

**A STUDY OF TEACHERS PERCEPTION ON LEARNING ENVIRONMENT FOR INTERNATIONAL
BACCALAUREATE DIPLOMA PROGRAM (IBDP)**

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ABSTRACT

The study focuses on teachers' perception on the 'Learning Environment' in the school specifically focusing on International Baccalaureate Diploma Program (IBDP). Learning Environment was conceptualized for the present study which constituted five dimensions - Learning Climate, Instructor Enthusiasm, Psychological Environment, Physical Environment and Classroom Disciplinary Climate. The study adopted qualitative research methods and data was collected using Questionnaire to understand teachers' perception regarding the learning environment which comprised these entire five dimensions. Descriptive statistics frequency distribution and percentage was used to obtain qualitative analysis of the respondents'. The data revealed that nearly 83 percent of teachers i.e. 9 out of 11 perceived that students get opportunity to interact and participate, and learner centered approach is been practiced, even the school administrators support teachers' efforts to maintain discipline in the classroom. The data reveals 81.1 percent teachers perceived teachers' facilitates students' own inquiry. The teachers' flexibility in understanding and accepting ideas was related to their academic qualifications and not necessarily teaching experience. It was found that nearly 60 percent of teachers perceived that the teacher student ratio was maintained according to norms of IB.

KEYWORDS: International Baccalaureate Diploma Program (IBDP), Learning Environment, Teachers' Perception