CHAPTER-II

DATA A LA MISTS

CHAPTER - IV

Data, its Analysis and Interpretation

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

- Tool-I A study into Pupils' Opinion about Classro
 Climate.
- Tool-II Rating Scale on Pupils' perception on Readiness for learning.
- Tool-III Pupil's Rating on Teacher's Behaviour in the

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 ruschools.

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 <u>low achievers</u> and students achievement level above 60 percent were treated

The result of last annual examination and termination 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 choicriterion as the following:

- A Very Good
- B Somewhat Good
- C Neither Good nor Bad
- D Somewhat Bad.

The four choices have toon of a - - ' + -

Table 4.1.1

				ng Strane amang Street Smale Arriver Smore Player mones Milled to	
agory of condents	Α	В	C	D	Total
. Achievers	48	35	17	game design about manual street toning white sames street to	100
	(55)	(26.5)	(18.5)		
Achievers	62	18	20	water Plane	100
	(55)	(26.5)	(18.5)		
	110	53	37		200

-square value : 748

: 3

nificance of Value

).05 level : Not Significant

erence :

The obtained value of chi-square as 748 is less that the tabulated value of chi-square as 7.815 with 3 degrees of freedom at 0.05 level. It implies that there is no difference in the perception of high and low achievers of relationship with teachers as an aspect of classroom climaters.

Table 4.1.2

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

		·			
gory of ondents	H	В	С	Đ	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)	-
THE APPL STEEL SEED LAKE SHAP THE THE THE THE	13	135	45	07	200

square value • 1.67

: 3

ificance of value

1.05 level : Not significant

rence:

The obtained value of chi-square as 1.67 is less that the tabulated value of chi-square as 7.815 with 3 degrees of freedom at 0.05 level. It implies that there is no difference in the perception of high and low achievers of 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.

					secure securi securi plante have defent trains securi securi securi securi securi
egory of pondents	Α	В	С	D	Total
h Achievers	17	81	02	partie parties	100
	(22.5)	(73)	(4.5)		
Achievers	28 (22.5)	65 (73)	07 (4.5)	MANINE RANGE	100
Minim Made Capit, class review teach, 1992 Capit and allow review teach and and allow allows and allow and	45	146	09		200

-square value : 11.16

: 3

nificance of value

0.05 level : Significant

O.Oi level : Not Significant

erence:

The obtained value of chi-square as 11.16 is more that the tabulated value of chi-square as 7.815 with 3 degrees of the tabulated value of chi-square as 7.815 with 3 degrees of the dominated the control of the contro

Table 4.1.4

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

	being their terms across start start store was from an		er Allen Javos frant maga troop allend dates, blind Statu		pairs after assess minim server notes birth Amore water miner &
ategory of espondents	А	В	С	D	Total
igh Achievers	36 (26.5)	50 (51)	14 (22.5)	prior party 1 1 1 1 1 1 1 1 1	100
ow Achievers	17	52	31	****	100
	(26.5)	(51)	(22.5)		
tank new till men rege send den july ved sind haje ved 40 men july	53	102	45	anny tuets	200

hi-square value : 13.27

f : 3

ignificance of value

t 0.01 level : Significant



nference:

The obtained value of chi-square as 13.16 is more to the tabulated value of chi-square as 11.341 with 3 degroof 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 aspondents	Α	B	C		Total
igh Achievers	(22)	45 (50)	12 (14.5)	17 (13.5)	100
ow Achievers	18 (22)	55 (50)	17 (14.5)	10 (13.5)	100
Note that the last that the last th	44	100	29	27	200

ni-square value : 6.39

f : 3

ignificance of value

t 0.05 level : Not Significant

nference:

The obtained value of chi-square as 6.39 is less to the tabulated value of chi-square as 7.815 with 3 degrees freedom at 0.05 level. It implies that there is difference in perception of high and low achievers doing/following what the teacher suggests in the classrance as an account of classrance as a country of classrance as a cou

Table 4.1.6

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

.egory of .pondents	А	В	С	ם	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
has man about their three man from reper ofter territ stefe ofter territ stefe.	115	68	09	08	200

