C H A P T E R V

SUMMARY, MAJOR FINDINGS, CONCLUSION AND SUGGESTIONS

Classroom is the centre for all educational activities. It is like a reservoir through which one can draw a number of ideas on which he can focus attention and do something worthwhile for improving its quality. Besides classroom is a complex yet a dynamic one. The various components of the classroom like the teacher, pupil, instructional strategies and various types of inputs, which gets into the classrooms which facilitates in improving the texture of the class thus enabling a total improvement of the classroom. Each component of classroom gets influenced either towards positive or towards negative side on a continuum. This type of influences gets generated and stabilized due to various factors. It may be due to the type of climate that exists in the classroom, which is responsible because of factors like teachers, pupils, organisational factors physical facilities available etc. It is also evident that climate is unique to each classroom. This uniqueness is due to the type of interaction that exists between the group and the individual. But the present investigation attempts in knowing what type of climate that exists in an innovative class? What type of teacher behaviour and pupil behaviour exists in an innovative classroom? Whether Pupils' psyche is always positive and congenial in innovative classroom? Hence, the present study is titled as "A STUDY OF CLASSROOM CLIMATE, PUPILS' PSYCHE AND TEACHER BEHAVIOUR IN INNOVATIVE CLASSROOMS OF SOME SCHOOLS IN THE STATE OF KARNATAKA".

This particular study was chosen with a purpose of knowing what exactly is happening in classrooms which we call as the innovative classrooms. Hence, firstly, an attempt was made to find which are the innovative classrooms in certain specific places of Karnataka State, and afterwards these important classrooms were tested with the selected important variables viz., climate, pupils' psyche and Teacher, Pupil behaviour.

For the systematic progress of any research work certain factors are very essential namely, design of the study, data collection procedure, tools used, size of the sample, statistical techniques to be used etc.

....121

The more specific objectives of the study is to study classrooms climate in innovative classroom; To study pupils' psyche in innovative classroom; To study Teachers' behaviour in innovative classroom.

The sample of the study comprises of both pupils and teachers who were chosen from the innovative classrooms. To begin with a questionnaire was sent and finally fourteen schools were identified as the innovative schools. From these schools either VIII standard or IX standard or X standard was chosen in consultation with the concerned classroom teachers. Further, teachers and students of these selected classrooms were involved through out the study. Altogether there were 56 teachers drawn from various types of schools and 602 students. Procedure of data collection was varied from teachers to students.

In order to measure the chosen variables from these schools different types of tools were used of which few were prepared by the other researchers and to identify the innovative classroom a tool was prepared by the investigator which had both open ended and close ended questions.

Since the study was survey type data collection was both simple and difficult.

The tools that were developed by the other investigators are as follows.

1. Classroom climate scale for measuring the climate in all the selected 14 schools developed by Marie De Sales (1979).

2. Classroom trust schedule to measure the level of trust from the pupils in innovative classrooms developed by Marie De Sales (1979).

3. Preadolescent initiative questionnaire to measure the level of initiative in groups developed by Pareek, et. al. (1971).

4. Sociometry to measure the level of social relationship in the classroom developed by Pareek et. al. (1975).

....122

5. Junior Index of Motivation - to measure the level of motivation in the group developed by Frymier, (1975).

6. Teacher and pupil behaviour to measure the pattern and level of teacher and pupil interactions in the classroom through a classroom interaction observation schedule (CIOS) developed by Sundarlakshmi (1981).

The objectives of the study are specifically stated below:

1. To study whether innovative classrooms affect the classroom climate and its components viz., Authenticity, Legitimacy and Productivity.

2. The pupil psyche and its components:
   i) Initiative
   ii) Pupils' Trust
   iii) Pupils' motivation, and
   iv) Social relationship.

3. The Teacher Behaviour and Pupil Behaviour:

In order to find answer to the above mentioned objectives hypothesis were stated in the null form are mentioned below:

i) Classroom climate and its components are independent of innovative classrooms.

ii) Pupils psyche and its components are independent of innovative classrooms.

iii) In an innovative classroom teacher behaviour is positive and pupil behaviour is positive.

