 3 degrees o
freedom at 0.05 level.   It implies that there is n
difference in the perception of high and low achievers o
classroom teaching methods of different subjects as a

Table 4.1.3

n 3 : Opinion of High and Low Achievers about the content of

ferent subjects.

agory of pondents	A	B	C	D	Total
h Achievers	17	81	02	——	100
	(22.5)	(73)	(4.5)		
Achievers	28	65	07	——	100
	(22.5)	(73)	(4.5)		
	45	146	09	——	200

—square value   :   11.16

                      : 3

nificance of value

0.05 level   :   Significant

0.01 level   :   Not Significant

erence:

        The obtained value of chi-square as 11.16 is more   tha

   the tabulated value of chi-square as 7.815 with 3 degrees c

   freedom at 0.05 level but less at 0.01 level. This   shov

   that   there is difference in the perception of high and lc

      .

Table 4.1.4

tem 4 : Opinion of High and Low Achievers on hard working on school work compared with others in the classroom.

ategory of espondents	A	B	C	D	Total
1gh Achievers	36 (26.5)	50 (51)	14 (22.5)	---	100
ow Achievers	17 (26.5)	52 (51)	31 (22.5)	---	100
	53	102	45	---	200

h1-square value : 13.27

f : 3

1gn1ficance of value

t 0.01 level : Significant

nference:

The obtained value of chi-square as 13.16 is more t the tabulated value of chi-square as 11.341 with 3 degr of freedom at 0.01 level. It implies that high and achievers have difference in perception on hard working school work compared with others as an aspect of classr climate.

Table 4.1.5

.em 5   : Opinion of High and Low Achievers on doing/follow

        what the teacher suggests in the classroom.

ategory of espondents	A	B	C	D	Total
igh Achievers	26 (22)	45 (50)	12 (14.5)	17 (13.5)	100
ow Achievers	18 (22)	55 (50)	17 (14.5)	10 (13.5)	100
	44	100	29	27	200

ıı-square value   :   6.39

f   : 3

ıgnıfıcance of value

t 0.05 level   :   Not Sıgnıfıcant

nference:

        The obtaıned value of chı-square as 6.39 ıs less t
the tabulated value of chı-square as 7.815 wıth 3 degrees
freedom at 0.05 level. It implıes that there ıs
dıfference ın perceptıon of hıgh and low achıevers
doıng/followıng what the teacher suggests ın the classr

Table 4.1.6

'm 6 : Opinion of High and Low Achievers about teacher
their helping nature on class work in classroom.

egory of pondents	A	B	C	D	Total
jh Achievers	62 (57.5)	33 (34)	-- (4.5)	05 (4)	100
v Achievers	53 (57.5)	35 (34)	09 (4.5)	03 (4)	100
	115	68	09	08	200

i-square value : 10.26

: 3

gnificance of value

 0.05 level : Significant

 0.01 level : Not Significant.

ference:

The obtained value of chi-square as 10.26 is more th
the tabulated value of chi-square as 7.815 with 3 degrees
freedom at 0.05 level, but less at 0.01 level. This sh
that there is difference in the perception of high and l

Table 4.1.7

tem 7 : Opinion of High and Low Achievers on their scho

work compared with the work of others in the cl

ategor, of espundents	A	B	C	D	Total
igh Achievers	43 (48.5)	52 (46.5)	05 (46.5)	-- (0.5)	100
ow Achievers	54 (48.5)	41 (46.5)	04 (46.5)	01 (0.5)	100
	97	93	09	01	200

hi-square value : 3.66

f : 3

iynificance of value

t 0.05 level : Not Significant

nference:

The obtained value of chi-square as 3.66 is less t
the tabulated value of chi-square as 7.815 with 3 degree
freedom at 0.05 level. It implies that there is
difference in the perception of high and low achievers
their school work compared with the work of others in
class as an aspect of classroom climate.

