

EXAMINING THE EFFECTS OF CLASSROOM STRATEGIES ON SECONDARY SCHOOL STUDENT PERFORMANCE IN PRAKASAM DISTRICT

Dr. G. Showrilu¹, Debajit Borah²

¹Assistant Professor, St. Paul's college of Education Giddualur, India.

²M. Ed Student Department of Education, St. Paul's college of Education Giddualur, India.

ABSTRACT

The present study has been designed to study the Impact of Class Room Practice on Secondary School Students in Prakasam district. Various Indian and foreign studies were reviewed. Descriptive Survey method has been used in this study. The sample consists of 200 students studying in secondary schools of Prakasam district. The investigator used stratified random sampling technique for selecting the sample. Questionnaire was constructed for the Students to find out the opinions on the Impact of Class Room Practice on Secondary School Students in Prakasam district. The data were analyzed using various statistical methods like mean, SD, 't' test and F-test were the statistical techniques used. The score obtained by different groups are compared across the variables like gender, medium, management, locality, parental qualification, parental occupation and parental income. The results are discussed in light of previous research studied; suggestions and Recommendations for further research were also suggested.

Key Words: Classroom Practice Secondary school students.

1. INTRODUCTION

Students experience the classroom as not just an intellectual space, but also as a social, emotional, and physical environment. Classrooms that subtly or indirectly exclude certain groups of students tend to be common from the students' perspectives; students have a particularly negative reaction to instructors who fail to acknowledge consequential local or national events (Huston and DiPietro, 2007). These implicitly marginalizing classrooms have a negative effect on students' motivation to learn and cognitive development (Ambrose et al., 2010). The teaching-learning process cannot take place in a vacuum. In formal education settings, it occurs as a result of interaction among members of the classroom. In classroom settings, elements of teaching-learning process include: teacher, students, content, learning process and learning situation. The learning situation or learning environment means the conditions in which learning take place. Each classroom has unique teaching - learning conditions. According to Arend (2007), classes may seem similar from the distance but are different in its procedures and the processes. A classroom setting has two major components, namely, physical component and human component. Physical component comprises all the physical objects present in the classroom e.g. black board, furniture, lightings, projector, books, computers etc., whereas the human component comprises of individuals i.e., teachers and students in the classroom. It generally involves the nature of interaction of teachers with students and student-student as well. This pattern of interaction generates a particular atmosphere which may be called as learning condition/situation/environment. This aspect is also called the psycho-social environment of the classroom. Most scholars agree that students' academic achievement varies with learning conditions. Therefore, this study was designed to investigate the effect of students' perception of classroom learning environment on their academic achievement in mathematics at secondary level.

Need and significance of the study:

Classroom Practice should be conducive and also should be encouraging to the students to adjust in the classroom situation for learning. If the Classroom Practice is not conducive, students may not be adjusted, that situation may impede for learning. The students may come various backgrounds, their socio-economic conditions may vary, the group of students may be heterogeneous in group; with all these features students may differ in their attitudes, interests, and also sometimes may not adjust with the classroom or school situations, Hence, classroom situation or the school atmosphere or climate should be attractive and encouraging. Some studies were conducted in India on the Classroom Practice.

Basing on the situations and climatic conditions of the locations of Andhra Pradesh and the specified districts it is necessary to undertake study at the secondary level. This stage is very crucial, and also the classroom situations should also be more encouraging for such group of students. where the Classroom Practice conditions are encouraging these are rate of adjustment be high. Hence, the researcher taken up this study to know the perceptions of students of secondary level towards Classroom Practice in secondary schools. This study was provide some useful hints for further exploration.

2. OBJECTIVES OF THE STUDY

1. To study the Impact of Class Room Practice on Secondary School Students in Prakasam district.
2. To study the significant difference among the perceptions of students based on their demographic variables i.e., gender, medium, management, locality, parental qualification, parental occupation and parental income towards Impact of Class Room Practice on Secondary School Students in Prakasam district.

