

CHAPTER-1

INTRODUCTION

C H A P T E R - I

1.0 INTRODUCTION

Education in India has continued to evolve, diversify and extend its reaches to longer number of students from different socio-economic status. In addition to providing deeper knowledge and understanding in the subject areas, it is expected to promote socio-cultural identify. The National Policy of Education(1986) comments: In the Indian way of thinking, a human being is a positive asset and a precious National resource which needs to be cherished and developed with tenderness and care'(Para 1.10). It is said that "education has an acculturating role. It refines sensitivities and perceptions of mind and spirit." (Para 2.2.).' Regarding secondary Education it is said that it is an appropriate stage to help children understand and values of humane and composite culture (Para 5.13). The curricula and processes of Education will be enriched in cultural contents by as many manifestations as possible.

The National Education Commission(1964-66) chaired by Dr.D.S.Kothari commented: 'The destiny of India is being shaped in its classroom.' Here the term 'classroom' has a wider meaning encompassing the learner's environment meaning that classroom is a place where students get together, share instructions and social interaction which is fundamental to shaping their habits, attitudes and interests. Many an activities in the classroom have the influence on the pupils and are like the hidden curriculum. These are instrumental for personality development. The classroom climate is, therefore, an essential input into the

building of an effective learning environment. It could act as a catalytic agent in the promotion of achievement of the learners. Taken as a premise, a question arise does classroom climate affect all learners equally or much depends upon the perception of pupils with differnt achievement levels and outlook about classroom climate? Sometimes the same class organises/reorganises itself when teachers change for the teaching of different subjects and it looks altogether a changed environment compared to the previous period. Here again another issue arises: is the classroom organisation effected due to the teacher variable or for some other reasons?

The theoretical basis of the conept of classroom climate has been worked out by several social scientists and educationists such as Kurt Liwing, Getzel, Thelen, Atkinson, Weiner, Doyle. Some of these studies have been reported in the chapter on Related literature in this study. Some significant ones are quoted here to provide a philosophical framework for the problem identified for research investigation.

Getzel and Thelen describe the following charateristics of a classroom:

1. a group that comes together for the purpose of learning;
2. a group where the participants are for the most part, randomly selected and required to be group members; and
3. a group where formal leadership is given by law to one group members.

It was Getzel and Thelen's premise that understanding the relationships within such settings requires an explicit conceptual framework. Getzel and Thelen's model of classroom groups has two important dimensions. The first dimension of model describes how within a classroom, there are individuals with certain personalities and needs. This psychological perspective has been labelled as the personal dimensions of classroom life. From this perspective, behaviour is determined as a result of individual needs, motives, attitudes and regardle of institutional role. The second dimension of the model describes how classrooms exist within the school and how certain roles and expectations develop within that setting to fulfil the goals of the system. It is the interaction of both the social and personal dimensions that determine behaviour within a classroom setting and shapes a particular classroom's climate.

Walter Doyle (1979, 1980, 1986) has studied and described the nature of classroom groups. His perspective is that classroom setting has distinctive properties that shape behaviour regardless of how students are organised for learning or what approach a particular teacher is using.

Richard Schumuh and Patricia Schumuck (1975) developed a different framework for looking at classrooms. Classroom climate is an important concept in the Schumuck's framework just as it was for Getzels and Thelen. The Schumucks' unique contribution, is the way to define climate as the interpersonal and group processes as important factors contributing to positive climate. Schumuck's defines a positive climate as follows:

'A positive climate is one in which the students expect one another to do their intellectual best and to support one another; where the students share high amounts of potential influenced both with one another and with the teacher; in which high levels of attraction exist for the group as a whole and between classmates; where norms are supportive for getting academic work done, as well as for maximizing individual differences; where communication is open and featured by dialogue; and where the processes of working and developing together as a group are considered relevant in themselves for study (p.24).

Researchers have been interested for a long time in how classroom environments influence students' learning. Studies by Lewin, Lippitt and White provide evidence of what teachers do to influence their students. Influence in classroom, however, does not always flow just from one to the other but can even influence the behaviour of the teachers. One interesting area of inquiry in research on classroom climate could be: how the students' perceptions on peers groups, through both formal and informal interactions, affects attitudes and achievements.

In the series of earlier researches, the present study is conceived as an attempt to study students' perception of their own classroom climate. To understand the possible differentiation in perceptions, students have been categorised in achievement levels drawn from both rural and urban settings. The following is a synoptic presentation of the title, objective, methodology and stipulated for conducting the study.

1.1 TITLE OF THE STUDY

"PUPILS PERCEPTIONS OF CLASSROOM LEARNING CLIMATE AND ITS RELATIONSHIP WITH THEIR ACHIEVEMENT LEVELS; A STUDY".

1.2 OBJECTIVES OF THE STUDY

The following are the objectives of the study:

- a) To study opinions of High and Low achievers on the attributes of classroom climate.
- b) To study the relationship between High and Low achievers' readiness for learning and classroom learning climate.
- c) To study the opinion of High and Low achievers about their subject teachers' contribution in shaping classroom climate.

1.3 HYPOTHESIS OF THE STUDY

The following Null hypothesis was proposed.

Ho= There is no difference between perception of High and Low achievers on the various dimensions of classroom climate.

1.4 DEFINITION OF TERMS USED

Classroom Climate: The sum total of all the physical, social, emotional, and mental factors that contribute to the total teaching - learning situation to a group of students of the same grade.

Climate: External Aspect: Everything outside the organism which stimulates and to which the organism responds consciously or unconsciously.

Climate: Internal Aspects: All physical conditions and processes, emotions and mental processes that influence the organism and modify response to external stimuli.

Learning: Change in response or behaviour (such as innovation, elimination or modification of responses, involving some degree of permanence), caused partly or wholly by experience. It includes behavioural changes in the cognitive and affective spheres.

Perception: Insight and understanding about some situation, object, person, event.

Achievement: Scores obtained in internal and external examination by students.

1.5 STATISTICAL TECHNIQUES USED

The data analysis has been done by using the statistical methods of chi-square since the data collected

under the present series is discontinuous i.e. non-parametric Spearman's coefficient of co-rrrelation based on Rant Difference method has also been applied.

The values of chi-square and rho () have been interpreted by drawing comparisons from the given in statistical tables.

1.6 CONCLUSION OF THE STUDY

(A) Tools-I Pertains to pupils perceptions on their liking for classroom climate.

The following inference are which can be considered as the routine life of a classroom social group. More aspects are such where the calculated value of chi-square was found not significant.

High and Low achievers have the same perception of classroom climate in regard of large number of aspects.

1. Routine life of pupils in classroom with teacher.
2. Hard working of pupils now-a-days on what is being taught in the class.
3. Number of pupils following the teacher's suggestions.
4. About hardworking of pupils on school work compare to other student in the class.

High and Low achievers have different perception of classroom climate in regard to the following aspects.

1. Seeking teacher's appreciation about work in the class.
2. Having a choice between interesting a routine things in the class.
3. Managing classwork in the class.
4. The degree of pleasantness in classroom climate.
5. Teachers explaining the causes of awarding particular grades to pupils with a new to improving learning level the grade on homework.

High and Low achievers have different perception of classroom climate (upto 95%) regarding to the following aspects.

1. Anxiety/nervousness in classroom.
2. Teacher's position as decision maker.
3. Grading pupils in groups.

(C) Conclusions drawn from tool III.

1. Teachers probing questions in the class.
2. Teachers explaining to pupils how to look up to answering question.
3. Teachers consideration for every students with a sense of equality.

Teachers developing friendliness among all students.

Teachers helping pupils to learn by themselves.