Table 4.1.8

,em 8 : Opinion of High and Low Achievers on help to ea other on their school work.

ategory of spondents	A	B	C	D	Total
igh Achievers	34 (43.5)	32 (32.5)	25 (19.5)	01 (0.5)	100
ow Achievers	53 (43.5)	33 (32.5)	14 (19.5)	-- (0.5)	100
	87	65	39	01	200

hi-square value : 8.27

f : 3

ignificance of value

t 0.05 level : Significant

t 0.01 level : Not Significant

nference:

The obtained value of chi-square as 8.27 is more t the tabulated value as 7.815 with 3 degrees of freedom 0.05 level, but less at 0.01 level. This shows that th is difference in the perception of high and low achiev (upto 95%) still there may be marginal cases where there perception of high and low achievers as hundred percenta cases on doing help each other on their school work as

Table 4.1.9

em 9 : Opinion of High and Low achievers on their
friendly act towards one anoher.

tegory of spondents	A	B	C	D	Total
gh Achievers	53 (57)	33 (21.5)	14 (21.5)	--	100
w Achievers	61 (57)	10 (21.5)	29 (21.5)	--	100
	114	43	43	--	200

i-square value   :   18.09

:   3

gnificance of value

0.01 level   :   Significant

ference:

The obtained value of chi-square as 18.09 is more th

the tabulated value of chi-square as 11.341 with 3 degre

of freedom at 0.01 level. It implies that high and l

achievers have difference in perception on their frient

act towards one another as an aspect of classroom climate

Table 4.1.10

tem   10   :   Opinion of High and Low Achievers on their

interest in the teaching-learning process.

ategory of respondents	A	B	C	D	Total
ligh Achievers	26 (34)	52 (45.5)	22 (19.5)	--- (1)	100
ow Achievers	42 (34)	39 (45.5)	17 (19.5)	02 (1)	100
	68	91	39	02	200

hi-square value   •   8.26

f   •   3

ignificance of value

t 0.05 level   :   Significant

t 0.01 level   :   Not Significant

nference:

The obtained value of chi-square as 8.26 is more t
the tabulated value of chi-square as 7.815 with 3 degrees
freedom at 0.05 level, but less at 0.01 level. This sh
that there is difference in the perception of high and
achievers still there may be marginal cases where there
no difference in the perception of high and low achievers
this aspect at 0.01 level pertaining to their interest
the teaching-learning process as an aspect of classr

From the above inferences,the following results a
obtained:

High and low achievers have the same perception of classro
climate in regard to the following aspects:

Item 1 : Opinion of High and Low Achievers on relationsh
with teachers.

Item 2 : Opinion of High and Low Achievers on classro
                teaching methods of different subjects.

Item 5 . Opinion of High and Low Achievers on doin
                following what the teacher suggests in the cla

Item 7 . Opinion of High and Low Achievers on their scho
                work compared with the work of others in the cla

.   High and Low achievers quite differ with each other on t
     following aspects of classroom climate:

Item 4 : Opinion of High and Low achievers on hard worki
                on school work compared with others in the class

Item 9 : Opinion of High and Low achievers on the
                friendly act towards one another.

I. There is a difference in the perception of High and L
     achievers on the following aspects to a large extent (O.
     level) but not wholly. These aspects can therefore
     considered as borderline items where improvement in the
     interplay-shaping classroom environment   could   furth
     influence High achievers in overcoming difference
     net action

Item 3 :   Opinion of High and Low achievers about content of different subjects.

Item 6 :   Opinion of High and Low achievers about teac on their helping nature on classwork in class

Item 8 :   Opinion of High and Low achievers on doing hel each other on their schoolwork.

Item 10:   Opinion of High and Low achievers on t interest in the teaching-learning process.

4.2   Analysis of Responses on Tool II :
Readiness for Learning:

Under this tool, responses were sought on a five ch criterion as the following:

1.   Agree strongly

2.   Agree

3.   Neither agree nor disagree

4.   Disagree

5.   Disagree strongly

The five choices have been shown under the columns of 1,

Table 4.2.1

Item 1 : Someimes I get a little nervous about my work
in this class.