Hypotheses of the present study

1. There is no significant difference between the perceptions of male and female category students towards Impact of Class Room Practice on Secondary School Students in Prakasam district.
2. There is no significant difference among the perceptions of students based on their medium towards Impact of Class Room Practice on Secondary School Students in Prakasam district.
3. There is no significant difference among the perceptions of students based on their school management towards Impact of Class Room Practice on Secondary School Students in Prakasam district.
4. There is no significant difference among the perceptions of students based on their locality towards Impact of Class Room Practice on Secondary School Students in Prakasam district.
5. There is no significant difference among the perceptions of students based on their parental qualification towards Impact of Class Room Practice on Secondary School Students in Prakasam district.
6. There is no significant difference among the perceptions of students based on their parental occupation towards Impact of Class Room Practice on Secondary School Students in Prakasam district.
7. There is no significant difference among the perceptions of students based on their parental income towards Impact of Class Room Practice on Secondary School Students in Prakasam district.

3. REVIEW OF RELATED LITERATURE

Safiullah et al., (2023) studied on “Impact of Classroom Management on students’ Academic Achievement at Secondary School Level in Peshawar”. It was also found that Teaching Learning Process and students’ achievements were a positive relationship. It was confirmed that Classroom Rules play a positive role in the achievement level of the students. It was also indicated that rewards & punishments contribute towards the student’s achievements. The study suggested that future researchers may take up the issue of classroom management at various other levels as well.

Yan Zhu & Gabriele Kaiser (2022) studied on “Impacts of classroom teaching practices on students’ mathematics learning interest, mathematics self-efficacy and mathematics test achievements: a secondary analysis of Shanghai data from the international video study Global

Teaching In Sights”. The results revealed that social-emotional support and instruction quality were the key dimensions relating to the characteristics and differences of mathematics lessons in Shanghai. While the former had a significantly positive impact on students’ general mathematics self-efficacy, the latter had a significantly positive impact on students’ mathematics interest. Although specific teaching practices had no significant direct impact on students’ mathematics achievement scores, social-emotional support and instruction quality considerably influenced students’ academic performance in an indirect way via general self-efficacy.

Design of the Study

The researcher followed the survey method of the descriptive research. For this investigation the questionnaire had been considered as a suitable tool for the collection of data. The questionnaire consisted of 48 statements as perceived by the Students.

Reliability and Validity: For the purpose of the present study the split- half method was adopted. The split-half reliability co-efficient for the Impact of Class Room Practice on Secondary School Students as perceived by students was 0.86 and for the validity of the scale it is based on the content and construct validity.

Administration of Tool: The tool was administered among students, necessary instructions were given in filling the tool. All the respondents followed the instructions and filled the tool by reading the all the items carefully.

Data Collection: The investigator personally visited the sampled schools and administered the tool among the sampled respondents. The data collected through questionnaire and Interview schedule were used for analytical purposes.

Statistical Techniques Used: The statistical techniques used mainly for analytical purposes were means, standard deviations were used To study the significant differences in between the socio-economic variables, ‘t’-test and ‘F-test (ANOVA) have been used by the investigator with the help of Statistical Package for Social Sciences (SPSS).

Table 4.1: Overall perceptions of secondary school students with respect to their Classroom Practice in Secondary School Students

N	Min. Score	Max. Score	Mean	Mean, Percent	Std. Dev.
200	48	144	115.30	80.07	10.70

From the above table 4.1 students showed high perceptions towards Classroom Practice in Secondary Schools of Prakasam District. The mean value was found to be 115.30 which was 80.07% of their Total score respectively.