The present investigation has taken into consideration certain variables, they are, classroom climate, pupils' psyche and teacher behaviour. These variables are dependent variables and the innovative classrooms are considered to be independent variables.

These variables were studied to know the effect of the independent variable on these dependent variables. Hence, they were

....123

put to suitable statistical treatment to find the efficacy of the effect of independent variable on dependent variables.

The study was restricted to the VIII standard and IX standard students and to only few selected areas in the State of Karnataka. The selected schools from these areas were both co-educational as well as both either boys schools or only girls school. To be more precise there were 4 mixed schools 2 boys schools and 8 were girls school, the number of boys school was considerably small compared with types of schools. Schools of various types were taken into consideration that is missionary schools, management schools and also one central school.

For the purpose of data collection, as it is mentioned in Chapter III, a sincere and systematic attempt was made to identify the innovative classrooms and these classrooms from various institutions were further studied to know how innovative schools are in climate, pupils' psyche and in teacher pupil interactions. Investigator went to the schools personally in consultation with the Headmasters/mistress the needed class was selected and after this the investigator visited each class that was needed for the study and told the pupils the purpose of the visit and then the tests were administered. Later, the investigator met the teachers those who handle the classes to which the tests were administered and requested them to permit her to observe the classes. Though in the beginning many of the teachers were reluctant after persuasion, they permitted the investigator to observe the classes hence making use of the classroom interaction observation schedule teachers and pupils were observed and the pattern of interaction was thus analysed.

Two groups of variables which yielded quantitative data viz., classroom climate and its components, pupils' psyche and its components namely pupil initiative, classroom trust, pupil motivation were analysed.

....124

i) Through means and standard deviation.

ii) For finding out the significance of variations the data was subjected to the 't' test to arrive at the level of significance.

Social relationship of the class was analysed in terms of the level of acceptability in each class through sociometrics and the cohesiveness index was obtained through the mutual positive choices.

Classroom interaction was analysed in terms of average frequencies of occurrance and their percentages for each category of pupil and teacher behaviour.

Classroom climate and components of pupil psyche were further interpreted by consolidating the results obtained on all variables which are presented in the classroom profile for each group viz., high innovative and low innovative separately, interpretations were made separately with reference to each components.

The major findings of the study with respect to the variables studied viz., classroom climate and its components viz., Authenticity, Legitimacy, Productivity and pupils' psyche components viz., Pre-adolescent classroom trust, pupil motivation, social relationships, and classroom interactions revealed some valuable results which are also true in other interventional studies. It is also rather surprising to note that two variables viz., classroom trust and pupil motivation are found to be high in low innovative classrooms and low in high innovative classrooms. That is the difference in mean is found not significant at either at 0.01 or at 0.05 level, thus the null hypothesis was not rejected but accepted the mean score being.

The pupil initiative a component of pupil psyche was found significant at 0.05 level of significance. Similarly, the social relationship of these two important groups viz., high innovative

....125

classrooms and low innovative classrooms showed considerable variations. That is the high innovative classrooms had more number of positive choices hence they also had higher group acceptability and higher cohesiveness; whereas in low innovative classrooms the group acceptability is low and correspondingly the cohesiveness level is also low. The cohesiveness index of high innovative classrooms being 3.65, 2.12, 2.94 whereas in the low innovative classrooms the cohesiveness index is 2.30, 1.79 respectively. Similarly, acceptability in high innovative is 26.90, 19.06 respectively and in low innovative classrooms the acceptability being 24.91, 8.84 respectively. It can be stated here that to present a group factor like social relationship is to be observed for a long duration to arrive at precise factors like cohesiveness index and also acceptability level; if not the percentages of these two out comes of social relationship will give us any stable results. Even otherwise the results of this variable namely cohesiveness index as well as acceptability results are in line with the results of other interventional studies.

The patterns of interaction are clearly observed which reveals that the teacher behaviour in high innovative classrooms in both the categories namely, teacher behaviour and pupil behaviour, though it is not consistently high yet there is a lot of fluctuations which varies from high to slightly high which tends towards positive side only. That is teacher behaviour of teachers in high innovative classes exhibited positive behaviour which also elicited positive responses from students. Teacher behaviour of teachers in low innovative classrooms exhibited negative behaviour and pupils response was also negative. In high innovative classrooms teacher behaviour in five schools tended to be positive having percentage of 28.28, 29.34, 29.77, 24.0, 23.28 respectively whereas the other two schools also had positive teacher behaviour but the percentage was considerably less that is 19.39, 19.42.