Category of Respondents	1	2	3	4	5	Total
High Achievers	48	33	12	07	--	100
	(41.5)	(42)	(8)	(7)	(1.5)	
Low Achievers	35	51	04	07	03	100
	(41.5)	(42)	(8)	(7)	(1.5)	
	83	84	16	14	03	200

Chi-square value : 12.9

df : 4

Significance of value

at 0.05 level : Significant

at 0.01 level : Not Significant

Inference:

The obtained value of chi-square as 12.9 is more t
the tabulated value of chi-square as 9.488 with 4 degrees
freedom at 0.05 level but less a 0.01 level. This sh
that there is difference in the perception of high and
achievers (upto 95%) still there may be marginal cas
where there is no difference in the perception on high
low achievers as a hundred percentage case on the stateme
``Sometimes I get a little nervous about my work in t
class'', as an aspect of classroom climate.

Table 4.2.2

Item 2 : I want to do really well in this class.

Category of Respondents	1	2	3	4	5	Total
High Achievers	88	10	--	--	02	100
	(75)	(22.5)	(1.5)		(1)	
Low Achievers	62	35	03	--	--	100
	(75)	(22.5)	(1.5)		(1)	
	150	45	03	--	02	200

chi-square value   :   23.4

df   :   4

Significance of value

at 0.01 level   :   Significant

Infereence:

      The obtained value of chi-square as 23.4 is more
   the tabulated value of chi-square as 13.277 with 4
   freedom
at 0.01 level. It implies that high and low achievers have
difference in perception on the statement, ``I want to do
really well in this class'', as an aspect of classroom climat

Table 4.2.3

Item 3   : I usually have to do boring things in this class

ategory of respondents	1	2	3	4	5	Total
igh Achievers	12	50	09	24	05	100
	(15.5)	(40)	(17.5)	(20)	(7)	
ow Achievers	19	30	26	16	09	100
	(15.5)	(40)	(17.5)	(20)	(7)	
	31	80	35	40	14	200

hi-square value   :   17.58

f   :   4

iignificance of value

it 0.01 level   :   Significant

Inference:

The obtained value of chi-square as 17.58 is more than t
tabulated value of chi-square as 13.277 with 4 degrees of fre
at 0.01 level. It implies that high and low achievers have
difference in perception on the statement, ``I usually have t
do boring things in this class'', as an aspect of classroom

Table 4.2.4

Item 4   : This is a very pleasant class

egory of pondents	1	2	3	4	5	Total
h Achievers	22	40	26	12	--	100
	(30.5)	(39)	(22.5)	(8,		
Achievers	39	38	19	04	--	100
	(30.5)	(39)	(22.5)	(8)		
	61	78	45	16	--	200

-square value   :   9.88

                   :   4

nificance of value

0.01 level   :   Significant

0.05 level   :   Not Significant

erence:

    The obtained value of chi-square as 9.88 is more than the

ulated value of chi-square as 9.488 with 4 degrees of freedor

0.05 level but less at 0.01 level.   This shows that there is

ference in the perception of high and low achievers (upto 95%

ll there may marginal cases where there is no difference in

' perception of high and low achievers on statement, ``This

Table 4.2.5

Item 5 : If I try, I can usually manage my classwork

in this class

gory of ondents	1	2	3	4	5	Total
Achievers	79	21	--	--	--	100
	(63.5)	(35)	(1.5)			
Achievers	48	49	03	--	--	100
	(63.5)	(35)	(1.5)			
	127	70	03	--	--	200

square value   :   21.77

               :   4

ificance of value

).01 level   :   Significant

rence:

The obtained value of chi-square as 21.77 is more than the
ilated value of chi-square as 13.277 with 4 degrees of freedor
).01 level. It implies that high and low achievers have
erence in perception on the statement, ``If I try, I can
illy manage my class work in this class'', as an aspect of
sroom climate.

