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PREFERRED CLASSROOM ENVIRONMENT BY TEACHER EDUCATORS

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ABSTRACT

The present investigation was to find the preferred classroom Environment by Teacher Educators. Survey method of investigation was employed. The findings of the study showed that there is a significant difference between male and female teacher educators in relation to their preferred classroom environment. Significant difference was obtained between rural and urban teacher educators in relation to their preferred classroom environment. Significant difference was also found between arts and science stream teacher educators in relation to their preferred classroom environment.

Key words:Preferred Classroom Environment and Teacher Educators

Introduction

Classroom environment includes the social climate, the emotional environment and the physical aspect of the classroom. It is that idea which influences the students' growth and behaviour the most. The type of classroom a teacher prefers affects the students' performance. Preferred classroom environment can be important in predicting student teachers' achievement of cognitive and affective domains. An enriched environment increases the potentialities of the students and the lifeless one, can decrease the abilities of the students. The assessment of classroom environment can be done in the form of formative and summative assessment of student teachers. Therefore, the role of teacher to prefer a classroom environment affects the output of students up to a great level. Practical implication of preferred classroom environment study is that the class achievement of certain outcomes can be enhanced by changing the actual classroom environment. Keeping in view, its

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importance, the present study has aimed to study the preferred classroom environment by teacher educators on the basis of their differences in various aspects.

Anderson (1971) found that high school subjects are affected by favouritism, formality, disorganization, apathy and goal direction as classroom environment.

Steele et. al. (1974) found that secondary school mathematical students prefer testing and grading as assessment in classroom environment where as language students prefer participation and evaluation by peer in their classroom environment.

Welch (1979) found that classroom environment varies with the subjects of the secondary grade.
Brekelmans (2003) mathematics and science teachers showed less understanding and leadership than teachers of other subjects.

Rickards (2006) found that environment, in science classes, is less cooperative as compared to other classes. However, no difference was found in other dimensions of environment.

Dorman (2009) found that science students prefer more task oriented environment in class as compared to arts students.

METHODOLOGY

The present study is a survey type in nature. Here the data has been collected personally from the teachers. The method applied is of descriptive type. Purposive sampling method was used to select the colleges.

SAMPLE

A sample of 100 teacher educators was selected from 10 colleges of Panchkula and Ambala district of Haryana state.

OBJECTIVES

1. To study the preferred classroom environment among male and female teacher educators.

2. To study the preferred classroom environment among rural and urban teacher educators.

3. To study the preferred classroom environment among science and art stream teacher educators.

HYPOTHESES

1. There exists a significant difference between male and female teacher educators in relation to their preferred classroom environment.

2. There exists a significant difference between rural and urban teacher educators in relation to their preferred classroom environment.

3. There exists a significant difference between science and art stream teacher educators in relation to their preferred classroom environment.

TOOL USED

Hindi version of Preferred Classroom Environment Inventory (Fraser et. al. 1986) by Dr. B. P. Verma was used. The inventory has seven dimensions to assess the preference to classroom environment. These dimensions are: Personalization, Involvement, Student Cohesiveness, Satisfaction, Task orientation, Innovation and Individualization. The inventory has 49 items, 7 items of each dimension. It uses four point scale- strongly agree, agree, disagree and strongly disagree.

RESULTS AND DISCUSSIONS

Table 1: showing difference between male and female teacher educators in relation to their preferred classroom environment.

Sr. No.	Dimensions	Male Teacher Educators (N = 50)		Female Teacher Educators (N=50)		't' value
		Mean	S.D.	Mean	S.D.	
1.	Personalization	25.64	4.37	27.46	3.89	2.199
2	Involvement	24.60	5.91	28.30	3.78	3.729
3	Students Cohesiveness	24.78	3.24	28.96	3.76	5.955
4	Satisfaction	25.62	5.91	27.87	4.27	2.182

5	Task Orientation	24.99	5.28	27.66	3.33	3.024
6	Innovation	24.24	4.42	28.34	5.87	3.945
7	Individualization	25.06	3.17	28.16	4.12	4.216

It is observed from the table that all the t- values are significant. Thus it shows that males and female teacher educators show significant difference in relation to their preferred classroom environment. Therefore, **hypothesis no. 1** i.e. There exists a significant difference between male and female teacher educators in relation to their preferred classroom environment, is **accepted**.

Table 2: showing difference between rural and urban teacher educators in relation to their preferred classroom environment.

Sr. No.	Dimensions	Rural Teacher Educators (N = 50)		Urban Teacher Educators (N=50)		't' value
		Mean	S.D.	Mean	S.D.	
1.	Personalization	25.31	4.36	27.64	4.80	2.540
2	Involvement	24.54	3.92	28.60	5.71	4.145
3	Students Cohesiveness	24.87	3.25	28.17	3.79	4.673
4	Satisfaction	25.20	5.92	27.74	4.28	2.458
5	Task Orientation	24.74	5.29	27.72	3.34	3.368
6	Innovation	24.38	5.41	28.25	3.86	4.11
7	Individualization	25.01	5.16	28.41	3.19	3.963

It is observed from the table that all the t- values are significant. Thus it shows that rural and urban teacher educators show significant difference in relation to their preferred classroom environment. Therefore, **hypothesis no. 2** i.e. There exists a significant difference between rural and urban teacher educators in relation to their preferred classroom environment, is **accepted**.

Table 3: showing difference between science and arts teacher educators in relation to their preferred classroom environment.

Sr. No.	Dimensions	Science Teacher Educators (N = 50)		Arts Teacher Educators (N=50)		't' value
		Mean	S.D.	Mean	S.D.	
1.	Personalization	25.05	4.21	27.63	3.59	3.297
2	Involvement	24.16	3.62	28.51	4.08	5.639
3	Students Cohesiveness	24.93	3.24	28.82	3.67	5.618
4	Satisfaction	25.26	4.94	27.94	4.72	2.773
5	Task Orientation	24.04	5.62	27.77	3.94	3.842
6	Innovation	24.83	4.71	28.54	3.68	4.389
7	Individualization	25.46	4.68	28.08	4.82	2.757

It is observed from the table that all the t- values are significant. Thus it shows that science and arts teacher educators show significant difference in relation to their preferred classroom environment. Therefore, **hypothesis no. 3** i.e. There exists a significant difference between science and arts teacher educators in relation to their preferred classroom environment, is **accepted**.

CONCLUSIONS

On the basis of the present study the following conclusions have been drawn:

1. There exists a significant difference between male and female teacher educators in relation to their preferred classroom environment.
2. There exists a significant difference between rural and urban teacher educators in relation to their preferred classroom environment.
3. There exists a significant difference between science and art stream teacher educators in relation to their preferred classroom environment.

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