Table 2: Overall perceptions of secondary school students based on their socio-economic variables towards their Classroom Practice in Secondary School Students

S.No.	Variable	Category	N	Mean	Std. Dev.	t/F-value	p-value
1	Sex	Boy	94	117.61	10.39	2.52*	0.01
		Girl	106	113.56	10.65		
2	Medium	Telugu	42	114.79	10.86	1.53 ^{NS}	0.13
		English	106	118.32	9.30		
3	Management	Government	108	114.04	10.43	22.97**	0.00
		Municipality	14	111.92	9.80		
		Private	78	127.08	3.20		
4	Locality	Rural	136	118.23	10.25	4.40**	0.00
		Urban	64	111.39	10.08		
5	Parental Qualification	Up to 5th	104	114.17	10.88	2.80*	0.04
		6th to 10th	66	118.18	10.27		
		Inter	18	110.38	7.38		
		Graduation and above	12	117.29	12.45		
6	Parental Occupation	Agriculture Labour	84	117.01	10.51	1.53 ^{NS}	0.20
		Cultivation	49	114.77	11.13		
		Business	17	115.75	11.79		
		Employee	9	117.00	9.56		
		Others	41	111.83	9.97		
7	Parental Income	Below Rs. 25000/-	110	116.45	10.96	1.79 ^{NS}	0.17
		Rs. 25000 to 50000/-	52	112.76	10.12		
		Above Rs. 50000/-	38	115.03	10.35		

**Significant at 0.01, *Significant at 0.05 level and NS : Not Significant

There is no significant difference between the perceptions of Students based on their medium, Parental occupation and Parental Income towards Impact of Class Room Practice on Secondary School Students in Prakasam district.

There is a significant difference among the perceptions of Students based on their gender towards Impact of Class Room Practice on Secondary School Students in Prakasam district and boy category Students perceived high than that of the rest.

There is a significant difference among the perceptions of Students based on their school management towards Impact of Class Room Practice on Secondary School Students in Prakasam district and Private school Students perceived high than that of the rest. There is a significant difference among the perceptions of Students based on their locality towards Impact of Class Room Practice on Secondary School Students in Prakasam district and rural area Students perceived high than that of the rest.

There is a significant difference among the perceptions of Students based on their parental occupation towards Impact of Class Room Practice on Secondary School Students in Prakasam district and Agriculture labour of parents of Students perceived high than that of the rest.

4. CONCLUSION

1. There is no significant difference between the perceptions of Students based on their medium, Parental occupation and Parental Income towards Impact of Class Room Practice on Secondary School Students in Prakasam district.
2. There is a significant difference among the perceptions of Students based on their gender towards Impact of Class Room Practice on Secondary School Students in Prakasam district and boy category Students perceived high than that of the rest.
3. There is a significant difference among the perceptions of Students based on their school management towards Impact of Class Room Practice on Secondary School Students in Prakasam district and Private school Students perceived high than that of the rest.
4. There is a significant difference among the perceptions of Students based on their locality towards Impact of Class Room Practice on Secondary School Students in Prakasam district and rural area Students perceived high than that of the rest.
5. There is a significant difference among the perceptions of Students based on their parental occupation towards Impact of Class Room Practice on Secondary School Students in Prakasam district and Agriculture labour of parents of Students perceived high than that of the rest.

5. SUGGESTIONS

1. A comprehensive approach will be needed, involving changes in school and Classroom Practice , increased teacher-parent involvement.
2. All parties, that is, school staff, students, and parents, as well as organizations connected to the school's community, should be involved in cooperative efforts to improve the family, school, and community climate to prevent and diminish school bullying.
3. The metaphor of "climate" has often, unintentionally, suggested that the perceived social environment of the school is like the weather:
4. school climate can be enhanced by systematic changes in the social organization and instructional regularities of the school.
5. Numerous dimensions of school climate are associated with differences in the size, structure, and activities of interdisciplinary teams in schools.
6. Other factors affecting school climate include classroom instructional practices, teacher attitudes toward the implementation of research-based practices, teacher readiness and professional development, and teacher role strain and job satisfaction.

6. REFERENCES

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