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Classroom Climate At The Higher Secondary Stage

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ABSTRACT

In the present study, efforts have been made to study the influences of classroom climate on academic achievement of higher secondary students. Sample of four hundred students selected from various higher secondary schools located in Vellore District of Tamilnadu. Survey method adopted for data collection. Descriptive and differential analyses are used to test the hypotheses. The findings revealed moderate level of classroom climate found in the schools. And no significant gender differences were observed in (i) physical climate; (2) physiological climate, and (iii) academic achievement.

KEYWORDS : Classroom Climate, Higher Secondary Stage

Introduction

Quality of education has determined by the climate of the classroom. The structural and functional characteristics of classroom climate play in the smooth functioning of the class and its pupils. The physical and physiological characteristics interact to produce a climate that can be significant to both the individual and the classroom. The individual in a classroom setting becomes the environment of one another. The general atmosphere of a classroom may be characterized in many ways. That is, a classroom climate may be competitive rather than non-competitive, restrictive rather than permissive, and elitist rather than universal in orientation. These properties will express themselves the physical facilities, presence and use of instructional aids, teacher-teaching approaches, leaner-learning process, teacher-pupil relationship and classroom management in a classroom.

The Education Commission (1964-1966) has rightly pointed out in its report that destiny of India is being shaped in her classrooms. The shape undoubtedly, will depend on the activities in the classroom and how does it go. A well organized classroom with suitable teaching aids and methods can achieve better results.

According to Lawson et al. (2010), students and teachers bring into schools and classrooms their relationships and states of well-being, all of which have a powerful impact on teaching and learning.

Definition of Classroom Climate

Classroom climate has defined as the mood or atmosphere created by a teacher in her/his classroom, the way the teacher interacts with pupils, and the way the physical environment is set out (Muijs & Reynolds, 2011) which supports and promotes students' success (Hunt et al., 2009).

Classification of Classroom Climate

The class room climate is classified into two major groups, they are:

1. Physical climate
2. Physiological climate

Physical climate is divided into two dimensions and physiological climate is further divided into five dimensions. They are as follows:

1. Physical Climate

The factors and forces that influence passively the phenomena of the classroom are called structural climate or physical climate. The dimensions of physical climate are:

i. Situation and facility
ii. Instructional aids

2. Physiological Climate

The factors and forces that influence activities of the phenomena of the classroom are called physiological climate or functional climate. The dimensions of physiological climate are:

i. Teacher and teaching
ii. Utilisation of instructional aids
iii. Learner and learning
iv. Teacher – pupil relationship
v. Classroom management

Angelika Anderson et al. (2004) stated that classroom climate is significantly related to all of the measures of motivation to learning.

Need and Importance of the Study:

An ideal classroom is having the more constraints and difficulties in India like developing countries. We should identify the conditions necessary to influence the classroom setting. The interaction of the factors that take place in the classroom plays an important role as the classroom is a hub of interaction network in a particular way. This interaction forms the basis for the prevailing environment in any class room. The environment provides a network of forces and factors which play on the individual of any classroom. Some individual may resist this network and some rare individuals completely avoid or escape from these forces. The environment is a shaping and reinforcing forces which acts on the individual's learning. At the same time every individual becomes the part or the component of the environment. It is an imperative to consider the interaction between the teacher and the pupil, teaching and learning, availability and utilization of instructional aids, discipline control, situation and facility available etc. It is believed that the different climate will have different effect on the achievement of pupils. That is, if one moves from classroom to classroom he/she finds that conditions differ. Hence, the investigator has chosen the present problem.

Statement of the Problem:

Identification of the conditions of the classroom setting is necessarily influence the students' achievement and character. The factors in the classroom that take place a vital role in students' classroom performance and behaviour in a particular way. This interaction forms the basis for the prevailing environment in any class room. In this purview, the present investigation entitled as "CLASSROOM ROOM CLIMATE AT THE HIGHER SECONDARY STAGE".

Objectives:

The objectives of the present study are as follows:

1. To find out the level of classroom climate of higher secondary students.
2. To find out whether there is any significant difference in physical climate of higher secondary students with respect to gender.
3. To find out whether there is any significant difference in physiological climate of higher secondary students with respect to gender.
4. To find out whether there is any significant difference in academic achievement of higher secondary students with respect to gender.

Hypotheses:
The following are the hypotheses of this study:

1. The level of classroom climate of higher secondary students is high.
2. There is no significant difference in physical climate of higher secondary students with respect to gender.
3. There is no significant difference in physiological climate of higher secondary students with respect to gender.
4. There is no significant difference in academic achievement of higher secondary students with respect to gender.