Table 4.2.6

Item 6 : I really don't care about teachers

opinion very much

egory spondents	1	2	3	4	5	Total
gh Achievers	12	26	33	17	12	100
	(13.5)	(27.5)	(33)	(17)	(9)	
w Achievers	15	29	33	17	06	100
	(13.5)	(27.5)	(33)	(17)	(9)	
	27	55	66	34	18	200

hi-square value   :   2.49

f   :   4

)ignificance of value

it 0.05 level   :   Not Significant

Inference:

The obtained value of chi-square as 2.49 is less than th
tabulated value of chi-square as 9.488 with 4 degrees of free
at 0.05 level. It implies that there is no difference in the
perception of high and low achievers on the statement, ``I
really don't care about teachers opinion very much''. as

Table 4.2.7

Item 7 : My teacher is the only one who decides
what to do in the class.

tegory of spondents	1	2	3	4	5	Total
gh Achievers	21	17	26	14	22	100
	(23.5)	(21)	(19.5)	(18.5)	(17.5)	
w Achievers	26	25	13	23	13	100
	(23.5)	(21)	(19.5)	(18.5)	(17.5)	
	47	42	39	37	35	200

i-square value : 10.88

: 4

gnificance of value

0.05 level : Significant

0.01 level . Not Significant

ference:

The obtained value of chi-square as 10.88 is more than
bulated value of chi-square as 9.488 with 4 degrees of freedo
0.05 level but less at 0.01 level. This shows that there is
ference in the perception of high and low achievers (upto 95
ill there may be marginal cases where there is no difference
perception of high and low achievers on the statement, ``
acher i the only one who decides what to do in the class'',

Table 4.2.8

Item 8 :   My teacher seldom writes comments on homework.

ategory of espondents	1	2	3	4	5	Total
igh Achievers	12	52	12	17	07	100
	(15.5)	(47)	(16)	(14.5)	(7)	
ow Achievers	19	42	20	12	07	100
	(15.5)	(47)	(16)	(14.5)	(7)	
	31	94	32	29	14	200

ii-square value   :   5.5

`   :   4

gnificance of value

0.05 level   :   Not Significant

ference:

The obtained value of chi-square as 5.5 is less than the
bulated value of chi-square as 9.488 with 4 degrees of freedc
0.05 level.   It implies that there is no difference in the
rception of high and low achievers on the statement. ``My
acher, seldom write comments on homework'', as an aspect of
assroom climate.

Table 4.2.9

Item 9 : I worry a lot all the time about my work in this cl。

ategory of espondents	1	2	3	4	5	Total
igh Achievers	17	45	14	22	02	100
	(15)	(45)	(15)	(21)	(4)	
ow Achievers	13	45	16	20	06	100
	(15)	(45)	(15)	(21)	(4)	
	30	90	30	42	08	200

hi-square value : 2.79

f : 4

ignificance of value

t 0.05 level : Not Significant

nference:

The obtained value of chi-square as 2.79 is less than the abulated value of chi-square as 9.488 with 4 degrees of free t 0.05 level. It implies that there is no difference in the erception of high and low achievers on the staement, ''I orry a lot all the time about my work in this class'', as an

Table 4.2.10

Item 10 : We never work in groups in this class.

ategory of respondents	1	2	3	4	5	Total
igh Achievers	05	31	17	33	14	100
	(9)	(33)	(16.5)	(27.5)	(14)	
ow Achievers	13	35	16	22	14	100
	(9)	(33)	(16.5)	(27.5)	(14)	
	18	66	33	55	28	200

chi-square value   :   6.03

df   :   4

Significance of value

at 0.05 level   :   Not Significant

Inference:

The obtained value of chi-square as 6.03 is less than t
tabulated value of chi-square as 9.488 with 4 degrees of fre
at 0.05 level. It implies that there is no difference in th

Table 4.2.11

tem 11 : Sometimes we are graded for group work in this clas‹

teyory of spondents	1	2	3	4	5	Total
gh Achievers	12	43	24	14	07	100
	(17)	(48.5)	(17.5)	(10.5)	(6.5)	
w Achievers	22	54	11	07	06	100
	(17)	(48.5)	(17.5)	(10.5)	(6.5)	
	34	97	35	21	13	200