....126

Teacher behaviour in low innovative classrooms categorywise showed a very significant result which is mostly of a negative side. Of the 7 low innovative schools observed, four schools showed greater percentage of 'Informative Category' components like, monotonous, monopolizes classroom talks etc., and the percentage being 28.59, 24.24, 24.39, 26.47. Pupil behaviour for this type of teacher behaviour is also negative only. That is pupils have used 9a, 9b, 10, 11 of the negative group more often, percentage being 22.80, 20.0, 28.59, and 20.0 respectively. This 'responsive' category which accepts responses from students like refuses to answer, negative reaction to teachers, inattentive and gestural talks, were more predominant than that of the positive ones, which can again be interpreted as "As is the teacher so will be the students". Since the teacher has exhibited negative behaviours, pupils also have exhibited negative behaviour which is a natural response. Similarly, in the 'co-operation' cluster pupil behaviour is more on negative side that is the percentage of occurrance of such behaviour 12.27%, 40%, 36%, 20% accordingly.

Suggestions for further research in the field of classroom climate, pupils' psyche, teacher behaviour are as follows:

The present study has served as an eye opener to the investigator that the ideologies that we commonly have about innovative classrooms has to be put a lot of experimentation especially in these selected variables because these variables are bound to change. Besides these variables get stabilized after many observations done over a longer duration. Hence, the suggestions given can be modified and used to be a worthwhile one which would improve the total quality of the classrooms.

Educational implications: Classroom climate is such a variable that it gets generated due to so many influencing factors, like teacher behaviour, various instructional strategies, it is also found the even the closed nature of the classroom can be made to become more conclusive or supportive climate by manipulating

....127

or modifying the influencing factors, hence it is stated further that other studies can be conducted by means of improving them, thus improving the classroom climate. This suggestion is also in line with the study conducted by Sunderlakshmi (1981) who has stated that instructional strategies would improve the classroom atmosphere. The investigator goes a step further and suggests such factors can be used to make the classrooms become high innovative from low innovative.

Further, the investigator also suggests that such studies which takes into account inclusion of certain valuable variables can be constructively thought out and such studies can be undertaken by trainees of colleges of education where training can be given to these trainees who can use either a single variable or clubbing teacher behaviour and components of classroom climate for improvement in classroom.

As it is suggested earlier in the same chapter about the major findings that trust is not more in high innovative classroom which ought to be, hence a deeper observation could be made to locate why this is not positive in high innovative classroom either by going deep into the very structure of statements that are used in the schedule.

Teachers could be helped to change their behaviour by two ways one is through input programmes as it has been already suggested by Desai (1975) and Pavanasam (1975).

A new direction can be thought of in preparing the profile of the classroom by giving a detailed description of the schools than relating with the results we obtain from introduction of any studies then trying to improve certain aspects of the school which would help in improving the school.

Further, journey into the classroom can be persuaded to make a detailed study of teacher behaviour and it could be clubbed with another variable like creativity which would help one to understand

....128

the behaviour patterns of teachers in creative classrooms.

Since the present study dealt only on few selected schools of a particular geographical area, other investigators can choose other parts of a particular area.

Similarly classroom climate can be clubbed with creativity and a study can be conducted.

CONCLUSION

Though the present study has revealed a lot of positive results in majority of the chosen variables, yet the investigator feels that it will be better if a larger sample is studied. It is also understood that teachers of the present day have a very great responsibility and they must be treated, refined properly which would make them feel them all the more responsible. It is observed that pupils' psyche can be enhanced hence proper procedures must be taken into consideration which help the pupils to grow and to respond properly to the needed situations. Some deficiencies are due to the closed nature of the teachers. If we teachers become more open to programmes of pupil improvement, then we can become worthwhile in the field of education in general and the classroom activities in specific.

....129