1-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 the tabulated value of chi-square as 7.815 with 3 degrees freedom at 0.05 level, but less at 0.01 level. This shat there is difference in the perception of high and 1

Table 4.1.7

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

major territor della selami, major paris. Male come selami, majo copposi, delle selami quant prospi 1981			*****		
ategor, of espondents	А	Б	С	D	Total
igh Achievers	. –	52 (46.5)	05 (46.5)	(0.5)	100
ow Achievers	== :	41 (46.5)	04 (46.5)	01	100
	97	93	09	01	200

hi-square value : 3.66

f : 3

ignificance of value

t 0.05 level : Not Significant

nference:

The obtained value of chi-square as 3.66 is less the tabulated value of chi-square as 7.815 with 3 degrees 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 appert of classroom class.

Table 4.1.8

.em 8 : Opinion of High and Low Achievers on help to ea

itegory of ispondents	А	B	С	a	Total
igh Achievers	34 (43.5)	32 (32.5)	25 (19.5)	01 (0.5)	100
ow Achievers		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 to the tabulated value as 7.815 with 3 degrees of freedom 0.05 level, but less at 0.01 level. This shows that the 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 percental 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	А	В	С	D	Total
gh Achievers	53 (57)	33 (21.5)	14 (21.5)	pages district	100
w Achievers	61 (57)	10 (21.5)	29 (21.5)	while same	100
Marke come Marke dates passes have come above terms your famous passes better come and	114	43	43	2004 Marie 1970 Marie	200

1-square value : 18.09

3

qnificance of value

0.01 level : Significant

ference:

The obtained value of chi-square as 18.09 is more the tabulated value of chi-square as 11.341 with 3 degree of freedom at 0.01 level. It implies that high and 1 achievers have difference in perception on their frience 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 'espondents	H	В	C	D	Total
ligh Achievers	(34) 56	52 (45,5)	22 (19.5)	(1)	100
ow Achievers	42 (34)	39 (45.5)	17 (19.5)	02 (1)	100
400 Male one time time one and time one time time time time time time.	68	91	39	02	500

ha-square value . o.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 to the tabulated value of chi-square as 7.815 with 3 degrees freedom at 0.05 level, but less at 0.01 level. This is 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 classing

From the above interences, 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 / . Opinion of High and Low Achievers on their schowork 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 works 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

nar artien

- 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

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:

- 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.

lategory of	u aquay majug aram Abrad gasap arrap bahna 4900 i	appe tamen fittili semili alausu dilitti se	104 MINIS 1848 9548 Willed Ann	m damaya darabid diribidi qariigd Abbiqdi Orbin		rever titled areas essan franci franci assap fende fishet
lespondents	1	2	3	4	5	Total
ligh Achievers	48	33	12	07		100
	(41.5)	(42)	(8)	(7)	(1.5)	
.ow Achievers	35	51	04	07	03	100
	(41.5)	(42)	(8)	(7)	(1.5)	
	83	84	16	14	03	200

hi-square value : 12.9

if : 4

lignificance of value

t 0.05 level : Significant

t 0.01 level : Not Significant

nference:

The obtained value of chi-square as 12.7 is more to the tabulated value of chi-square as 9.488 with 4 degrees freedom at 0.05 level but less a 0.01 level. This stothat 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 to class', as an aspect of classroom climate.

Table 4.2.2

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

Category of	and when state their state of	ings over their print aller print place can	ar riviti rauri arşaş dindi unaş Vitid		rrun 1990a Ardus Arreis Wests arm	a period private from another many period and period extent period exten
Respondents	1	2	3	4	5	Total
High Achievers	88	10	ted 44400 Peter seems, strate heavy Prince	PAGE STATE	02	100
	(75)	(22.5)	(1.5)		(1)	
Low Achievers	58	35	03	****** ****** *******	4004 4004	100
	(75)	(22.5)	(1.5)		(1)	
	150	45	03	***************************************	02	200

chi-square value : 23.4

1f : 4

Bignificance 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 bo	ring th	ings in	this class
** ***** **** **** **** **** **** **** ****		a men must enset virit awa aanst vand	TTTT -TTTM SAME AND ADDRESS STREET			or spread would divide Antico Califor Service would broken Marks divide about Marks
ategory of						
espondents	1	2	3	4	5	Total
pres most were outer their fatter refer from mour place define press anno press. I						or many today being being come drawn drawn dately being being being
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)			(20)	(7)	
	31	80	35	40	14	200

