

EFFECT OF CLASSROOM CLIMATE, TEACHERS' LEADERSHIP BEHAVIOUR AND EXPECTATIONS ON STUDENTS' SCHOLASTIC ACHIEVEMENT

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ABSTRACT

The academic achievement of the pupil is attributed by a number of factors. The various studies in this direction laid down much emphasis on such variables as Learner's variables, Teachers' variables and Environment variables. This study explored the effects of class room climate, Teacher's leadership behaviour and their expectations from the students regarding their high and low achievement. The expectations from the students regarding their high and low achievement was decided by using non-probability sampling techniques. For the analysis of data, three way ANOVA was used. The results showed significant independent effect of the class room climate, leadership behaviour of the teachers and teachers' expectations on the academic achievement of the pupil teachers while the second and third order interactional effects were not found statistically significant.

INTRODUCTION

Education is organised and supported to assist learners in acquiring and improving their cognitive and psycho-motor abilities and behavioural characteristics. But it calls for continuous and multi-dimensional efforts on the part of the teachers as well as the learners. Educationists and psychologists, for a long time, have been trying to make it an easy and effective process. As a consequence of this, the process of learning has been subjected to extensive studies and experimentations.

Quite a large number of studies have been carried out in U.S.A. and Europe. Jenkins (1951), Glidewell (1951), Flanders (1967), Rappoport and Rappoport (1975), Vande Griff (1985) and very few in India; such as Buch and Santhanam (1970), Singh (1973), Verma (1988) are some of them.

Achievement is not only concerned with personality factors and cognitive factors but many other factors are responsible for it. The teacher-pupil relations, the psychological climate of the class in which learning takes place, teachers' personality, their leadership quality and their expectations, regarding students' academic achievement, too influence scholastic attainments largely.

The teacher, as part of his total personality and qualities brings certain attitudes

to the classroom and act in such a way to raise or lower child's self esteem and achievement. Teachers who appear to be well disposed towards their pupils and who show warmth, enthusiasm and concern in their interactions with pupils are more likely to be positively perceived by pupils than teachers who are cold and conservative. Their behavioural qualities have effect on the learners.

Lewis (1964), John (1968) and Doctor (1984) reported that students' scholastic achievement is not only affected by their personality characteristics but also by the classroom climate, teacher's personality, his leadership quality and the expectations from the students.

The present study was carried out with the aim as to how far the three variables namely; the classroom climate, teacher's leadership behaviour and teacher's expectations accounted for variation in the academic achievement of the pupil teachers'. To test the above assumption, the following three hypothesis have been formulated.

HYPOTHESES

The independent effect of the three factors classroom climate, leadership behaviour and expectations of teacher do not cause significant variation in the academic achievement of the pupil-teachers.

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**METHOD
SAMPLE**

In the study two types of samples were selected - **(i) Pupil-Teachers' Sample-** All the students who were enrolled in the Education faculty of B.Ed. of a Deemed University situated at Agra was considered as a population of the study. By using purposive sampling technique, 200 pupil-teachers were selected.

(ii) Teachers' Sample- All the associated teachers engaged in teaching of the B.Ed. class were considered as sample teachers. Thus, all the 16 teachers constituted the Teachers' sample.

TOOLS

- (i) To study the climate of the classroom "Student's perception about classroom climate test constructed by S.D. Joshi, S.M. Joshi and S.D. Patankar was used.
- (ii) Teachers' leadership behaviour was measured by "Leadership Behaviour Description Questionnaire" constructed by T. Singh and S.N. Singh.
- (iii) Teachers' expectations from their students was measured by self constructed "Teacher Expectation Check-list".
- (iv) The scholastic achievement scores were the total aggregate marks obtained by the pupil teachers in the major course of study at the end of the semester. The scholastic achievement marks were collected from the office record of the institute.

RESULTS AND DISCUSSION

The computational summary of ANOVA for (2x 2 x 2) factorial design with classroom climate (2), teachers' leadership behaviour (2) and their expectation for academic achievements of the students (2) has been presented as under in

**TABLE 1
Summary of ANOVA with (2 x 2 x 2) Factorial Design for Academic Achievement of the B.Ed. Students**

Source	S. S.	df	M.S.	F	Inference
1. Among the Groups	(9322.88)	(7)	(1331.84)	(14.24)	P < .01
2. Between the Groups					
(a)	SS _A	752.22	1 752.22	8.04	P < .01
(b)	SS _B	694.20	1 694.20	7.44	P < .01
(c)	SS _C	6393.68	1 6396.68	68.37	P < .01
(d)	SS _{AxB}	140.47	1 140.47	01.56	dP > .05
(e)	SS _{AxC}	00.00	1 00.00	00.00	P > .05
(f)	SS _{BxC}	80.57	1 80.57	00.86	dP > .05
(g)	SS _{AxBxC}	3.68	1 3.68	00.04	d
3. Within the Groups	4301.72	46	43.51		
Total		53			

It is evident from the Table 1 that the classroom climate has a significant role in determining the academic achievement of the teacher trainees (F = 8.04, P < .01, df = 1 and 53).