ı-square value   :   11.43

                     :   4

gnificance of value

   0.05 level   :   Significant

   0.01 level   :   Not Significant

ıference:

   The obtained value of chi-square as 11.43 is more than th‹
ıbulated value of chi-square as 9.488 with 4 degrees of freed‹
  0.05 level, but less at 0.01 level. This shows that there
  fference in the perception of high and low achievers (upto 9‹
  ıll there may be marginal cases where there is no difference
  ıe perception of high and low achievers on the statement,
   Sometimes we are graded for group work in this class'', as a‹

Table 4.2.12

Item 12 : This class makes me feel unhappy.

ategory of espondents	1	2	3	4	5	Total
ıgh Achıevers	12	21	24	24	19	100
	(12)	(21.5)	(19)	(31.5)	(16)	
ow Achıevers	12	22	14	39	13	100
	(12)	(21.5)	(19)	(31.5)	(16)	
	24	43	38	63	32	200

hı-square value   :   7.35

lf   :   4

ıgnıfıcance of value

ıt 0.05 level   :   Not Sıgnıfıcant

nference:

The obtaıned value of chı—square as 7.35 ıs less than the
abulated value of chı—square as 9.488 wıth 4 degrees of freeı
ıt 0.05 level. It ımplıes that there ıs no dıfference ın the
ıerceptıon of hıgh and low achıevers on the statement, ''Thıs
lass makes me feel unhappy'', as an aspect of classroom cl

Table 4.2.13

Item 13 : Interesting things happen in my class.

Category of Respondents	1	2	3	4	5	Total
High Achievers	31	38	29	--	02	100
	(31.5)	(38.5)	(25.5)	(3)	(1.5)	
Low Achievers	32	39	22	06	01	100
	(31.5)	(38.5)	(25.5)	(3)	(1.5)	
	63	77	51	06	03	200

Chi-square value : 7.32

df : 4

Significance of value

at 0.05 level : Not Significant

Inference:

The obtained value of chi-square as 7.32 is less than the tabulated value of 9.488 with 4 degrees of freedom at 0.05 level. It implies that there is no difference in the perception of high and low achievers on the statement, ``Interesting things happen in my class'', as an aspect of classroom climate.

Table 4.2.14

Item 14 : The classroom climate is in a very unpleasant.

Category of respondents	1	2	3	4	5	Total
High Achievers	02	51	24	38	05	100
	(7)	(33.5)	(25)	(26)	(8.5)	
Low Achievers	12	36	26	14	12	100
	(7)	(33.5)	(25)	(26)	(8.5)	
	14	67	50	52	17	200

Chi-square value   :   21.55

df   :   4

Significance of value

At 0.01 level   :   Significant

Inference:

The obtained value of chi-square as 21.55 is more than the tabulated value of chi-square as 13.277 with 4 degrees of free at 0.01 level. It implies that high and low achievers have difference in perception on the statement, ``This classroom climate is in a way unpleasant'', as an aspect of classr climate. In other words, pleasantness is a positive attribute

No.	Item	Raw positive Score	Position above or below the mean scor
.	Shows to pupils how to take up on an answer when the pupils can't find it themselves.	225	Above
'.	Ask the pupils what they would like to study in next lesson.	49	Below
).	Feels disappointed when pupils get something wrong.	83	Below
l.	Asks the class what they think of something, a pupil had said.	253	Above
?.	Modifies his/her attendings towards the pupils.	155	Below
}.	Supporting the lesson with examples from day-to-day life.	199	Above
l.	Cordially welcomes any new comer to the class.	192	Above
>.	Cares for developing friendship among all students.	212	Above
).	Behaves equally with every student.	219	Above
⁷.	Does everything possible to restore the efficiency of the students.	186	Above
}.	Insists upon the completion of the home task.	202	Above
?.	Keeps in touch with other subjects in addition to the subject of teaching.	71	Below
).	Helps the pupils to learn by themselves	202	Abo

Table 4.2.15

ɛm 15 : Our teachers tell us why one gets the grade

nework.

