APPENDIX L

Mean and SD of Different Variables Included in the Study

Sr. No.	Variable	Mean	S.D.
1	Teacher's intelligence	48.73	7.56
2	Teacher's attitude towards teaching	237.15	18.37
3	Teacher's interest in teaching	200.53	19.03
4	Teacher's self perception about introducing the lesson	15.58	2.12
5	fluency in questioning	29.05	4.78
6	probing questioning	16.12	2.26
7	explaining	27.25	3.81
8	stimulus variation	39.89	6.22
9	pacing the lesson	18.88	2.52
10	using audio-visual aids	34.91	4.49
11	illustrating with examples	25.15	2.69
12	using the blackboard	17.26	2.15
13	reinforcement	17.73	2.71
14	achieving closure	12.73	1.50
15	recognising attending behaviours	8.01	1.11
16	classroom management	43.31	4.42
17	giving assignment	28.02	3.11

Sr. No.	Variable	Mean	S.D.
18	Teacher behaviour of using students' previous knowledge for introducing the lesson	4.85	1.51
19	using appropriate devices for introducing	4.58	1.68
20	maintaining continuity while introducing	3.84	1.89
21	uttering relevant statements or questions	3.83	1.91
22	asking grammatically correct questions	5.04	1.36
23	concise questions	5.00	1.37
24	relevant questions	4.98	1.44
25	specific questions	5.06	1.46
26	pausing after a question	3.95	1.78
27	not repeating the questions often	4.05	1.54
28	not repeating students' answers often	4.02	1.63
29	sufficiency of the number of questions	5.14	1.57
30	prompting questions	4.01	2.14
31	seeking further information questions	3.81	2.28
32	refocusing questions	2.73	2.14
33	increasing critical awareness questions	3.41	2.29
34	using explaining links	4.92	1.46
35	using beginning and concluding statements	4.93	1.48
36	avoiding irrelevant statements	3.87	1.47

Sr. No.	Variable	Mean	S.D.
37	Teacher behaviour of maintaining continuity in the sequence of ideas	3.80	1.50
38	using appropriate vocabulary	4.49	1.58
39	speaking fluently	5.43	1.50
40	avoiding vague words and phrases	4.95	1.30
41	pausing to draw and sustain attention	3.85	1.70
42	using facial cues	5.00	1.44
43	using head movements	4.62	1.51
44	using hand movements	5.25	1.41
45	moving purposefully in the class	4.55	1.72
46	focusing the important points	5.34	1.51
47	modulating the voice	4.70	1.43
48	talking with proper speed	4.72	1.58
49	redirecting the questions to different pupils	3.08	1.81
50	changing the interaction styles	4.19	1.63
51	changing the sensory channels	4.50	1.33
52	observation of pupils to check pace	3.69	1.45
53	asking questions to check pace	3.63	1.51
54	making statements to check pace	3.65	1.56
55	using pace reducing techniques	3.67	1.14
56	using pace increasing techniques	3.86	0.71
57	using realistic aids	3.58	1.31

Sr. No.	Variable	Mean	S.D.
58	Teacher behaviour of using big enough aids	3.53	1.31
59	aids that are authentic and uptodate	3.65	1.31
60	moderately used aids	3.65	1.32
61	sequenced aids	3.54	1.37
62	integration of aids	3.48	1.40
63	aids used at the appropriate time	3.63	1.30
64	provided in a proper atmosphere and environment	3.55	1.31
65	cognizance of individual differences of pupils	3.34	1.36
66	illustrating with simple examples	4.09	1.84
67	examples relevant to the concept or rule	3.96	1.86
68	interesting examples	3.90	2.00
69	appropriate media	3.92	1.88
70	appropriate approach	4.00	1.89
71	sufficiency of the number of examples	4.00	1.83
72	legible writing on the black-board	4.76	1.72
73	neat writing on the blackboard	4.71	1.81
74	appropriateness of written work	5.36	1.43
75	organisation of the blackboard work	4.44	1.95
76	using positive verbal rein-forcement	4.14	1.63
77	using positive nonverbal reinforcement	4.03	1.69

Sr. No.	Variable	Mean	S.D.
78	Teacher behaviour of avoiding negative verbal reinforcement	3.75	1.62
79	avoiding negative nonverbal reinforcement	3.60	1.57
80	avoiding inappropriate use of reinforcement	3.68	1.47
81	consolidating the major points	2.31	1.91
82	providing opportunities for application	1.45	1.34
83	linking students' previous knowledge with new knowledge	1.41	1.15
84	observation of verbal and non-verbal behaviour	3.39	1.78
85	asking questions to recognise attending behaviour	3.33	1.77
86	making a beginning statement for classroom management	4.79	1.73
87	planning for the day's lesson beforehand	5.35	1.64
88	giving directions for classroom management	4.45	1.39
89	rewarding students' attending behaviour	3.89	1.05
90	making them assume responsi-bility	3.26	1.56
91	ignoring minor misbehaviour	2.78	1.41
92	changing the teaching strategy	3.19	1.63
93	giving scope to ask questions and clarify doubts	3.50	1.68
94	accepting feelings and/or ideas of pupils	4.52	1.64
95	controlling emotions	3.85	1.79

Sr. No.	Variable	Mean	S.D.
96	Teacher behaviour of avoiding threats of punishment	2.72	1.59
97	motivating them while giving assignment	2.50	2.05
98	defining the objective of the assignment	2.40	2.03
99	considering individual differences among pupils	2.03	1.90
100	setting appropriate time limit	2.48	2.27
101	giving it at the proper stage of the lesson	2.97	2.46
102	providing opportunities for applying the new knowledge	2.60	2.33
103	supervision of the assignment	2.25	1.99
104	Student liking for introducing the lesson	43.32	7.51
105	questioning	42.72	7.28
106	probing questioning	42.02	7.30
107	explaining	43.60	7.36
108	stimulus variation	42.38	7.92
109	pacing the lesson	40.31	7.03
110	using audio-visual aids	37.37	11.27
111	illustrating with examples	41.9	7.59
112	using the blackboard	42.75	6.82
113	reinforcement	37.64	7.62
114	achieving closure	39.47	8.38
115	recognising attending behaviours	40.18	6.96
116	classroom management	41.22	8.33
117	giving assignment	38.94	9.08