hi-square value : 17.58

f

lignificance 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

day hangs angga kemer dalam banas angga angga angga pagas bangsi giriya ungga ga		
3 4	5	Total
26 12		100
22.5) (8/		
19 04		100
22.5) (8)		
45 16		200
	26 12 22.5) (8; 19 04 22.5) (8)	26 12 22.5) (8; 19 04 22.5) (8)

-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 obtained value of chi-square as 9.488 with 4 degrees of freedom 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; li there may marginal cases where there is no difference in perception of high and low achievers on statement, 'This

Table 4.2.5

view were must been man thick some on		. Steph dagger \$1500 pilitip garage Militar si	ann eilid jeur anna jein aran leine (m		bilde baket bayet Shift annel 1970; blide digan 1974, ayung 4840 digat ayun 1974.
1	2	3	4		Total
79	21		orah 9404 tersik Miller tersik asam bisar er Bikar bisar	****	100
(63.5)	(35)	(1.5)			
48	49	03	Was draw		100
(63.5)	(35)	(1.5)			
127	70	03	Water street		200
	79 (63.5) 48 (63.5)	79 21 (63.5) (35) 48 49 (63.5) (35)	79 21 (63.5) (35) (1.5) 48 49 03 (63.5) (35) (1.5)	79 21 (63.5) (35) (1.5) 48 49 03 (63.5) (35) (1.5)	79 21 (63.5) (35) (1.5) 48 49 03 (63.5) (35) (1.5)

-square value : 21.77

: 4

nificance 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).O1 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

the case date have not seen and any seen they are the case and they are the case of the ca									
egory U				4		Total			
.pondents	1	2	3	4	} 	maken minya dagan gawi Spajan kecali Spaid Spaid Spaid Annah Jawah Spaid Spaid			
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			
						to Auton serve with their service Print them been serve serve serve have been			

hi-square value : 2.49

f : 4

ingnificance of value

it 0.05 level : Not Significant

Inference:

The obtained value of chi-square as 2.49 is less than the 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't.

Table 4.2.7

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

tegory of	THE MEN HAVE THEN MANY THEN WHILE THEM THE			* ****** ***** ***** ***** *****	r enne from farm éten same from Edit) hadang person, dialah debang dialah penyan Saminy, Sayang, Apining Person Samin
spondents	1	2	3	4	5	Total
gh Achievers	21	17	85	14	22	100
	(23.5)	(21)	(19.5)	(18.5)	(17.5)	
w Achievers	٤6	25	13	23	13	100
	(23.5)	(21)	(19.5)	(18.5)	(17.5)	
	47	42	39	37	35	200

1-square value : 10.88

- 4

gnificance of value

0.05 level : Significant

0.01 level . Not Significant

ference:

The oblined value of chi-square as 10.88 is more than pulated value of chi-square as 7.488 with 4 degrees of freedo 0.0% 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 a perception of high and low achievers on the statement, '' where 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	ANNA WASS, STEED STATE, THESE, STEEL STEEL STEEL	*****		han haw were were there ever give were	منجي عنديو نظابي هندول عيويي وهيدو لد	the many properties that make make their place over
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

:1-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 7.488 with 4 degrees of freedom 0.05 level. It implies that there is no difference in the reption 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 cla

	t was over the most said from			4 min erns 1-111 dens sans er	to prome create from some world from once calley some called the
				•	
1	٤	3	4	5	Total
17	45	14	22	02	100
(15)	(45)	(15)	(21)	(4)	
13	45	16	20	06	100
(15)	(45)	(15)	(21)	(4)	
30	90	30	42	08	200
	17 (15) 13 (15)	17 45 (15) (45) 13 45 (15) (45)	17 45 14 (15) (45) (15) 13 45 16 (15) (45) (15)	17 45 14 22 (15) (45) (15) (21) 13 45 16 20 (15) (45) (15) (21)	17 45 14 22 02 (15, (45) (15) (21) (4) 13 45 16 20 06 (15) (45) (15) (21) (4)