Thus, it can be inferred that academic achievement of subjects vary at different levels of classroom climate. In order to study which type of classroom climate is positively influencing achievement of students, the means of the academic achievement scores of the pupils-teachers studying in congenial and uncongenial classroom climate, were compared as shown in Table 2.

**TABLE 2
Means of Academic Achievement Scores of Subjects Studying in Congenial and Uncongenial Classroom Climate**

Levels of Classroom Climate	Congenial Classroom Climate	Uncongenial Classroom Climate
Mean Academic Achievement	119.66	121.59

An observation of the above table indicates that academic achievement of the subjects of uncongenial climate is high in comparison to their

counterparts. The result is contrary to the various findings of previous researches which is in favour of the congenial classroom climate: Jenkins (1951), Walberg & Anderson (1973) and Verma (1988).

Perhaps, the root cause for the contradictory results may be contributed to such factors as intelligence and maturity. As the intelligence of the teacher trainees was not controlled. However, maturity as personality traits and anxiety for the future career might have translated the classroom climate into uncongenial climate that might have shaken the confidence of pupil teachers. This anxiety makes them anxiety-oriented for self study and hard work. Thus, they succeeded for the high achievement. While the pupil teachers studying in congenial classroom climate become more confident, considerable loss of scholastic achievement of pupil-teachers in congenial classroom could be accounted for their over-confidence.

It is also clear from Table 1, that the effect of teachers' leadership behaviour on students' scholastic achievement is also significant ($F = 7.44, P < .01, df = 1$ and 53) which clearly shows that effective teachers do influence the academic achievement of the students. The obtained mean values of a scholastic achievement of the pupil teachers in a specific subjects are shown in the Table 3, given as under :

TABLE 3
Means Academic Achievement Scores of Kinds of Teachers Categorized in Accordance with Their Leadership Behaviour

Levels of Teachers' Leadership Behaviour	Effective Teachers	Ineffective Teachers
Mean Academic Achievement Scores	124.65	117.45

Table 1 also indicates that teachers' expectations contribute significant role in causing variation in the academic achievement scores of students (F

$= 68.37, P < .01, df = 1$ and 53). The obtained mean values are presented as under:

TABLE 4
Mean Academic Achievement of Pupil-Teachers in Terms of Different Levels of Teachers' Expectations

Levels of Teachers' Expectations	High Expectations	Low Expectations
Mean Academic Achievement Scores	132.92	108.33

An examination of the table reveals that the student who are expected to secure better achievement do better performances in their examinations. The pupil teachers who are highly expected by their teachers get high motivations ; and probably to maintain the teachers' expectations, they do hard work than those who are not expected by their teachers.

Summary of the analysis of variance (Table 1) also clearly demonstrates that the two factors international effects; viz. (classroom climate x teachers' effectiveness), (classroom climate x teachers' expectations), and (Teachers' effectiveness x Teachers' Expectations) as well as the three factor interactional effect, viz. (classroom climate x Teachers' effectiveness x Teachers' expectations) are found, non-significant at 0.05 level thereby indicating that joint interactional effect of various pairs of independent variable do not cause any significant variation in the academic achievement scores of the B.Ed. pupil teachers.

CONCLUSION

The findings of the study lead to the conclusion that despite the cognitive and affective correlates of the learners, their academic performance and achievement in the examinations is significantly determined by the classroom climate, teachers' effectiveness and their expectations from their students. As these three contribute to the intrinsic and extrinsic motivational factors for the learners,

the learner, in uncongenial classroom climate did perform better and show high achievement in their course of study than their counter arts. However, this does not mean that uncongenial classroom is better for the high achievement in the examinations. This may be a unique situation in the study, which can not be accepted universally true. The result needs verification. Further, results indicate that teacher is a main factor for creating a congenial classroom climate in the class which effects the students' achievement. Hence teacher should try to create a democratic and favourable environment in the class so that learners be motivated towards their studies. The knowledge of the relationship of teachers' effectiveness, expectations and students' achievement may function as feedback and may influence the behaviour of the teachers and educators yielding effective teaching-learning process among learners and teachers.

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