---

tegory of spondents	1	2	3	4	5	Total
gh Achievers	02	38	29	21	10	100
	(12)	(32.5)	(27)	(16.5)	(7)	
ʍ Achievers	22	27	25	22	04	100
	(12)	(32.5)	(27)	(16.5)	(7)	
	24	65	54	33	14	200

ɪ-square value   :   22.9

                                 :   4

gnificance of value

  0.01 level   :   Significant

ference:

The obtained value of chi-square as 22.9 ia more than the

bulated value of chi-square as 13.277 with 4 degrees of freed

  0.01 level. It implies that high and low achievers have

fference in perception on the statement, ``Our teachers tell

  why one gets the grade on homework'', as an aspect

assroom climate.

__iscussion__ __on__ __analysis__ __and__ __statement__ __inferences__ __made__ __for__ __items__

__)ol__ __II__

From the above inferences, the following results are

Jtained.

__.__   __High__ __and__ __low__ __achievers__ __have__ __the__ __same__ __perception__ __of__ __classr__

__limate__ __in__ __regard__ __to__ __the__ __following__ __aspects:__

.em 6 :   I really don't care about teachers opinion very much

.em 8 :   My teachers seldom writes comments on homework.

.em 9 :   I worry a lot all the time about my work in this cla

.em 10:   We never work in group in this class.

tem 12:   This class makes me feel unhappy.

tem 13:   Interesting things happen in my class.

__[.__   __High__ __and__ __Low__ __achievers__ __have__ __different__ __perception__ __of__

__lassroom__ __climate__ __in__ __regards__ __to__ __the__ __following__ __aspects:__

tem 2 :   I want to do really well in this class.

tem 3 :   I usually have to do boring things in this class.

tem 5 :   If I try, I can usually manage my classwork in t

          class.

tem 14:   The classroom climate is in a way unpleasant.

tem 15:   Our teachers tells us why one gets the grade

          homework.

__[I.__ __High__ __and__ __Low__ __achievers__ __have__ __different__ __perception__ __on__

__lassroom__ __climate__ __(upto__ __95%)__ __regards__ __to__ __the__ __following__

__,pects:__

.em 1 :   Sometimes I get a little nervous about my work in th

          class.

.em 4 :   This is a very pleasant class.

.em 7 : My teacher is the only one who decides what to do in
         the class.

.em 11: Sometimes we are graded for group work in this class

.3 Analysis of Responses on Tool III:

Pupil's Rating on Teacher's Behaviour in the Classroom

This tool was developed with the objective to st
pupils perceptions on how teacher behaviour influen
classroom environment building. In the beginning, it
assumed that pupil perceptions could vary about
contribuion of different subject teachers and that
aggregating the perceptions on them against the respect
items, it could be possible to obtain an overview of
teacher behaviour variables. The data on variation betw
perceptions of different subjects could have yiel
analysis but it was not done due to limitations of time.
data presented herein is the summation of three responses
individual items as Pupils Percepions of Teacher Behaviou
contributing to the Classroom Climate.

Pupils responses were collected on a three point rat
scale as 'Yes', 'No', 'Seldom'. Herein the response 'Yes
has been picked up as the one instrumental for contributi
to positive climate building and has been worked out in

As the items included in Tool III on Teacher Behaviou
contributing to shaping classroom environment are quite
large - number, a cut off point was decided to identify th
important behaviours. The mean of raw scores was computed
as 156. Items below this mean value were rejected as less
important while items above this mean value were retained
important behaviours. These are stated here in order of
their relative importance.

Table 4.3.1

All Respondent's Perception on Teacher's Behaviour in
itributing to classroom learning climate.