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 of 0.05 level. It implies that there is no difference in the verception of high and low achievers on the staement, 'I worry a lot all the time about my work in this class', as an

Table 4.2.10

Item	10	#	We	never	work	ın	groups	ın	this	rlace
------	----	---	----	-------	------	----	--------	----	------	-------

ategory	o f	THE PARTY STATE STATE STATE STATES	of spains, street drawn serving sparses, annual	a dalam galaki santa denen bersa, panan galak	V 4444 APAP 4544 4575 4544 454		
esponden	ts	1	ā	3	4	en En	Total

			ر. 10 الفقر باشتر بنديد جديد حديد دي	A West State and treat these owns steps	THE PERSON NAME AND PART OFFICE	عابانه همم بعنهه تهدي دهم تحجم بينهم بمحد طبيع بينه به
igh Achievers				33		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

thi-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

// 45 // Table 4.2.11

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

tegory of		* *************************************		A was reas place with which provinces	VAL MET MARE SAVIL SIGHT BOWN WHEN PERS THEM.	
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)	
and the time the size of the time time time time time time time tim	34	97	35	21	13	200

1-square value : 11.43

: 4

gnificance of value

0.05 level : Significant

O.O1 level : Not Significant

iference:

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

Table 4.2.12

Item 12: This class makes me feel unhappy.

ategory of		eret surrer dates univer haber young datage stade	4 aug are aug tené zeg	angung primes manag primes armone armone street armone	eme were brush ented stand	
espondents	1	2	3	4	5	Total
igh Achievers	12	21	24	24	19	100
	(12)	(21.5)	(19)	(31.5)	(16)	
ow Achievers	12	22	14	39	13	100
	(12)	(21.5)	(19)	(31.5)	(16)	
No. 100 100 100 100 100 100 100 100 100 10	24	43	38	ь З	32	200

hi-square value : 7.35

if : 4

lignificance of value

t 0.05 level : Not Significant

nference:

Table 4.2.13

Item 13	: Intere	esting	things	happen	in my	class.
itegory of				IN THE STATE LABOR PAPER FORMS AS		man, based dreifed fastion across selected from across across across across selected comme
·spondents	1	2	3	4	5	Total
gh Achievers	31	38	29		02	100
	(31.5)	(38.5)	(25.5)	(3)	(1.5)	
)w Achievers	32	39	22	06	01	100
	(31.5)	(38.5)	(25.5)	(3)	(1.5)	
	63	77	51	06	03	200

11-square value : 7.32

f : 4

ignificance of value

t 0.05 level : Not Significant

nference:

The obtained value of chi-square as 7.32 is less than the abulated value of 9.488 with 4 degrees of freedom at 0.05 lev t implies that there is no difference in the perception of hind low achievers on the statement, 'Interesting things appen in my class', as an aspect of classroom climate.

Table 4.2.14

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

n-y majara baraga ayanga menga ayagay ammu	effer, stant grain Meet, before before about aftit	e eerge desem daguy dange raguy ;	gampe turnur barkan barban pajuya, bapang yangup dipo	ya 160 dinya 1644d Jejing 1990a 1466d	labor 1800, julier dalder enersy blens delend dersyn brensp gyps, junio
1	z	3	4	5	Total
02	51	24	38	05	100
(7)	(33.5)	(25)	(26)	(8.5)	
12	36	26	14	12	100
(7)	(33.5)	(25)	(26)	(8.5)	
14	67	50	52	17	200
	02 (7) 12 (7)	02 51 (7) (33.5) 12 36 (7) (33.5)	02 S1 24 (7) (33.5) (25) 12 36 26 (7) (33.5) (25)	02	02

ni-square value : 21.55

f : 4

ignificance of value

t 0.01 level : Significant

iference:

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

No.		Raw positive Score	Position above or below the mean scoi
	Shows to pupils how to take up on an	225	Above
	answer when the pupils can't find it		
	themselves.		
,*	Ask the pupils what they would like	49	Below
	to study in next lesson.		
	Feels disappointed when pupils get	83	Below
	something wrong.		
۱.	Asks the class what they think of	253	Above
	something, a pupil had said.		
> 4	Modifies his/her attendings	155	Below
	towards the pupils.		
} •	Supporting the lesson with examples	199	Above
	from day-to-day life.		
ŀ.	Cordially welcomes any new comer	192	Above
	to the class.		
> ×	Cares for developing friendship	212	Above
	among all students.		
) .	Behaves equally with every student.	219	Above
7 👢	Does everything possible to restore	186	Above
	the efficiency of the students.		
3 .	Insists upon the completion of the	202	Above
	home task.		
? .	Keeps in louch with other subjects	71	Below
	in addition to the subject of teachi	ng.	
٥.	Helps the pupils to learn by themsel	vac PAP	A64 A

Table 4.2.15

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

tegory of		dot mms and bues which finds finan Phili	years with the state while the	us mist still tout Mile title time ome	Made halls about Miles black w	nuari basa 949 binis shirk 1776 dhirk basak 1779 buna bang sana 1977
spondents	1	2	3	4	5	Total
gh Achievers	02	38	29	21	10	100
	(12)	(32.5)	(27)	(16.5)	(7)	
» Achievers	22	27	25	22	04	100
	(12)	(32.5)	(27)	(16.5)	(7)	
	24	65	54	33	14	200

i-square value : 22.9

: 4

gnificance of value

assroom climate.

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

scussion on analysis and statement inferences made for items

From the above inferences, the following results are stained.

- 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.
- 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
- tem 14: The classroom climate is in a way unpleasant.
- tem 15: Our teachers tells us why one gets the grade

[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
- .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 aggregating the perceptions on them against the respect items, it could be possible to obtain an overview teacher behaviour variables. The data on variation betw perceptions of different subjects could have yrel 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.

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

Table 4.3.1

√o.	Item	positive Score	below the mean scor
,	Enjoys remarks made by pupils.	107	Below
1	Praises what pupils say in class	138	Below
	discussion.		
ì	Tells pupils about some interesting	161	Above
	things.		
	Influencing pupils with his/her own	157	Above
	example.		
	Suggests to pupils helpful ways	164	Above
	of studying.		
	Talls with pupils after school	75	Belov
	about ideas the pupils have.		

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

). Helps the pupils to learn by themselves 202

Aba a

ference:

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

Teachers informing pupils about interesting things.

-) leachers influencing pupils with personal example.
- leachers suggesting to pupils helpful ways for enhancing learning.
- Teachers helping pupils in problem solving by appropriate methods.

Teachers seeking and maintaining pupils attention through lassroom questionning.

-) Teachers explaining textual content through familiar examples.
- Teachers cordial welcome to new comers to the class
 Teachers attempt to build social relationshop amo
 - all students of the class.
- x) Teachers equality of behaviour towards all students.
- Teachers efforts for improving students efficiency classroom activities.
- Teachers persuation of students for completing homew in time.
- Teachers skills for helping pupils to learn by themselves.

The other eight items of the inventory were rejected

	. Desired teacher	iff:
	Teachers explaining 8.9 II.5 110 IX	6
	textual content through	
	familiar examples.	
	Teachers cordial Welcome 59 X.5 133 IV	
	to new comers to the	
	class.	
	Teachers attempt to build 78 VII 134 III	4
	social relationship among	
	all students of the class.	
	Teachers equality of 89 II.5 130 V	2.
	behaviour towards all	
	students.	
0	Teachers efforts for 71 VIII 115 VIII	
	improving student	
	efficiency in class-	
	room activities.	
1	Teachers persuation of 85 IV.5 117 VII	
	students for completing	
	homeworf in lime.	
2	Teachers shill for 80 Vi 122 VI	
	helping pupils to	
	learn by themselves.	

Computing Spearman Rank Order Correlation Coefficien the thou(ξ) comes out as follows.

Rho (
$$Q$$
)= 1 - $\frac{2}{2}$ N(N -1)

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

- Teachers explaining textual content through famil examples.
- 7. leachers cordial 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 seeking and maintaining pupils attent through classroom 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 education

The teacher:

- 1. Asks the class what they think of something, a puhad 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.
- Helps the pupils to learn by themselves.

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