Research Design:
Survey method is adopted by the researchers.

Population:
The population of this study comprises of the first year higher secondary students studying in the higher secondary schools at Vellore District of Tamilnadu.

Sample and Sampling Procedure:
Four hundred standard XI Biology students randomly selected from the higher secondary schools located in Vellore District of Tamilnadu State.

Instruments Used:
The following tools were used in the present study:

1. Personal Data Sheet developed by the researchers.
2. Rajkumar's Classroom Climate Scale (1984).
3. Achievement Test in Biology developed and validated by the researchers.

Data Analysis:
Descriptive and differential analysis were made to compute the data and to verify the hypotheses formulated in this study by using the Statistical Package for the Social Sciences (SPSS).

Results:

Table 1: Level of classroom climate of higher secondary students.

Level of Classroom Climate	Frequency	Percent
Low	115	28.8
Moderate	175	43.8
High	110	27.4
Total	400	100

From the above table, it is observed that 43.8 % of higher secondary students (N=400) involved in the present study have moderate level of classroom climate, 28.8 % of them have low level of classroom climate and the remaining 27.4 % have high level of classroom climate.

Table 2: Mean, SD and t-value on physical climate of the classroom of higher secondary students with respect to Gender.

Gender	N	Mean	SD	t-value
Male	190	6.34	3.13	0.378*
Female	210	6.46	3.19	

Note: * Not significant at 0.05 level.

From the above table, there is no significant difference is noted in physical climate of higher secondary students with respect to gender at 0.05 level.

Table 3: Mean, SD and t-value on physiological climate of the classroom of higher secondary students with respect to Gender.

Gender	N	Mean	SD	t-value
Male	190	16.68	6.73	0.211*
Female	210	16.54	7.10	

Note: * Not significant at 0.05 level.

From the above table, there is no significant difference is noted in physiological climate of higher secondary students with respect to gender at 0.05 level.

Table 4: Mean, SD and t-value on academic achievement of higher secondary students with respect to Gender.

Gender	N	Mean	SD	't' value
Male	130	755.15	89.04	0.260*
Female	270	752.62	87.56	

From the above table, there is no significant difference is noted in academic achievement of higher secondary students with respect to gender at 0.05 level.

Major Findings:
From the analysis, the following findings are observed:

Table - 1 reveals that among higher secondary students, 43.8% of them are having moderate level of classroom climate, 27.4% of them are having high level classroom climate and the remaining 28.8% of them are having low level of classroom climate.

Table - 2 reveals that no significant difference is observed as the obtained t-value (0.378) is lesser than the table value at 0.05 level. Therefore, it is inferred that there exists no significant difference between the boys and girls of higher secondary students in their physical climate of the classroom.

From Table - 3, no significant difference is observed as the obtained t-value (0.211) is lesser than the table value at 0.05 level. Therefore, it is inferred that there exists no significant difference between the boys and girls of higher secondary students in their physiological climate of the classroom.

From Table - 4, no significant difference is observed as the obtained t-value (0.260) is lesser than the table value at 0.05 level. Therefore, it is inferred that there exists no significant difference between the boys and girls of higher secondary students in their academic achievement.

Discussion and Conclusion:
Present study was intended to know the status of classroom climate of higher secondary schools and the academic achievement of higher secondary students. Based on the findings, the level of classroom climate was moderate in nature. Soni (2005) found low level of classroom climate. No significant gender differences observed in the present study. The similar finding are observed by Alexia Gillen et al (2011); Sundararajan and Rajasekar (1993) and Huy Phans (2008). However, it was contradicted by the finding of Michelle L Peters (2003), he observed significant difference with respect to gender; although boys reported higher mean score than girls. Avinashilingam and Sharma (2005) observed the classroom factors play major role in affecting the students' academic performance. Achievement of students in the class is not only influenced by the motivation of the teachers but also by a positive climate. A classroom is a unique place marked by interpersonal relationship among its members. This interpersonal relationship precisely acknowledges the teacher-student relationship and the peer relationship (Chamundeswar and Uma, 2008). Ram Swaroop Vishwakarma (2008) observed the school environment increases the academic achievement of boys and girls. Teachers should try to create positive and congenial classroom climate and to make involve the parents who are unable to be actively involved in the classroom throughout the school day. A positive classroom envi-

ronment is an important tool for establishing a successful and effective school year. There are numerous factors that may have an influence on positive classroom environments. However, it is critical that teachers create a positive classroom environment to encourage the students' growth. A positive classroom environment enhances the students' ability to learn and to be productive in and out of the classroom.

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