No.	Item	Raw positive Score	Position above or below the mean scor
.	Enjoys remarks made by pupils.	107	Below
.	Praises what pupils say in class discussion.	138	Below
.	Tells pupils about some interesting things.	161	Above
	Influencing pupils with his/her own example.	157	Above
	Suggests to pupils helpful ways of studying.	164	Above
	Talks with pupils after school about ideas the pupils have.	75	Below

No.	Item	Raw positive Score	Position above or below th mean sco
3.	Shows to pupils how to take up on an answer when the pupils can't find it themselves.	225	Above
7.	Ask the pupils what they would like to study in next lesson.	49	Below
).	Feels disappointed when pupils get something wrong.	83	Below
1.	Asks the class what they think of something, a pupil had said.	253	Above
2.	Modifies his/her attendings towards the pupils.	155	Below
3.	Supporting the lesson with examples from day-to-day life.	199	Above
4.	Cordially welcomes any new comer to the class.	192	Above
5.	Cares for developing friendship among all students.	212	Above
5.	Behaves equally with every student.	219	Above
7.	Does everything possible to restore the efficiency of the students.	186	Above
3.	Insists upon the completion of the home task.	202	Above
7.	Keeps in touch with other subjects in addition to the subject of teaching.	71	Below
).	Helps the pupils to learn by themselves	202	Above

ference:

The following Teacher's Behaviour have been identifi
as contributing to building classroom educational climate.

Teachers informing pupils about interesting things.

) Teachers influencing pupils with personal example.

1) Teachers suggesting to pupils helpful ways for
enhancing learning.

) Teachers helping pupils in problem solving by
appropriate methods.

Teachers seeking and maintaining pupils attention
through classroom questionning.

) Teachers explaining textual content through familiar
examples.

(1) Teachers cordial welcome to new comers to the class

(11) Teachers attempt to build social relationshop amo
all students of the class.

к) Teachers equality of behaviour towards all students.

) Teachers efforts for improving students efficiency
classroom activities.

1) Teachers persuation of students for completing homew
in time.

11) Teachers skills for helping pupils to learn by
themselves.

The other eight items of the inventory were rejecte

NO.	Desired teacher Behaviour	Raw scores Boys	Rank order Boys	Raw scores Girls	Rank order Girls	Rank diff
	Teachers explaining textual content through familiar examples.	8.9	II.5	110	IX	6
	Teachers cordial Welcome to new comers to the class.	59	X.5	133	IV	
	Teachers attempt to build social relationship among all students of the class.	78	VII	134	III	4
	Teachers equality of behaviour towards all students.	89	II.5	130	V	2.
0	Teachers efforts for improving student efficiency in class-room activities.	71	VIII	115	VIII	
1	Teachers persuation of students for completing homework in time.	85	IV.5	117	VII	
2	Teachers skill for helping pupils to learn by themselves.	80	VI	122	VI	

Computing Spearman Rank Order Correlation Coefficient
the rhu (ϱ) comes out as folluws.

$$Rho \ (\varrho)= \quad 1 - \quad \frac{6 \sum D^2}{N(N-1)^2} \quad = \ 0.'$$

Which shows a positive correlation between perception of boys and girls on different aspects of teac behaviour contributing to classroom climate building. correlatiun is not quite hiyh because of divergence perceptiun of boys and yirls on the following teache behaviour.

6. Teachers explaining textual content through famil examples.

7. Teachers curdial welcome to newcomers to the class.

8. Teachers attempt to build social relationship among students of the class.

There is a (+1.0) positive relationship in the perception of boys and girls on the following teache behaviour.

5. Teachers seeling and maintaining pupils attent through clssroom questioning.

10. Teachers efforts for improving students efficiency classroom activities.

Analysing the rank orders given in table 4.31
4.32, we find that the following are the critical teacher
behaviour that operate in the building of an educati
learning climate in the classroom.

The teacher:

1. Asks the class what they think of something, a pi
    had said: .

2. Shows pupils how to look up to an answer when
    pupils can't find it themselves.

3. Behaves equally with every student.

4. Cares for developing friendship among all students.

5. Insists upon the completion of the home task.

6. Helps the pupils to learn by themselves.

    The findings in this chapter from the analysis of ι
obtained on the tools of research have been summed up in
next chapter titled "Findings & Conclusions of the Study'